THE SCHOOL OF
ARCHITECTURE & DESIGN

Course Guide  www.arch.utas.edu.au
THE UNIVERSITY OF TASMANIA

The University of Tasmania (UTAS) was established in 1890 and is the fourth oldest university in Australia. It is highly regarded internationally as a teaching and research institution. UTAS is committed to the creation, preservation, communication and application of knowledge, as well as excellence in all teaching, research and scholarly activities. Our research is integral to our identity and sense of purpose. The University has a total student population of over 26,000, including approximately 2,800 international students from over 80 countries. UTAS offers a very beautiful, enjoyable and accessible environment for study and has 7 campuses; 2 in Launceston, 4 in Hobart and 1 on the Cradle Coast.

LAUNCESTON CAMPUSES
The Launceston campuses are in Newnham and Inveresk and are around a 10 minute drive from one another. These campuses cater for approximately 7,600 students. There are sporting facilities, cafes, a bank and a range of other facilities on the Newnham campus. The Inveresk campus is only a 10 minute walk to the city centre and is home to the School of Architecture & Design, the School of Visual & Performing Arts and the Queen Victoria Museum & Art Gallery. See page 7 for more information.

HOBART CAMPUS
The main Hobart campus is in Sandy Bay, which is about a 30 minute walk from the city centre. There are shops, sporting facilities, a medical centre, a bank and a travel agency on the Sandy Bay campus. There are 3 other campuses in Hobart: the Tasmanian School of Art situated on Hobart’s waterfront and, in the city, the Conservatorium of Music and the Medical Sciences Precinct. The Hobart student population totals approximately 14,000 students.

CRADLE COAST CAMPUS
The Cradle Coast campus is in Burnie in the Cradle Coast region of Tasmania. The campus serves a regional population in the north west of the state.

Please note: Study at the Cradle Coast campus is currently not available to international students.

For more information about the University of Tasmania, visit http://www.utas.edu.au
Welcome to the School of Architecture & Design at the University of Tasmania

The School of Architecture & Design at the University of Tasmania offers degree programs in Architecture, Interior Design, Furniture Design and Landscape Architecture.

Our School is recognised as a centre for the teaching, research, design and construction of environments and artefacts that are:
- socially responsive and responsible, and explore the interaction between design and inhabitation at different scales;
- healthy, environmentally sensitive and encourage the users’ well-being;
- addressing challenges of environmental changes, social and economic development, social agency and anticipatory planning and design;
- enriching and are enriched by new information and technology; and
- informed by an understanding of the changing role of design and emerging larger-scale design questions around the relationships between the built environment, site and physical geography.

Our student cohort is made up of local, interstate and international students, both recent school leavers and mature age. The University of Tasmania encourages international student enrolment in both undergraduate and postgraduate courses, and around 30% of our School’s cohort is made up of international students.

Our School is committed to a future in which social responsibility and environmental sustainability are key elements in the design of the built environment.

Why Choose the School of Architecture & Design at UTAS?

Our Location
- Our School is located in Launceston, the third oldest city in Australia, in the heart of the city’s arts and cultural precinct, in the north of Tasmania. Tasmania has a temperate climate and provides access to some of the most beautiful mountains, beaches and national parks in the world.
- Our School is located in an award-winning and environmentally sustainable building, which is one of our most effective teaching tools. It offers students large studios and workspaces, world-class facilities and advanced technologies.
- Our School is a consultative and collegial design community that involves and respects the active participation of staff, students and postgraduates.
- Our School has a national and international profile in terms of teaching and sustainability initiatives, and an outstanding success rate with national awards and scholarships won by students, staff and graduates.

Our Degree Programs
- Our School offers degree programs in Architecture, Interior Design, Furniture Design and, from 2012, Landscape Architecture, each with a strong focus on environmentally sustainable design.
- Our degree programs are recognised by the Australian Institute of Architects and the Commonwealth Association of Architects, by the Australian Institute of Landscape Architects and by the Interior Design/Interior Architecture Educators Association.

Our Staff
- Our academic staff have extensive experience in teaching and supervising students from Australia and many other countries, including Malaysia, China, Thailand, Singapore, Nepal, Bangladesh, India and Indonesia, as well as many European countries.
- Our staff are involved in research in diverse areas, ranging from art and architectural history and theory to sustainable technologies. Many of our staff members are also practising designers and architects, and published historians, theorists and building scientists.

Our Teaching and Learning Initiatives
- Our School provides students with real projects for real clients, with an emphasis on social agency.
- Our staff have won national and international awards for teaching and practice excellence.

Our Research
- Our School is an active and renowned centre for interdisciplinary design research in collaboration with a variety of disciplines, including engineering, philosophy and the visual and performing arts.
- Our School hosts Sustainability Incubator: Research, Design, Action (SI:RDA), which undertakes advanced research in a range of areas relating to the four disciplines and provides an interface between new scientific research on sustainability and design.
Our Head of School

Professor Stephen Loo is the Head of the School of Architecture & Design and Professor of Architecture at the University of Tasmania. He has taught at the University of South Australia, University of Sydney and University of Adelaide, prior to joining UTAS.

Stephen has practiced as an architect in Australia, the United Kingdom, Malaysia and in the Pacific, and he is a Founding Partner of the award-winning architectural, design and interpretation practice Mulloway Studio. Stephen holds the Chair of the National Education Committee of the Australian Institute of Architects, and is a Councillor of the Tasmanian Chapter of the Institute. He is also Vice President of the Australian Deans of the Built Environment and Design (ADBED).

Stephen is a practicing artist and has exhibited/performd in London, Adelaide, Melbourne, Canberra and Launceston. Stephen holds a PhD in architecture and philosophy, and his research is located at the intersections of philosophy, architectural theory, contemporary visual art and experimental digital practices. His interest is in the connections between architecture, urbanism and the citizenship of place. He has published widely on topics such as language, affect, biophilosophy, subjectivity, and on the relations between aesthetics and ethics.

Our Teaching Staff

Our profile teaching staff are listed below:

Mr Simon Ancher: Program Director (Furniture Design) | Lecturer in Furniture Design
Mr Justin Beall: Lecturer in Building Technology in Design
Dr Richard Burnham: Lecturer in Design | Lecturer in History and Theory in Design
Mr Geoff Clark: Senior Lecturer in Design | Senior Lecturer in Building Technology in Design
Mr Ian Clayton: First Year Coordinator | Lecturer in Design
Professor Roger Fay: Associate Dean (International)
Dr Steven Fleming: Lecturer in History and Theory in Design
Dr Stuart King: Lecturer in History and Theory in Design | Lecturer in Design | Graduate Research Coordinator
Ms Kirsty Máči: Program Director (Interior Design) | Senior Lecturer in Design

Dr Catriona McLeod: Program Director (Landscape) | Senior Lecturer in Design
Associate Professor Gregory Nolan: Director of the Centre for Sustainable Architecture with Wood (CSAW) | Senior Lecturer in Building Technology in Design
Ms Helen Norrie: Lecturer in Design
Dr Ceridwen Owen: Deputy Head of School | Program Director (Architecture) | Lecturer in Design | Lecturer in Building Technology in Design
Ms Jacqueline Power: Lecturer in Design
Ms Louise Wallis: Degree Coordinator | Lecturer in Design | Chair of Teaching and Learning

Our profile senior members who, through their renowned practical experience, contribute to the School as guest lecturers, research associates and mentors. Visiting, Adjunct and Associate positions include:

Visiting Professor Brit Andreason: Professor Emeritus, The University of Queensland | Principal, Brit Andreason Architect, Brisbane
Adjunct Professor Scott Balmforth: Director of the award-winning architectural practice Terrar
Visiting Associate Professor Adrian Carter: Associate Professor, University of Aalborg, School of Architecture and Design, Denmark | Director, Utzon Research Center, Aalborg, Denmark
Adjunct Professor Jan Gehl: Professor Emeritus of Urban Design at the School of Architecture in Copenhagen | Founding Partner, Gehl Architects | Awarded an international honorary fellowship to the Royal Institute of British Architects (Int. FRIBA) in 2006 and to the AIA, the American Institute of Architecture and the Canadian Institute of Architecture in 2008
Honorary Associate Dr Andras Kelly: Consulting Landscape Architect | Former Head of the UTAS School of Architecture & Design
Adjunct Professor Richard LePlastrier: Renowned Australian architect and architectural educator | Awarded the Gold Medal of the Royal Australian Institute of Architects in 1999 and the Dreyer Foundation Prize of Honour in Denmark in 2009, the first time an architect from outside Denmark has received this prize
Adjunct Associate Professor Madeline Lester: Design Manager and Principal, Madeline Lester Design Management | Member of the Order of Australia (AM) for service to interior design
Adjunct Professor Robert Morris-Nunn: Director of the award-winning Australian practice of Morris-Nunn & Associates
Adjunct Professor Peter Poulet: State Architect of Tasmania
Visiting Associate Professor Cameron Tonkinwise: Associate Professor, Director of Design Studies, Carnegie Mellon University, USA | Internationally acknowledged as a leading design thinker
Adjunct Professor Leigh Woolley: Director of practice Leigh Woolley Architect | Architect | Urban Designer | Member of the Sullivans Cove Design Panel | Recipient of many awards
THE INVERESK PRECINCT

The School of Architecture & Design is located in Launceston, Tasmania in Inveresk — Launceston’s arts and cultural precinct. Inveresk is also home to the School of Visual & Performing Arts, the Queen Victoria Museum & Art Gallery, the Tasmanian Polytechnic, the Annexe Theatre, Aurora Stadium and the Launceston Tramway Museum. The vibrant Inveresk precinct is a short drive from the University’s main Launceston campus and only a 10 minute walk into Launceston’s town centre. Inveresk sits within the suburb of Invermay, an area that many UTAS students choose to live in during their studies.

LAUNCESTON

Located in the north of Tasmania, the picturesque city of Launceston is both vibrant and relaxing. It is accessible and affordable with a lively events calendar and arts scene, but without the crowding, traffic congestion, and high costs associated with larger cities. Consequently, students find Launceston a very easy city in which to live and study.

Australia’s third oldest city, Launceston is particularly appealing to architecture and design students because of its rich history that can be seen in its buildings and streetscapes. In addition to its gorgeous parks, Launceston is also home to the beautiful Cataract Gorge—a spectacular ravine only a 15 minute walk away from the city centre containing scenic walking trails and parks, cafes, a chair lift and a swimming pool.

Also of interest to architecture and design students is the elegant Design Centre. Located a mere 10 minute walk away from the School of Architecture & Design, the Design Centre showcases stunning fine furniture and other design pieces by local designers. It is nestled on the edge of the City Park, one of Launceston’s most well known parks, featuring the Japanese Macaque Monkey Enclosure, the John Hart Conservatory and the Albert Hall.

TASMANIA

Located 40 degrees south of the equator, Tasmania is Australia’s only island state. It has something for everyone with a combination of beautiful rainforest wilderness, rolling green countryside, untouched coastline and vibrant city life. Tasmania has more than 1,000 mountain peaks, and more than 40 per cent of the island is protected as national parks and reserves. To live in Tasmania is to be surrounded by some of the most sublime landscapes in the world. Our island state is also known for its four distinct seasons and exquisite local food and wine. There is also a lovely grassy area outside the building and a coffee stand that sells snacks and very affordable, good quality lunches. Students can also benefit from Launceston’s Free Tiger Bus service that travels between the Inveresk precinct and Launceston’s CBD at frequent intervals throughout the day. There is also a frequent bus service that travels between the Inveresk and Newnham campuses during the day.

STUDIO SPACES AND WORKSHOPS

Our School has a variety of work spaces, including a lecture theatre, tutorial rooms and exhibition areas. There is a large ground floor studio that spans the length of the building and joins onto a workshop equipped with a variety of tools and machinery, including CNC router technology and a state-of the-art laser cutter. The building is joined to the new Furniture Design building in which most of our furniture design classes are held. This section of the School houses a well-equipped furniture workshop that contains a range of high-quality machinery and tools for the design and making of fine furniture.

COMPUTING FACILITIES

The School of Architecture & Design provides students with the latest in desktop computing technology. There are two computer labs in the School—one for individual studio work and another for teaching purposes. Students are able to connect their own laptops to the School’s wireless network in order to access internet and email. A Computer Systems Officer is available Monday to Friday to assist with IT concerns. Students also have access to large format printing via the School’s exceptional equipment and facilities.

Contact us on +61 3 6324 4488 to arrange a tour of our School and find out more about our exceptional equipment and facilities.

Source:

<http://www.international.utas.edu.au/static/aboutTasmania.php>

Our Location

Our Facilities

THE INVERESK CAMPUS

The School of Architecture & Design in Inveresk is an environmentally sustainable building housed in a converted 1961 diesel locomotive workshop. We have a variety of services and facilities for students, including photocopiers and printers, a library returns shoot and a student kitchen. There is also a lovely grassy area outside the building and a coffee stand that sells snacks and very affordable, good quality lunches. Students can also benefit from Launceston’s Free Tiger Bus service that travels between the Inveresk precinct and Launceston’s CBD at frequent intervals throughout the day. There is also a frequent bus service that travels between the Inveresk and Newnham campuses during the day.
The Bachelor of Environmental Design at UTAS focuses on sustainable design practices throughout the entire course.

Environmental Design

The Bachelor of Environmental Design is a three-year course offered on campus in Inveresk, Launceston. It prepares graduates for design practice with a focus on environmentally sustainable design. The course integrates four design specialisations: Interior Design, Furniture Design, Architecture and Landscape Architecture. Students select one discipline as their major and complete specialist units relevant to that discipline, while also undertaking several units in common with students in other disciplines. The Bachelor of Environmental Design is one of the only degrees in Australia to focus on sustainable design practices throughout the entire course. For detailed information on each specialisation see pages 10 to 21 as outlined below.

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Bachelor of Environmental Design (Architecture)

This is a three-year full time course serving as a prerequisite course for the Master of Architecture, and is therefore a necessary first stage in the qualifying process for an architect. The course also forms the basis for Honours courses, and may lead to postgraduate programs and opportunities to study in other disciplines such as urban design and planning. In order to qualify as an architect, students need to complete a further two years of full time architectural study at Masters level. See page 12 for more information.

HOW IS THE COURSE STRUCTURED?

The course structure is based on the progressive development of skills, knowledge and understanding over three years:

- First year focuses on creativity and developing strategies for tackling design projects;
- Second year provides students with a professional approach and skills; and
- Third year explores challenging briefs and allows students to develop specialist knowledge and skills.

The typical student workload consists of 16 hours of class contact each week. This is expected to be matched by up to two hours of private study for each one hour of class contact. All classes are held on campus in Inveresk, Launceston, Tasmania. Compulsory field study is part of many of the units and students may be required to attend excursions.

PROFESSIONAL RECOGNITION

Completion of the Bachelor of Environmental Design (Architecture) followed by the Master of Architecture at the UTAS School of Architecture & Design fulfills the academic requirements for professional registration as an architect. See page 12 for more information.

WHAT ARE THE CAREER OPTIONS FOR GRADUATES?

Graduates who have completed the Bachelor of Environmental Design (Architecture) without having completed the Master of Architecture can be employed in architectural assistant positions and will undertake duties under the guidance of a qualified architect. They may work in architectural firms or in other organisations that employ architectural staff. Graduates of the Bachelor of Environmental Design (Architecture) are eligible to apply for entry into the Master of Architecture and other postgraduate programs.

For admission requirements, see page 22. For information on how to apply, see page 32.

UNIT DESCRIPTIONS

Design Studio: Investigates a series of architectural design themes through the model of studio teaching with the primary focus on project work. Students are required to present their major design projects for assessment at the end of each semester.

Design Communication: Introduces freehand and measured drawing techniques, Computer Aided Design (CAD), two and three dimensional drawing conventions, illustration techniques for design presentation, model making and written and verbal presentation skills.

History & Theory in Design: Investigates the history and theory of western design, the study of design in society, the development of design in Australia and aspects of Asian architecture. Also examines 20th century and contemporary interior and furniture design internationally. The philosophy behind the work is explored and the design theory and production processes in use are analysed.

Building Technology in Design: Involves the study of external and internal environments, materials and structures, construction and services for domestic and medium scale buildings. These units are both studio and lecture based. Studio components run in conjunction with the design studios.

Electives: Opportunities for students to explore other areas of design, including interior design, furniture design and landscape architecture. Students may also take electives from other schools in the University.

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<th>Semester 1</th>
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<td>1st Year</td>
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<tr>
<td>KDA111 Design Studio 1</td>
<td>KDA402 Design Studio 2</td>
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<tr>
<td>KDA114 History &amp; Theory in Design 1</td>
<td>KDA404 History &amp; Theory in Design 2</td>
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<tr>
<td>KDA115 Building Technology in Design 1</td>
<td>KDA405 Building Technology in Design 2</td>
</tr>
<tr>
<td>KDA116 Design Communication 1</td>
<td>KDA417 Design Communication 2</td>
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<td>KDA211 Architecture Design Studio 3</td>
<td>KDA291 Architecture Design Studio 4</td>
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<tr>
<td>KDA212 History &amp; Theory in Design 3</td>
<td>KDA222 Australian Architecture &amp; Design</td>
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<td>KDA213 Building Technology in Design 3</td>
<td>KDA223 Building Technology in Design 4</td>
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<td>Elective</td>
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| 2nd Year   |            |
| KDA311 Architecture Design Studio 5 | KDA491 Architecture Design Studio 6 |
| KDA313 Building Technology in Design 5 | KDA502 History & Theory in Design 6 |
| Elective   | Elective   |

Completion of the Bachelor of Environmental Design (Architecture) followed by the Master of Architecture at the UTAS School of Architecture & Design fulfills the academic requirements for professional registration as an architect.

Graduates who have completed the Bachelor of Environmental Design (Architecture) without having completed the Master of Architecture can be employed in architectural assistant positions and will undertake duties under the guidance of a qualified architect. They may work in architectural firms or in other organisations that employ architectural staff. Graduates of the Bachelor of Environmental Design (Architecture) are eligible to apply for entry into the Master of Architecture and other postgraduate programs.
Master of Architecture

This is a two-year full time course aimed specifically at the needs of the architectural profession. It seeks to equip students with the knowledge, skills, competencies and awareness necessary to practice architecture. Architectural education requires students to undertake the Bachelor and Masters consecutively, as this fulfils the academic requirements for registration as an architect.

In addition to the design stream, support is available for projects focused on research strengths of the School including sustainability, learning by making, history and theory, and experimental digital design. The Australian Institute of Architects Research Policy has been a guiding document in the development of the MArch.

HOW IS THE COURSE STRUCTURED?

The course structure is based on the development of professional skills, knowledge and understanding over two years. The typical student workload consists of 16 hours of class contact each week. This is expected to be matched by up to two hours of private study for each one hour of class contact. All classes are held on campus in Inveresk, Launceston, Tasmania. Compulsory Field study is part of many of the units and students may be required to attend excursions.

PROFESSIONAL RECOGNITION

The Master of Architecture is recognised by the Australian Institute of Architects (AIA) as fulfilling the academic requirements for membership. MArch graduates are eligible for registration following an approved practical experience program over two years and successful completion of the architectural practice registration examinations of the Architects Accreditation Council of Australia (AACA). Registered architects can then become full members of the Australian Institute of Architects (AIA), with mutual recognition by the Commonwealth Association of Architects, which offers opportunity for international recognition.

WHAT ARE THE CAREER OPTIONS FOR GRADUATES?

Graduates of the Bachelor of Environmental Design (Architecture) followed by the Master of Architecture are eligible for registration following an approved practical experience program and successful completion of the architectural practice examination. The Master of Architecture is also recognised by the Commonwealth Association of Architects, and this offers the opportunity for international recognition. Graduates may find a career in private architectural practice or in related areas such as art and design, planning and urban design, project management, sustainability and conservation architecture.

UNIT DESCRIPTIONS

Architecture Design Studio: These core studio units form the basis of architectural education. The focus of these studios is the development of a personal approach to architecture, in the context of ecological and social responsibility and client requirements.

Professional Studies: Focuses on the architect’s responsibilities to society, clients and the profession. Investigates contract administration, relevant statutes and management theory, as they apply to the practice of architecture.

Building Technology in Design: Examines the envelope, services and interior systems of large and complex buildings within a buildings systems integration, sustainability and design-oriented framework. Focuses on sustainability assessment tools and regulations. Also covers the structuring and preparation of graphic and written contract documentation.

Design Research Methods: Involves close critical reading of selected texts concerning design theory. Covers conventions, methodologies and techniques for undertaking research appropriate to design disciplines. These range from relevant long-standing theoretical traditions in the field, to contemporary theoretical thinking. Emphasis is placed on the relationship between the generation of design ideas and disciplinary and interdisciplinary theoretical positions.

Advanced Design Research: Requires students to undertake research that relates to the design disciplines with a focus on the research strengths of the School, including sustainability, contemporary architectural technologies, heritage, architectural history and theory, experimental digital design and cultural studies. The unit is generally informed by the research policy of the Australian Institute of Architects (AIA) and its associated documents. This unit offers elective possibilities, including projects with the School’s student office (see page 26).

Professional Project: Professional Project 1 develops students’ ability in architectural brief writing and formulating a research proposal in design. Students then prepare an architectural brief for their proposed project in Professional Project 2. Professional Project 2 is an in-depth design project of the student’s own choice and forms the culmination of the Master of Architecture program. In this unit, students are required to develop their selected design project from brief formulation, through concept design, design development and constructional stages and to present the results in a professional manner.

For admission requirements, see page 22. For information on how to apply, see page 32.
Bachelor of Environmental Design (Furniture Design)

This is a three-year full time course that prepares graduates for professional practice in the furniture industry. The course focuses on innovating and pushing the boundaries of design and use of materials. Sustainable design practices and the value adding of materials, identity and craftsmanship are intrinsic to the values of this course. The course also encourages students to develop a professional approach to design and manufacture while nurturing their own distinctive styles. Students will explore traditional methods of craftsmanship and the relationship between form and function, while learning about the many facets of furniture design and making through identifying, researching and creatively solving design problems.

Associate Degree in Furniture Design

This is a two-year full time course that gives graduates a solid foundation in the design and fabrication of furniture. Hand skills are very important and are taught across a number of units covering essential hand tool usage and maintenance, alongside drawing conventions and presentation skills. Students will be given advanced joinery and machining instruction and develop design thinking through the testing of various methodologies and research strategies.

How are the courses structured?

The course structure is based on the progressive development of skills, knowledge and understanding over two years for the Associate Degree, and three years for the Bachelor:

- First year focuses on creativity and developing strategies for tackling design projects;
- Second year provides students with a professional approach and skills; and
- Third year explores challenging briefs and allows students to develop specialist knowledge and skills.

The typical student workload for both furniture courses consists of 16 hours of class contact each week. This is expected to be matched by up to two hours of private study for each one hour of class contact. All classes are held on campus in Inveresk, Launceston, Tasmania. Compulsory field study is part of many of the units and students may be required to attend excursions.

What are the career options for graduates?

Graduates may choose to work as furniture designers/makers as independent designers or collaboratively with furniture manufacturing companies. Graduates may also choose to work as furniture designers or production managers within a multidisciplinary design team, in an interior design consultancy, in an architectural practice or as designers for related disciplines such as theatre design.

For admission requirements, see page 22. For information on how to apply, see page 32.

Unit Descriptions

Furniture Design Workshop: Equips students with the skills and knowledge required to design, fabricate, finish and present three-dimensional objects, i.e. models and marquettes. This allows students to develop individual approaches to the design and production of various pieces of furniture from one-off exhibition pieces to multiple production items.

Design Communication: Introduces freehand and measured drawing techniques, Computer Aided Design (CAD), two and three dimensional drawing conventions, illustration techniques for design presentation, model making and written and verbal presentation skills.

History & Theory in Design: Investigates the history and theory of design, the study of design in society, the development of design in Australia and aspects of Asian architecture. Also examines 20th century and contemporary interior and furniture design internationally. The philosophy behind the work is explored and the design theory and production processes in use are analysed.

Furniture Technology: Provides students with the skills and knowledge required to produce timber products through the safe use and maintenance of hand tools, workshop machinery and new technologies. It also introduces students to CAD technologies and production capabilities.

Professional Practice: Allows students to develop a professional portfolio and identity to attract future employers/client. Students develop awareness of and ability to engage with the design industry while analysing design-related industries and markets. Students will conduct market research to test the feasibility of ideas, establish a sustainable market position and develop branding material to support their major projects.

Electives: Opportunities for students to explore other areas of design, including architecture, interior design and landscape architecture. Students may also take electives from other schools in the University.

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<td>KDA301 Furniture Technology 1</td>
<td>KDA302 Furniture Technology 2</td>
<td>KDA306 Furniture Design Workshop 5</td>
<td>KDA307 Professional Practice 1</td>
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<td>KDA136 Design Communication 1</td>
<td>KDA137 Design Communication 2</td>
<td>KDA308 Furniture Technology 6</td>
<td>KDA309 Professional Practice 2</td>
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<td>KDA312 History &amp; Theory in Design 1</td>
<td>KDA313 Furniture Design Workshop 6</td>
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For admission requirements, see page 22. For information on how to apply, see page 32.
Bachelor of Environmental Design (Interior Design)

This is a three-year full time course that prepares graduates for professional practice either as independent designers or within interior design consultancies or multi-discipline based architectural consultancies. Students will learn how to identify, research and creatively solve problems related to the function of residential and commercial spaces. The course will also explore the design of living and working environments that increase the satisfaction, productivity and safety of people of all ages. The Bachelor of Environmental Design (Interior Design) is one of the only degrees in Australia to focus on sustainable design practices and healthy environments throughout the entire course.

Bachelor of Environmental Design with Honours (Interior Design)

This one-year full time course continues the learning of the three-year degree, further developing specialist interior design and research skills. The course enhances both employability in practice and eligibility to enter a higher degree.

**HOW ARE THE COURSES STRUCTURED?**

The course structure is based on the progressive development of skills, knowledge and understanding over three years, or four years for Honours students:

- First year focuses on creativity and developing strategies for tackling design projects;
- Second year explores the detailed skills and knowledge of interior design;
- Third year challenges and matures students' design skills through provocative design briefs; and
- Fourth year develops design and research skills, further preparing students for professional practice.

The typical student workload consists of 16 hours of class contact each week. This is expected to be matched by up to two hours of private study for each one hour of class contact. All classes are held on campus in Inveresk, Launceston, Tasmania. Compulsory field study is part of many of the units and students may be required to attend excursions.

**WHAT ARE THE CAREER OPTIONS FOR GRADUATES?**

Graduates can be employed as interior designers, both independently and in interior and architectural practices. Work may include commercial, domestic and public interiors, for a range of areas such as retail, entertainment and hospitality. Design practices are increasingly becoming multi-disciplinary with architects, interior, landscape, industrial and graphic designers collaborating on large scale projects. Graduates may also choose to work within large organisations (e.g. retail chains or museums) that employ professional interior designers.

**UNITS OF CAPTURE**

Design Studio / Design Communication / History & Theory in Design / Building Technology in Design: See page 11.

**Interiors Design Studio:** Develops the ability to analyse site and context and develop functional and aesthetic concepts through commercial, public and residential design projects. Students are guided through design stages and develop fundamental skills in brief interpretation, space analysis, clarification of design aims and the development of responsive design ideas.

**Interior Materials & Components:** Investigates materials and manufactured components available for use in interior environments. The unit focuses on developing the ability to select materials and components in relation to environmentally sustainable design and other contexts and constraints.

**Furniture for Interiors:** Investigates the production and selection of furniture for interior environments. Furniture function is explored through ergonomics and analysis of the role of furniture in the creation of space. Materials, construction techniques and detailing for furniture production are addressed within a broad understanding of the furniture production industry.

**Healthy Interior Environments:** Investigates the creation of healthy interior environments associated with air quality, thermal comfort and anthropometrics. The ethical responsibilities of professional designers are also addressed.

**Interior Lighting & Acoustics:** Examines working with light and sound within the context of the dominance of vision in interior design. Includes functional, sustainable and creative uses of daylight and artificial light, as well as acoustic design for sound control.

**Electives:** Opportunities for students to explore other areas of design, including architecture, furniture design and landscape architecture. Students may also take electives from other schools in the University.

**HONOURS UNIT DESCRIPTIONS**

**Interior Design Studio:** Addresses in greater detail sustainable interior design and consolidates students' learning in a capstone design project selected by students to suit their interest in interior design.

**Professional Practice for Interior Design:** Develops the learning in professional practices, processes and procedures and explores the fundamental elements of current business practice within the profession of Interior Design in Australia.

**Brief Writing for Human Needs:** Involves secondary and primary research to explore the context of a design project, inform the decision making process and define the requirements to resolve a complex issue.

**Research for Interior Designers:** Requires students to undertake research that relates to a capstone individual project in Interior Design Studio 8.

For admission requirements, see page 22. For information on how to apply, see page 32.

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**Semester 1**

- **KDA111** Design Studio 1
- **KDA114** History & Theory in Design 1
- **KDA115** Building Technology in Design 1
- **KDA136** Design Communication 1
- **KDA209** Interior Design Studio 3
- **KDA210** Interior Materials & Components
- **KDA212** History & Theory in Design 3
- **KDA312** History & Theory in Design 5
- **KDA322** History & Theory in Design 6
- **KDA326** Interior Lighting & Acoustics
- **KDA320** Healthy Interior Environments
- **KDA325** Interior Design Studio 6
- **KDA323** History & Theory in Design 6
- **KDA406** Research for Interior Designers

**Semester 2**

- **KDA112** Design Studio 2
- **KDA134** History & Theory in Design 2
- **KDA135** Building Technology in Design 2
- **KDA137** Design Communication 2
- **KDA215** Interior Design Studio 4
- **KDA216** Furniture for Interiors
- **KDA222** Australian Architecture & Design
- **KDA324** Professional Practice for Interior Design
- **KDA329** Interior Lighting & Acoustics
- **KDA330** Healthy Interior Environments
- **KDA332** History & Theory in Design 6
- **KDA340** Project Research for Interior Design
- **KDA402** Interior Design Studio 7
- **KDA407** Interior Design Studio 8
Bachelor of Environmental Design (Landscape)

This is a three-year full time course serving as a qualifying course for Masters level study in landscape architecture, and therefore forms a necessary first stage in the qualifying process for a landscape architect. This course also forms the basis for Honours courses leading to postgraduate programs and opportunities to study in other disciplines such as urban design and planning. In order to qualify as a landscape architect, students need to complete a further two years of full time study in landscape architecture at Masters level. Tasmania offers a wide range of strikingly diverse bioregions, with relatively easy access to many ‘wild places’ and regional and urban environments, making it a great place to study landscape architecture. Projects in the course will vary from large scale land management to small scale urban initiatives.

HOW IS THE COURSE STRUCTURED?

The course structure is based on the progressive development of skills, knowledge and understanding over three years:
- first year focuses on creativity and developing strategies for tackling design projects;
- second year provides students with a professional approach and skills; and
- third year explores challenging briefs and allows students to develop specialist knowledge and skills.

The typical student workload consists of 16 hours of class contact each week. This is expected to be matched by up to two hours of private study for each one hour of class contact. Most classes are held on campus in Inveresk, Launceston, Tasmania. Compulsory field study is part of many of the units and students may be required to attend excursions.

PROFESSIONAL RECOGNITION

The Bachelor of Environmental Design (Landscape) is a prerequisite for entry into a recognised Masters program in landscape architecture. The UTAS School of Architecture & Design will be offering such a program in 2015. The Master of Sustainable Landscapes, Completion of the Bachelor of Environmental Design (Landscape) followed by the Master of Sustainable Landscapes will fulfill the academic requirements for professional registration as a landscape architect.

WHAT ARE THE CAREER OPTIONS FOR GRADUATES?

Graduates who have completed the Bachelor of Environmental Design (Landscape) without having completed Masters level study in landscape architecture can be employed in assistant positions undertaking duties under the guidance of a qualified landscape architect. Graduates of the Bachelor of Environmental Design (Landscape) are eligible to apply for entry into landscape architecture Masters programs and other postgraduate programs. Landscape architecture is a multi-disciplined, collaborative profession, comprised of landscape design, planning and management, urban design and academia. Landscape architects work on projects that require the integration of skills and knowledge such as art, design, engineering, horticulture, sustainability, resource management and technology. Projects range from the management and planning for wilderness areas to smaller public and private spaces such as gardens, public parks, campuses and playgrounds.

UNIT DESCRIPTIONS

Design Studio: Investigates a series of design projects through the model of studio teaching.
Design Communication: Introduces freehand and measured drawing techniques, Computer Aided Design (CAD), two and three dimensional drawing conventions, illustration techniques for design presentation, model making and written and verbal presentation skills.
History & Theory in Design: Investigates the history and theory of western design, the study of design in society, the development of design in Australia and the history of landscape architecture and garden design from ancient times. Through the study of significant historical and theoretical developments, the units also encourage a richly informed approach to contemporary design and knowledge.

Building Technology in Design: Examines materials, structures, construction and services for domestic and small to medium scale sites.

Landscape Design & Technology Studio: Explores the design and construction of landscapes including basic earthworks, management of surface water, contour manipulation and water drainage, and draft standard grading plans. Develops skills in CAD terrain modeling and drawing skills. Sustainable land and resource management will be introduced and students will generate their responses to specific environmental problems.

Landscape Ecology & Horticulture: Investigates plant and landscape ecologies, and horticultural histories, practices and methods, with an emphasis on botany, planting, sustainability and organic principles, as well as design using endemic and appropriate species.

Landscape Structures & Materials: Investigates techniques in locating and specifying landscape building materials. Develops manual technical drawing and computer skills required to complete construction drawings.

Landscape Design Studio: Master Planning: Addresses urban renewal and master planning strategies before focusing on resolution of landscape architectural designs at a preliminary design stage. Looks at the advantage of collaboration between architects, landscape architects, artists, engineers and environmental consultants in order to achieve innovative and sustainable site solutions.

LANDSCAPE DESIGN STUDIES

Collaborative & Community Design: Provides students with the opportunity to undertake cross-disciplinary design collaboration, and/or a community-based project.

Site Engineering: Examines advanced site engineering for drainage, grading, road alignment and earthwork.

Landscape Architecture: Documentation & Professional Practice: Highlights the cultural context for contemporary design practice and the ethics and attitudes that govern professional practice. Introduces issues of law including property and land ownership, duty of care and the basis for professional liability.

Electives: Opportunities for students to explore other areas of design, including architecture, interior design and furniture design. Students may also take electives from other schools in the University.

For admission requirements, see page 22. For information on how to apply, see page 32.
Graduate Certificate in Timber (Processing and Building)

Please note: The Graduate Certificate in Timber (Processing & Building) is not available to international students studying on a student visa.

This is a four-unit part time course that provides advanced skills in the design, construction, maintenance and management of timber-rich buildings and structures, or the production of timber and wood products. The course is open to applicants with a relevant degree or an acceptable combination of tertiary training qualifications and relevant industry experience. It is useful to anyone already working or wishing to work in:

- Timber production and component fabrication
- Timber marketing and distribution
- Building, landscape and infrastructure design
- Construction
- Timber building and facilities management and maintenance

Students will learn the basics of wood science and the role of timber and wood products as a renewable resource for society before selecting areas of study relevant to their areas of expertise and interest: timber’s use as a building material, timber board or engineered wood product manufacture, or a mixture of these fields. The course focuses strongly on the requirements of sustainable construction and production practice, especially practice relevant to Australian conditions. It also highlights major international technologies and developments.

**How is the course structured?**

The course is flexibly structured online to cater for students from around Australasia who are involved or interested in the building design and construction industry or timber production. Students must complete the prerequisite unit KDA503 Timber: Its Origin & Characteristics, before undertaking other timber-focused units from the three streams: Core Skills, Building and Processing. These are supported by an elective Management stream, which allows students to complete one Management elective in addition to their other units. Four units in total must be completed in order to complete the Graduate Certificate. Students can stagger their enrolment to take from one to three years to complete the four units.

**What are the career options for graduates?**

Graduates can work independently or be employed in either the building or timber production industries. With increasing interest in timber as a preferred material in sustainable construction, graduates can specialise in their respective disciplines in areas related to timber design, construction, and management of buildings and similar structures. Similarly, there are increasing specialised career opportunities in the processing, fabrication, marketing and distribution sectors of the timber industry for graduates and those with relevant training and experience. This includes employment in production, sales and design support.

**Unit Descriptions**

**Timber, Its Origin & Characteristics:** Provides core understanding of the material’s properties and behaviour. It includes an overview of the material before exploring its character in detail, especially wood-water relationships and the connections between its structure and performance. This unit is a prerequisite for other units in the course.

**Timber in Building Construction:** Introduces the principles, requirements and techniques of current Australian timber construction, dealing with the material used structurally or as an appearance product. The requirements of the Building Code of Australia and major performance standards are covered in detail.

**Timber & Durability in Exposed Applications:** Explores the principles and techniques of design and construction for effective timber durability. It introduces the key mechanisms of biodegradation and hazard before covering treatment and design for improved performance and extended service life.

**Wood Processing: Hardwood & Softwood:** Covers the principles and practices of converting logs into stable and dry timber. It introduces the determinants that influence processing strategy before dealing with the major stages of processing solid wood boards from breakdown of the log, to dry-milling and grading.

**Engineered Wood Products:** Deals with the major stages of engineering wood product manufacture in Australia and internationally from conversion of the log into veneer or laminates and their assembly into sheets or other elements. Gluing processes and technologies are investigated, as are secondary processing and treatment.

**Electives:** Provide opportunities for students to expand their skills in management. Units available online through other schools and colleges in the University include: Management, Financial Resource Management, Services Marketing, and Asset Management Practices. Students may take only one elective as part of the course.

For admission requirements, see page 22. For information on how to apply, see page 32.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>KDA503</td>
<td>Timber: Its Origin &amp; Characteristics</td>
<td>Yes (offered in both semesters)</td>
<td>Yes (offered in both semesters)</td>
</tr>
<tr>
<td>KDA504</td>
<td>Timber in Building Construction</td>
<td></td>
<td></td>
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<tr>
<td>KDA505</td>
<td>Timber &amp; Durability in Exposed Applications</td>
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<tr>
<td>KDA506</td>
<td>Engineered Wood Products</td>
<td></td>
<td></td>
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<tr>
<td>KDA507</td>
<td>Board Processing: Hardwood &amp; Softwood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JNB517</td>
<td>Management (optional)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core timber units:** Students must complete KDA503 before any other timber units can be undertaken. KDA503 is offered in semesters 1 and 2 and so students can commence study in either February or July. Students must take at least three timber units throughout the course but can take four timber units if preferred. Students can take from one to three years to complete the courses.
ADMISSION REQUIREMENTS

BACHELOR OF ENVIRONMENTAL DESIGN / ASSOCIATE DEGREE IN FURNITURE DESIGN

To enter the Bachelor of Environmental Design (Interior Design, Furniture Design, Architecture or Landscape) or the Associate Degree in Furniture Design, the University considers applicants who meet the University’s General Entry Requirements. For details visit: [http://www.studentcentre.utas.edu.au/admissions/requirements.html](http://www.studentcentre.utas.edu.au/admissions/requirements.html)

There are no additional prerequisites for the Bachelor of Environmental Design or the Associate Degree in Furniture Design.

A limited number of places are available to applicants who do not meet the University’s General Entry Requirements. Such applicants may be required to attend an interview and present a folio of creative work and/or demonstrate skills and knowledge that suggest they could successfully undertake the course. For more information about admission requirements for international students, please visit: [http://www.international.utas.edu.au/static/admissionRequirements.php](http://www.international.utas.edu.au/static/admissionRequirements.php)

BACHELOR OF ENVIRONMENTAL DESIGN WITH HONOURS (INTERIOR DESIGN)

To enter the Bachelor of Environmental Design with Honours (Interior Design), applicants will have completed the Bachelor of Environmental Design (Interior Design) or an equivalent undergraduate degree in Interior Design with a credit (60%) average in the final year.

MASTER OF ARCHITECTURE

To enter the Master of Architecture, applicants will have the Bachelor of Environmental Design (Architecture) or an equivalent undergraduate degree in environmental design or architectural studies, or an equivalent recognised and accredited program, with architecture as the main emphasis or major. In addition, students will be asked to attend an interview and submit a portfolio of work including items from both their previous studies and other relevant activities, such as office practice. International students will not be required to attend an interview if applying from their home country but may be interviewed by phone or in person if a School staff member is visiting their home country. For more information about admission requirements for international students, please visit: [http://www.international.utas.edu.au/static/admissionRequirements.php](http://www.international.utas.edu.au/static/admissionRequirements.php)

Applicants should note that, because there are limited places available, meeting the minimum entry requirements for admission will not automatically guarantee entry into the course.

CREDIT FOR PREVIOUS STUDY (ADVANCED STANDING)

Applicants who have passed subjects or units in other approved courses (completed or otherwise) at other approved tertiary institutions may have their previous studies credited towards courses at the School of Architecture & Design. In such cases the School will clearly specify what subjects must be successfully completed to qualify for the degree.

LANGUAGE REQUIREMENTS FOR INTERNATIONAL STUDENTS

Entry to most undergraduate degree courses offered by UTAS requires a minimum English language competency equivalent to an overall score of 6.0 (with no individual band less than 5.5) in an IELTS test or 550 TOEFL, including a minimum score of 4.5 in the Written Test in English. English proficiency tests may not be required for those applicants who have conducted a substantial proportion of their education in English.

Applicants who have not achieved the required level may enrol in an English language course conducted on the University campus at one of the University’s English Language Centres. Courses are taught at intermediate and advanced level, and a Direct Entry Academic Program (DEAP) may be offered to those students who are able to demonstrate that they are close to meeting the University’s English language requirement. For more information please visit: [http://www.international.utas.edu.au/static/EnglishRequirements.php](http://www.international.utas.edu.au/static/EnglishRequirements.php)

LANGUAGE SUPPORT

EnglishAssist is available to all international students enrolled in award courses, at both undergraduate and postgraduate levels, for the duration of their degree. EnglishAssist provides support through language and academic skills workshops, as well as individual language assistance. These services are provided at no extra cost to international students. For more information please visit: [http://www.international.utas.edu.au/studentSupport/EnglishAssist/index.php](http://www.international.utas.edu.au/studentSupport/EnglishAssist/index.php)

For information about how to apply, see page 32.

GRADUATE CERTIFICATE IN TIMBER (PROCESSING AND BUILDING)

Please note: The Graduate Certificate in Timber (Processing & Building) is not available to international students studying on a student visa.

To enter the course, applicants need to have a relevant degree or an acceptable combination of tertiary qualifications and relevant industry experience. Generally, successful applicants will have: an undergraduate degree in Building, Architecture, Engineering, Forestry or related disciplines; a degree in any discipline combined with relevant industry experience; an acceptable combination of training qualifications and relevant industry experience. Applicants without a degree are also encouraged to apply, and will be considered for admission under the Faculty of Science, Engineering & Technology’s policy for the admission of non-graduates to postgraduate coursework programs. This policy is available on the UTAS website. Generally, applicants without an undergraduate degree who are admitted will be required to participate in the UniStart program and initially enrol in an Associate Degree. If successful in the first unit of study, they can then be transferred into the Graduate Certificate.
LEARNING BY MAKING

The School of Architecture & Design at the University of Tasmania is gaining an enviable reputation for its Learning By Making classes. Students in all design disciplines and all year levels can participate in Learning By Making classes as elective units. Learning By Making projects allow students to experience design work in collaboration with consultants and local authorities while undertaking the design and fabrication of small public buildings and structures. Students are required to submit formal documentation to clients for their approval and to local council for development and/or building approval. In these projects students also employ model making of various scales to collaboratively develop and finalise designs. Following are some examples of Learning By Making projects that students have undertaken at the School of Architecture & Design in recent years.

THE CASTLE

The Castle is a long-term collaboration between the School of Architecture & Design and two local youth-service organisations. It is an ongoing project that assists youth at risk of homelessness by deploying micro-dwellings to households experiencing spatial and emotional distress. The Castle is mobile, autonomous, spatially clever and capable of becoming a home for a single occupant. The Castle also explores sustainability from multiple perspectives: the benefits of student involvement in a community connected project, stand alone servicing, and ‘leaness’ in timber construction and mass-customisation, therefore balancing the efficiencies of mass production whilst responding to the unique needs of each customer. Three prototypes, designed and built by UTAS students, Studentworks and Youth Futures have resulted in a highly adaptive digitally cut plywood construction system called panitecture. A model kit has been produced to assist people to allow students to experience design work in collaboration with consultants and local authorities while undertaking the design and fabrication of small public buildings and structures. Students are required to submit formal documentation to clients for their approval and to local council for development and/or building approval. In these projects students also employ model making of various scales to collaboratively develop and finalise designs. Following are some examples of Learning By Making projects that students have undertaken at the School of Architecture & Design in recent years.

SPATIAL ORIGAMI

This project allowed students to explore the idea of the molecular structure of form. They experimented with the system used in the Watercube, an installation at the Beijing Aquatic Centre designed by Chris Bosse. The Watercube is based on the geometry of soap bubbles, with the swimming pools wrapped in a translucent skin that is made up of faceted spheres. The fantastic pattern of the soap bubbles results in a spectacular interior. Spatial Origami also used this idea of a pair of molecules that join together to make the overall form, but instead of soap bubbles the molecules were Thylacines. With numerous Spatial Origami Tigers joined together the project developed into an installation for the Queen Victoria Museum and Art Gallery in Launceston, Tasmania. The installation took on its own life and became a large chandelier, made up of 210 individual Thylacines, grouped together in seven sets. The chandeliers recast the old railway shed of Launceston’s Queen Victoria Museum and Art Gallery with a layer of spectacular decoration, rolling out the red carpet for the 10 Days on the island art festival.

KINGS MEADOWS BUS STOPS

The Launceston City Council (LCC) provided a strict brief for this project, including volumetric limits, location and transparency requirements as well as reinforced concrete footing options. Two design and construction teams enrolled in the Learning By Making workshop to experience a condensed program of design, construction and delivery to site of a small public structure. Building approval was fast tracked with the LCC requiring Bus Stop Documentation, Engineering Specification and a detailed 1:5 scale model showing structural fixings and details. Each team collaboratively designed their Bus Stop and utilised the other team for critique and feedback. The ‘Chickenfoot’ team chose to use micro-technology while the ‘Service Station’ team chose traditional construction techniques. Both bus stops were completed on time in the School of Architecture & Design workshop, leaving only delivery to site and bolting to footings on the last two days of the workshop. The bus stops received positive public feedback and were part of a Council shopping precinct upgrade.

INDIVIDUAL DESIGN AND MAKE PROJECT

Small groups of students were challenged with seven one-day design exercises. These included the design of a throne, a three-dimensional sculpture in response to music, a table centre piece, and other unusual aesthetic adventures. This formed the basis for students to develop an individual project for the final half of the semester, allowing many design iterations and technical refinements. Adam Aberle’s fruit bowl was the final outcome after a series of design experiments and discussions. Adam explored sustainable material use and flat pack design for a product—a product type that was an inventive approach to the design of a household item. When the prototype promised an exciting and positive result, Adam entered his design into the 2009 Tasmanian Design Awards, and was part of the top ten exhibition at the Design Centre Launceston. Selection criteria for the competition were: functionality, product lifecycle, waste and material minimisation, material sourced from what is normally considered waste, innovation in concept and production processes, retail for less than $100, and design and made in Tasmania. Adam’s fruit bowl is currently being sold through the Design Centre shop.
The University of Tasmania in partnership with the Launceston Assistance and Research Centre Pty Ltd (LARC) has developed and launched an exciting new integrated workplace learning programme that provides students with the opportunity to work in a professional office environment on real-life projects.

LARC is located in the Launceston CBD, near the corner of George and Cameron Streets, close to the centre of the city. It offers street front office space that will significantly enhance public interaction with both the projects undertaken by the students and the students themselves. The real-life projects that run through LARC are being offered to students as elective units that are assessable towards their degree courses. This gives students the opportunity to gain valuable office experience in parallel with their academic studies.

A portion of LARC’s office space operates as a vocational training centre for students of architecture, urban design, furniture design, interior design and landscape architecture. Running entirely as a professional office in every respect, the LARC elective units will offer participants the chance to be involved in all aspects of practice, from client meetings, through design and documentation, to accounting and management.

The integrated workplace learning programme will specifically target projects that hold a particular benefit to the broader community or community groups. It will offer its design, documentation and project management services to projects that would not otherwise benefit from such assistance. The work will include involvement in projects that may not gain professional support or input due to funding constraints.

In addition to these specific commissions, students may undertake speculative or hypothetical projects that offer possible solutions for design problems that currently attract the public interest. Through this mechanism it is envisaged that LARC and the student body may be able to broaden public debate on matters related to the built environment.

Through the integrated workplace learning programme, LARC will have the financial capacity to undertake a wide range of important design and construction projects on a pro bono basis. Such projects may be either locally generated or sourced through, for example, Architects Without Frontiers, and other similar organisations.

Substantial difficulty exists in smaller regional centres, such as Launceston, in obtaining appropriate material for the continuation of professional development. LARC will organise and facilitate broad industry engagement for this purpose. Additionally, these events will offer both students and practitioners, of all related disciplines, the opportunity to network, forge and maintain both professional and social relationships. In each of the above examples, students would be responsible for the bulk of the work under the guidance and mentoring of senior LARC staff.

A requirement for registration as a chartered architect is the successful completion of a log book recording the range of practical experience undertaken by the candidate. Students enrolled in learning programmes through LARC will be given the opportunity to record their experiences in the Architects Accreditation Council of Australia (AACA) log book and have this experience signed off by the ‘supervising architect’, to this end.

The LARC integrated workplace learning programme offers students the opportunity to gain vocational skills, rendering them job-ready and competitive in the employment market upon graduation.
RESEARCH AND POSTGRADUATE OPPORTUNITIES

In its staff and postgraduate research, as well as in its teaching, the School of Architecture & Design aims for excellence in our projects and their outcomes; for distinctiveness in what we do and how we do it; for growth in personal and collective terms; and for engagement with our local, regional, national, international and professional communities.

The School has many active researchers and postgraduate students on the staff. Our research involves a wide variety of projects and outcomes, including research into sustainable design; complex computer and scientific modelling related to building design and performance; scholarly publications in history and theory; commercially related technical investigations and applications; and the relations between architecture, philosophy and art. The complexity and inter-relatedness of the strands comprising the profession of architecture means that research in architecture and related fields is very often interdisciplinary in nature. The School of Architecture & Design is committed to maintaining and developing its research profile and welcomes applications from students wishing to undertake postgraduate studies at Masters or PhD level. International applicants should consult http://www.international.utas.edu.au to determine the availability of their preferred course.

There are three broad areas of research in which the School has a special interest: Sustainable Environment; Community, place and change; and Architecture and art.

Sustainable Design

Current research within the School of Architecture & Design addresses the environmental impacts associated with the built environment. This is now regarded as being of global importance since scientific research has confirmed that global warming, perhaps the largest threat to continued human existence, is a consequence of human activities. The construction and operation of cities have been identified as among the most significant of those activities. One major national collaborative project has led to the development of a Building Environmental Rating System. This will assist designers and government authorities to improve the performance of buildings, thereby reducing their greenhouse gas emissions, their depletion of non-renewable resources and their emission of pollution to the biosphere.

Centre for Sustainable Architecture with Wood (CSAW)

The Centre for Sustainable Architecture with Wood is an industry-focused, strategic research facility of the School of Architecture & Design. The Centre’s aim is to foster the use of timber as a building material that is efficient, economic, environmentally sustainable and socially responsible. The Centre is active across several research areas, namely:
- sustainable architecture with wood;
- use of plantation and re-growth eucalypts in building and structures;
- optimising value and material recovery from plantation and re-growth eucalypts; and
- research extension and technology transfer.

One of the Centre’s current major projects is the Five Star Thermal Performance Project. This project aims to quantify and gain a better and more detailed understanding of the thermal performance of lightweight timber construction, especially forms of construction regularly used in the Australian residential sector. It specifically aims to validate the performance of the AccuRate house energy rating (HER) software for these types of construction. The project involves the construction, monitoring and analysis of six test buildings:
- three thermal performance test cells built on the University’s Newnham campus. The cells match the three major construction types found in Australian housing; and
- three houses on a site in Kingston in Hobart. These three compact two-bedroom houses are built to an identical plan and orientation but have different construction detail.

History and Theory

In addition to the history and theory of architecture, research is also undertaken on interior design and gardens, particularly in the 19th and early 20th centuries, and the nature of the relationship between Australian design in these fields and comparable work in New Zealand, Canada, Britain, the United States and similar countries.

An area of research strength in the School is in experimental digital architecture, in particular digital fabrication and human computer interfaces. A number of researchers are also producing work in the nexus between architecture, art and science, especially in interdisciplinary research involving biology, health, communities and ethics. Other research work involves the production of architectural works, and in recent years these have received recognition through the Australian Institute of Architects Awards program and been published in national journals.
ACADEMIC STAFF RESEARCH

Professor Stephen Loo (Head of School)
- Biophilosophy, ethics and space
- Experimental digital design and art
- Architecture and design theory and continental philosophy

Mr Simon Ancher
- Public furniture
- Sustainable design

Mr Justin Beall
- Sustainable tourism
- Computer use in design

Dr Richard Burnham
- Low cost and informal housing
- Micro dwellings
- Architecture of South Asia

Mr Geoff Clark
- Urban design for sustainable cities
- Housing performance and economy in the urban setting

Mr Ian Clayton
- Architectural education
- Learning By making
- Studio teaching

Professor Roger Fay
- Sustainable design
- Affordable housing
- Design for dementia

Dr Steven Fleming
- Cycling facilities and infrastructure
- Architectural history and theory
- Urban renewal

Dr Stuart King
- History and historiography of Australian architecture
- Colonial architecture
- Historical responses to the environment

Ms Kirsty Máté
- Sustainable interior design
- Sustainable retail design
- Materials for sustainability

Dr Catriona McLeod
- Green architecture and environmental rhetoric
- Public, environmental and installation art
- Sustainable landscape architecture

Associate Professor Gregory Nolan
- Design and use of timber in building
- Sustainable production of timber and wood products
- Thermal performance of light-weight timber building

Ms Helen Morrie
- Urban design, the relationship between public buildings and public space
- Architectural criticism, exhibition and installation

Dr Ceridwen Owen
- Green architecture
- Eco-philosophy
- Eco-tourism

Ms Jacqueline Power
- Australian Indigenous interiority
- Product design and end-user attachment

Ms Louise Wallis
- Design studio teaching
- Learning By Making
- Collaborative design process

POSTGRADUATE STUDENT RESEARCH

Ms Iman Alattar – Textual representation of the socio-urban history of the Eighteenth and Nineteenth Centuries in Baghdad

Dr Jen Brown – Architecture in Wonderland: reconstructing public space through contemporary arts practice in large-scale exterior image/sound projection and performance

Ms Wendy Fountain – Design at the service of sustainable, local food systems

Ms Anna Hooper – The constructed landscapes of the Greek mind in antiquity

Mr Tim Law – The zero-energy office of the tropics

Mr Randall Lindstrom – Kenosis as a construct for the creative process in an age of secularism, globalization and environmentalism

Ms Jennifer Lorrimar-Shanks – Conceiving a sustainable built environment – the ecosystem analogy and Hong Kong

Mr Phillip McLeod – Comparative environmental impacts of construction

Ms Maria Perez-Pulido – Study of mechanical and acoustic properties of Tasmanian timbers for violin making

Ms Sabrina Sequeira – An analysis of the sub-floor cavity climate in a residential building

Ms Kerry van den Berg – The affective turn in history and theory teaching in schools of architecture and design: permeable boundaries in architecture education
HOW TO APPLY

Application Procedure for Domestic Students

Domestic applicants can apply online at: http://www.utas.edu.au/apply

You will need to set up a user name and password to use the eApplication System. You can use this user name and password to log back in and check the status of your application. If you receive an offer of place you can then accept the offer and enrol in your units of study.

Application Procedure for International Students

You are welcome to apply directly or with the assistance of one of our authorised representatives. See our international website for details of our representatives in your home country: http://www.international.utas.edu.au/ reps/

To apply, go to the UTAS International Students web page: http://www.international.utas.edu.au Click on ‘Apply Now’ and follow the appropriate links.

For further information about applying as an international student, or for detailed information on all UTAS courses, campuses, facilities, fees, refund policy, rules of admissions and assessment, the Education Services for Overseas Students (ESOS) Framework and an overview of the local Tasmanian environment, please contact the International Students Office on +61 3 6324 3775 or your: study@utas.edu.au

Scholarships for Domestic and International Students

Domestic students go to http://www.studentcentre.utas.edu.au/scholarships/

International students go to http://www.international.utas.edu.au/static/scholarships.php

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