

THEME	EMBEDDED GRADUATE PROFILE FOR THE DEGREE OF BACHELOR OF ARCHITECTURAL STUDIES	PROGRESSION STATEMENT
<p><b>Disciplinary Knowledge &amp; Practice</b></p>	<p>Capability DK.1                      Demonstrate knowledge and understanding of the importance of creativity and the history, theory and practice of architecture, sufficient to apply them in a low level role in practice or to progress to a professional postgraduate architecture qualification.</p> <p>Capability DK.2                      Demonstrate an understanding at an adequate level, of architectural science and technology, environmental and cultural requirements, legal frameworks and project management relating to the creation of architecture and the built environment, as well as the contributions made by related professions.</p> <p>Capability DK.3                      Display an understanding of key issues around the built environment discipline in all its contexts: human, environmental, social, cultural, historical, contemporary, future, local, regional, and global.</p>	<p>Architecture is a specialist discipline in the area of the built environment. It is related to the creative arts in particular, as well as the sciences and technologies. As you proceed through the programme, you must understand the importance of creative investigation and solutions in the discipline. You must also acquire knowledge of architectural and built environment history, theory and practice. Each level of courses from 100 to 300 increases the levels of challenge, with more reliance on your own independent research, analysis and synthesis as you progress. At the end of the programme, you will be able to adequately operate in the discipline at a low level, however a post-graduate qualification is necessary to become a fully capable practicing architect.</p> <p>Architecture cannot physically be created without a knowledge of the technologies and procedures required in not just the physical realm, but the regulations and requirements societies create. In addition, architecture is rarely created by individuals; it is usually the result of collaboration with other architects and a range of specialists and builders. Each level of courses from 100 to 300 increases the levels of challenge, with more reliance on individual independent research, analysis and synthesis in order to increase student capability in these areas.</p> <p>Architecture is future-oriented, aimed at creating better environments. It is necessary to know and understand the history of previous approaches to the built environment, and to understand the context of architectural thought and practice. Of great importance are the wider requirements of the built environment beyond the immediate demands of a project brief. This involves issues such as (but not limited to) human aspirations and spirituality, indigeneity, national identity, environmental responsibility, sustainability, societal and cultural needs and so on. As the level of courses from 100 to 300 increase, students should actively seek out their own information and become more aware of these issues in their study and reflect them in their work.</p>

<p><b>Critical Thinking</b></p>	<p>Capability CT.1 Demonstrate the ability to identify conditions and needs; establish premises; gather information; analyse issues; appraise possibilities and produce rational assessments and conclusions.</p> <p>Capability CT.2 Demonstrate the ability to apply critical thinking in architectural application: to generate concepts and synthesise them with practical requirements in both rational and creative manners in order to produce built environment outcomes; then reflect on and assess their validity.</p> <p>Capability CT.3 Display an understanding of the need and the ability to challenge existing knowledge; to explore multiple sources and different viewpoints; to critique modes of practice; to develop a range of processes and to construe both reasoned and creative arguments and interpretations in order to improve built environment outcomes.</p>	<p>University graduates need to be able to to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively. You will be assessed on approaching problems in an informed and systematic way but the degree of challenge increases with the level of courses from 100 to 300 with more reliance on the development of your own independent mode of operating that must combine the creative and critical. At the end of the programme, students will have developed critical thinking capabilities that can be applied in a variety of environments and situations beyond that of the architectural profession.</p> <p>Architecture requires that a large array of information is brought together and that through the processes of both reason and creativity, a solution is produced that satisfies the multitudinous ways in which the success of architecture can be critiqued. Students will find that as their courses progress from levels 100 to 300, the demands and degree of difficulty in producing a successful architectural outcome increase due to the expectation that more issues are addressed. There will not be a single correct solution to any architectural problem and as the course levels increase more self-critique and reflection is expected of students as well as the ability to operate independently. At the end of the programme, you will be able to adequately operate in the discipline at a low level, however a post-graduate qualification is necessary to become a fully capable practicing architect.</p> <p>Architecture is more than problem solving: there can be a variety of architectural solutions. In many situations it is often necessary to challenge conventional precepts and expectations. Architecture can be assessed from a wide variety of points of view, a reflection of the complexities of the discipline and the world. Students will develop a more sophisticated understanding and abilities as they progress through the levels of the degree.</p>
<p><b>Solution Seeking</b></p>	<p>Capability SS.1 Display the ability to apply research, theory, analysis and creativity in order to conceptualise and develop three-dimensional architectural form and space in relation to human and environmental needs.</p>	<p>Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. Architecture requires the development of solution seeking abilities that meet disciplinary needs as well. This involves creative ability and the application of that to the development of</p>

	<p>Capability SS.2 Demonstrate the ability to incorporate materiality, structure, construction, building services and other sometimes complex aspects of architecture and the built environment such as human, social, cultural and environmental needs.</p> <p>Capability SS.3 Demonstrate the capacity to be inventive and generate new and original possibilities in relation to built environment issues.</p>	<p>forms in the built environment. These should take into account not just human demands and desires but be sensitive to the natural environment. As course levels increase from levels 100 to 300, students will be exposed to more complex problems and develop higher quality capabilities in this area, sufficient to operate adequately in the architectural discipline at a low level, however a post-graduate qualification is necessary to become a fully capable practicing architect.</p> <p>As students progress from level 100 through level 300 of the programme, courses increase the levels of challenge, with the need to deal with the more complex issues and requirements that are encountered in architectural theory and practice. Students will find that their understanding and abilities develop throughout the programme in order to increase their capability in these areas.</p> <p>Due to changing needs and sometimes unpredictable requirements, unfamiliar situations and complex problems, architecture graduates need to be able to anticipate and deal with emerging issues and be forward thinking in the search for solutions. The level, number and variety of challenges will increase as courses progress. Students in turn need to develop their capabilities so that by the end of the degree they demonstrate a sophistication in their inventiveness and generation of new possibilities appropriate to built environment issues.</p>
<p><b>Communication &amp; Engagement</b></p>	<p>Capability CE.1 Demonstrate a variety of skills and adequate ability (both individually and through collaboration) in communicating information and ideas in a range of media including the spoken and written, conscious of diverse audiences.</p> <p>Capability CE.2 Demonstrate adequate skills in communicating design intent and architectural form at all stages of the design process, through a range of architectural media, to various audiences.</p>	<p>Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with a variety of audiences in a range of media and formats. Architecture graduates need to develop skills individually and also working in groups and teams and with a variety of collaborators from laypeople to specialists. These capabilities will become progressively more developed as a student proceeds through the levels of the programme.</p> <p>Architecture graduates must develop specific expertise in communicating architectural ideas, forms and designs in a wide variety of ways and be able to tailor their communication in appropriate ways to different people or groups in society. As the level of courses increases from level 100 through level 300 students can expect to develop</p>

	<p>Capability CE.3 Display an ability to explore and develop new ways of engaging audiences and communicating architectural intent and form, as new media and technologies develop.</p>	<p>these capabilities independently to a point where they can operate at a low level in the discipline of architecture and other creative environments.</p> <p>As the world and the people in it change, and new issues arise, architecture graduates must develop the abilities to find new ways of engaging and communicating with people. Students are challenged, as courses progress, to do this, and will find that their capabilities develop in sophistication through the programme.</p>
<p><b>Independence &amp; Integrity</b></p>	<p>Capability II.1 Demonstrate self-directed research and learning and understand the need for ongoing life-long learning and personal and professional development.</p> <p>Capability II.2 Display the ability to reflect on one's own ideas, concepts, arguments and designs in a critical manner. Demonstrate the ability to respond to external critique in a rational and well-considered manner with personal integrity.</p> <p>Capability II.3 Demonstrate good judgement and ethical behaviour in research, communication, creativity and practice, as well as in dealings with colleagues and the public.</p>	<p>Graduates of the University are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres. Students will find that both their need and ability to engage independently in self-directed research and learning will increase through the duration of the three-year programme.</p> <p>Architecture graduates need to not just promote their ideas and designs but to be self-critical in order to improve the quality of their work and the built environment outcomes. You also need to listen and respond to the views of others but maintain integrity in seeking the best design outcome for not just the client or profession but the public and the environment. Students will find that their sophistication in this area develops throughout the degree.</p> <p>Ethical behaviour in all areas of study, thought and work are important at the university and in the profession in order to safeguard intellectual endeavour and the rights of others, from colleagues to clients to the public, and in terms of our responsibilities to the environment and future. As courses develop from level 100 through level 300, students will be introduced to higher requirements of ethical practice and improve their capabilities in these areas, sufficient to operate in a professional environment on graduation. However a post-graduate qualification, involving a specific course in professional practice, is necessary to become a fully capable practicing architect.</p>

<p><b>Social &amp; Environmental Responsibilities</b></p>	<p>Capability SE.1 Display an understanding of the need to acknowledge and respond to diverse human needs and differing societal and cultural values and requirements, especially in relation to Te Tiriti o Waitangi.</p> <p>Capability SE.2 Demonstrate an appreciation of the inter-relationship between the built and natural environments and the ability to develop sustainable practices in shaping the future and supporting society.</p> <p>Capability SE.3 Display an understanding of the need for architecture to address not just contemporary demands, but future needs.</p>	<p>Graduates of the University are expected to acknowledge Māori world views and the historic place of the Treaty of Waitangi. They are expected to be respectful of cultural and other forms of diversity and to embrace difference in society. As the programme levels increase from level 100 through level 300 the breadth and sophistication of understanding will develop.</p> <p>Graduates are expected to recognise a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues. Through the course of the programme their level of capability in this area will develop in sophistication.</p> <p>Architecture is future-oriented; what we create shapes the built environment for generations. Architecture graduates need to give thought to and address future requirements in their work. The level, number and variety of challenges will increase as courses progress from level 100 through level 300 and student understanding and capability will develop to the point where they can operate at a low level in architectural or design practice.</p>
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**List of stakeholders and students consulted for the completion of the embedded Graduate Profile:**

Staff of School of Architecture and Planning, School Staff Student Consultative Committee, a group of senior students and recent graduates, NZ Registered Architects Board, NZ Institute of Architects.