Faculty Governance

In 2013 the Faculty of Built Environment (UNSW BE) will be structured as two schools to reflect innovations in the delivery of the curriculum. The schools will be the Australian School of Architecture and Design (ASA+D) focused on professional degree programs and the Australian Graduate School of Urbanism (AGSU) focused on post professional and interdisciplinary degree programs as well as research.

UNSW BE will continue to review and develop its undergraduate programs. Changes will be progressively introduced during 2013 and 2014. UNSW BE is structured to deliver a comprehensive suite of undergraduate and postgraduate programs relevant to the design, delivery and management of the 21st century city and its elements. Our aim is to deliver enhanced and distinctive student learning experiences reflecting the level and discipline requirements of each program.

UNSW and the Faculty has also increased opportunities for dual and double degrees as well as provided more flexible pathways for students to move across BE degrees. Program changes resulting from these reviews will be announced on the UNSW BE website and progressively communicated to prospective 2014 students.
Message from the Dean

At UNSW Built Environment (UNSW BE) we focus on the design, delivery and management of the 21st century city within the disciplines of architectural computing, architecture, construction management and property, industrial design, interior architecture, landscape architecture and planning.

Our aim is to contribute to a more valued and sustainable world through our leadership in education and research relevant to the built environment.

We have structured our Faculty to deliver a comprehensive range of professional degrees within the Australian School of Architecture and Design (ASA+D). This structure provides unique opportunities for interdisciplinary learning experiences. We also offer international interdisciplinary design projects to explore global issues of critical significance and help prepare our graduates to become global citizens.

Working together in scenario and studio-based assignments, students and Faculty staff engage in collaborative learning and research in pursuit of new knowledge. We enable students to gain independence and ownership of their learning. Our curriculum structure encourages synergy among the disciplines and flexible learning pathways for students. The distinctive educational experience ensures that our graduates are highly sought after by industry and the professions.

Studying at UNSW BE provides access to the urban culture of Sydney - Australia's largest and most cosmopolitan city. Sydney is used as a living laboratory with parameters for study that can also determine real world outcomes from the perspective of each discipline. Studio projects are often formed from major initiatives affecting the future of Sydney and involve key decision makers as part of the educational experience. Students have 24-hour access to state-of-the-art design studios, a digital workshop and materials library as well as dedicated workspaces with computing and internet access.

Our students also have opportunities to broaden their experience beyond the Australian context. At UNSW BE we place a high value on international engagement. In recent years, for example, students have studied in China, Hong Kong, India, New Zealand, Spain and Italy. Joint design studios have also been conducted with the Politecnico in Milan, IUAV in Venice, Tsinghua University in Beijing and Dongtang University in Nanjing.

At UNSW BE we recognise the significance of the relatively few years students spend with us to further their future career opportunities. Our alumni often comment on how the lasting influence of their student days is manifested through continuing professional relationships and friendships of value.

We are committed to establishing a sound platform of knowledge reflected in intellectual and practical skills to underpin a lifelong interest in personal development. Your future success is our contribution to a better designed and managed built environment with a focus on all aspects of more sustainable professional practice. We continue to update our undergraduate curriculum to be relevant, challenging and innovative.

Many new and exciting initiatives are planned for 2014 that can be followed on the Faculty website www.be.unsw.edu.au. I look forward to welcoming you at UNSW BE and to following your careers with great interest.

Professor Alec Tzannes
Dean, UNSW Built Environment

More Info: www.be.unsw.edu.au
There is much more to university than just study. At UNSW BE (Built Environment) you can take advantage of a range of clubs, social activities and industry networking opportunities. We continue to update our undergraduate curriculum and ensure our student experience is rich and rewarding! Many new and exciting changes to our programs and student groups are planned for 2014 so please follow our upcoming initiatives on the faculty website www.be.unsw.edu.au. Follow us on Facebook, our blog and Twitter too!

**Social Life**

With so many events and parties organised throughout the year including O-Week, the Student International Festival and Oktoberfest, make sure that you join ARC or Fbesoc to be part of the fun. There are also many clubs and societies as well as discounts and benefits available to members.

**Student Ambassador**

Do you have great presentation skills and enjoy talking to people? We offer students the opportunity to attend recruitment fairs and expos, organise events and workshops, conduct campus tours. Best of all – you get paid for it!

**Industry Networking**

BE has a proud history of industry engagement and collaboration. There are ample opportunities to engage with industry throughout your tuition at UNSW BE, from industry nights to special guest lectures.
BE Undergraduate Scholars Program
Our UNSW BE Scholars Program acknowledges the Faculty’s highest achieving students. Each year, outstanding students from each of our undergraduate programs are identified as UNSW BE’s top performers based on their academic performance. These ‘BE Scholars’ receive recognition from their peers and industry professionals, a scholarship for UNSW BE mentoring and special event invitations.

International Opportunities
We value international engagement and enable our students to participate in one of our overseas design studio courses or be part of a formal international exchange program. Global experiences are strongly encouraged!

Volunteering
Volunteer in the local community or abroad. Use your experience and new skills to help others.

Sport
Shane Kingsbury - LArch
At the 2012 Australian Swimming Championships (Olympic Trials), Shane was a semi-finalist in the 50m butterfly. He also swims for the NSW 2012 Youth Development Squad. Shane dominated the 2012 Australian University Games, winning gold in the 50, 100 and 200 metre butterfly, 4x100m medley relay, 4x50m freestyle relay and the 4x50m freestyle relay.

Harry Thompson - LArch
Harry is an elite rower and has represented UNSW at the Australian University Games. He has won medals at a range of State and National u23 rowing titles over the past few years.
Architectural Computing

(Upper): If I Only Had a BIM, Samuel Whitty
(Lower): Lively Visualisation, Ivan Hrusicek
Students undertaking this program explore and innovate with new ways of investigating design and management processes using the latest digital technologies and software. Projects within the built environment are brought to life in real-time virtual environments, through the use of information-modelling technologies and the full range of multimedia and augmented technologies. This enables architects, planners, builders, clients and the community to better understand and examine design proposals in their settings. Students graduate with exceptional intellectual and practical skills, and can exercise leadership in the application of computer and digital technologies within the built environment disciplines.

Program Info

Career Opportunities
- Architectural visualisation artist
- Design technology manager (in architectural practices)
- Animation professional
- Gaming environment developer
- Building Information Modelling (BIM) customisation and implementation
- Parametric modeller and designer
- Web and multimedia designer

Facts in Brief
- Program code: 3267
- ATAR: 80 (2013)
- Bonus ATAR: Go to www.unsw.edu.au/HSCPlus
- Duration: 3 years full time (4th year Honours option)
- Prerequisites: None

Matthew Kruik  
BArchComp student

“I wasn’t entirely sure what to do after school and was researching computer science when I saw the UNSW BE Architectural Computing course. I’d completed an architectural photography project in school and have enjoyed 3D modelling since the age of 10, so this seemed like the perfect fit. UNSW was a clear choice as no other universities offer this program.

“Attending the open day was useful in making my decision. I’d already been to a few other open days, but the one at UNSW had the most professional and exciting feel.

“Studying at UNSW BE has allowed me to find my strengths in Architectural Computing and use them to their fullest effect. Small class sizes mean that you get to know everyone on the course, making collaboration far easier. We are taught using cutting edge software which gives us the tools and experience to grasp new software quickly on our own.

“The biggest highlight so far has been the exhibition project in the Digital Computation Studio, where we had an elimination type competition to design an LED-infused wall. Two finalists were given teams of 20 people to actually construct the wall and then display it at Customs House. This project allowed us to experience what an actual project would be like, with technical challenges, logistical difficulties and in the end, a fully realised exhibition.

“UNSW, and the BE Faculty in particular, has a dedicated focus on educating students with industry standard tools and giving them the skills to anticipate where the industry is moving, resulting in graduates that are at the cutting edge of their field.

“I would recommend this Faculty to anyone. The courses are excellent and the staff are really helpful and friendly.”

Craig Henneberry  
BSc Arch, 2003  
Web Design Team Leader, Freelancer.com

“My decision to study at UNSW BE was based on the Faculty’s academic reputation and highly employable graduates. UNSW is internationally renowned and one of the highest ranking universities in Australia. For architecture, BE is the obvious choice. The reality is there are many employers who won’t consider an applicant without a degree and my BSc Arch has been vital in kick-starting and progressing my career.

“In my studies, I was lucky enough to be selected as a tutor for Web Design & Multi-Media and my first industry role was Web Designer at the Photolibrary Group (now Getty Images) where I led the small Web Design team. I also worked as a Web/UI (User Interface) Designer at Fairfax Media and a Front-End Developer at The BlueArc Group. I am currently Web Design Team Leader at Freelancer.com responsible for leading innovation, creativity and managing the Freelancer.com in-house design team.

“In 2011 I worked closely with a team of User Experience (UX) designers on the Domain iPhone App and was responsible for a major phase of the UI design. Our app won the Australian Interactive Media Industry Association (AIMIA) award which is often referred to as the pinnacle of awards for the Australian digital industry, so I’m particularly proud of this one!

“My advice to anyone considering studying at BE is to do your research. Nothing compares to a chat with alumni, lecturers or program coordinators. It’s their insights that will give you the most value.”
### Year 1 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH1101</td>
<td>Architectural Design Studio 1</td>
<td>Introduces the primary concepts and activities of architectural design and its representation through small scale and experimental design projects.</td>
</tr>
<tr>
<td>BENV1080</td>
<td>Enabling Skills &amp; Research Practice</td>
<td>Introduces skills and knowledge to support both the learning and practice of architecture and related disciplines.</td>
</tr>
<tr>
<td>ARCH1390</td>
<td>Digital Representation Studio</td>
<td>Draws on the histories and theories of architectural representation and recasts them with the ‘lens’ of computation.</td>
</tr>
<tr>
<td>BENV2423</td>
<td>Real-Time Interactive Environments</td>
<td>Addresses the leading edge of spatial and environmental design by engaging with real-time interactive environments within a rigorous academic framework.</td>
</tr>
</tbody>
</table>

**Core Skills:** At the end of first year, students will have developed foundation knowledge, plus essential study and practice skills across the major aspects of architectural computing.

### Year 2 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH1201</td>
<td>Architectural Design Studio 3</td>
<td>Study of modern concepts and architectural devices through projects of moderate programmatic, spatial and material complexity in an urban context.</td>
</tr>
<tr>
<td>BENV2425</td>
<td>Building Information Modelling</td>
<td>Introduction to the use of computer-based information-rich 3D models of buildings to support design processes.</td>
</tr>
<tr>
<td>ARCH1391</td>
<td>Digital Computation Studio</td>
<td>Explores a range of design problems where computation is used to generate, enhance and analyse possible solutions.</td>
</tr>
<tr>
<td>BENV2427</td>
<td>Design Information Management</td>
<td>Focuses on the processes involved in communicating and collaborating throughout the building development lifecycle, using a multidisciplinary building model database server.</td>
</tr>
</tbody>
</table>

**Core Skills:** At the end of second year, students will have well-developed computing skills and knowledge informed by a sound understanding of architectural processes and current developments in digital technologies.

### Year 3 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SDES2116</td>
<td>Design Practice</td>
<td>Students investigate the moral and philosophical contexts for professional activity, ethics, legal aspects of design practice, project finance, budget management and reporting.</td>
</tr>
<tr>
<td>ARCH1392</td>
<td>Digital Collaboration Studio</td>
<td>Develops a framework for architectural computing research via a critique of ‘collaboration’, exploring ethics, professionalism, academic rigour, communication and representation.</td>
</tr>
<tr>
<td>BEIL</td>
<td>Interdisciplinary Learning Course</td>
<td>Selected from a specified pool of interdisciplinary courses offered by the Faculty.</td>
</tr>
<tr>
<td>ARCH1393</td>
<td>Graduation Project (12 UoC)</td>
<td>As the culmination of the architectural computing studios each student will seek a client and then develop and produce a project that investigates any technology or issue that relates to the use of computers in the built environment disciplines.</td>
</tr>
<tr>
<td>BEIL</td>
<td>Interdisciplinary Learning Course</td>
<td>Selected from a specified pool of interdisciplinary courses offered by the Faculty.</td>
</tr>
</tbody>
</table>

**Core Skills:** At the end of third year, students will have developed a comprehensive set of skills and knowledge of architectural computing, preparing them to either pursue research in their discipline through the Honours year or to pursue a professional career.

### Year 4 Semester 1 (Honours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH1394</td>
<td>Honours Studio (18 UoC)</td>
<td>Explores the idea of research as it relates to a series of built environment design requirements, developing an understanding of the research process within the design discipline as students engage with specific research topics that extend their understanding and capability in the architectural computing field.</td>
</tr>
<tr>
<td>BENV1384</td>
<td>Design Research Methods</td>
<td>Aims to inform students of the range of research methods appropriate to the understanding and design of the built environment.</td>
</tr>
<tr>
<td>ARCH1395</td>
<td>Honours Research Project (18 UoC)</td>
<td>A major research-based investigation into a subject related to the student's area of specialisation, representing an original contribution to work in that area that demonstrates a high level of scholarship and an understanding of good research methods.</td>
</tr>
</tbody>
</table>

**Core Skills:** At the end of the Honours year, students will have developed a solid foundation for the pursuit of further research through doctoral studies or a solid base from which to pursue a specialised professional career.
Architectural Studies
Behind almost every building – from modest and intimate rooms to spaces accommodating complex needs and those that are extraordinary and iconic – lies the disciplined creativity of architecture. An architect designs buildings and their settings to meet the needs of people who use the building, of clients and the broader community. In their design practice, architects are mindful of sustainability, cultural and economic considerations. It is an exciting and dynamic profession that works closely with other built environment professionals and the only one responsible for considering the building in its entirety.

Students complete a three-year Bachelor of Architectural Studies plus a two-year Master of Architecture to meet the requirements for registration as an architect.

Program Info

Career Opportunities

- Consulting architect in private practice
- Specialist architect e.g. heritage
- Multidisciplinary design practice
- Government Architect’s office
- Large commercial practice architectural firms

Facts in Brief

- **Program code:** 3261
- **ATAR:** 95 (2013)
- **Bonus ATAR:** Go to www.unsw.edu.au/HSCPlus
- **Duration:** 3 years full time (4th year Honours option)
- **Academic Weighted Average Mark (WAM)**
  
  65 = entry into Master of Architecture

- **Prerequisites:** None
- **Professional recognition:**
  
  The Bachelor of Architectural Studies degree is the undergraduate pathway degree to the professionally accredited postgraduate Master of Architecture degree which has professional recognition from the NSW Architects Registration Board and Architects Accreditation Council of Australia (AACA).

Felix Saw
BArchStudies student

“I had always heard positive stories about UNSW BE from my sister, seniors and architects back in Malaysia who are all Faculty graduates.

“I was also attracted by the excellent international academic connections and the opportunity to study abroad.

“The Architecture degree provides a balanced focus on art and design and theory and technology of architecture. The cross-disciplinary studies and learning from practicing architects prepare students for future workplaces. Highlights of my time at BE include volunteering at the Powerhouse Museum, participating in the SONA (Student Organised Network for Architecture) Mentor Programme, taking part in the STREETWORKS Design Competition and organising the BArch Graduation Exhibition.”

Chris Thorp
BArch, 2010, Johnson Pilton Walker

“I have always been interested in studying architecture. UNSW appealed to me for many reasons: the broad spectrum of architecture which the course covered; the close alignment of the Faculty with practice; and the opportunity to take part in a studio with Glenn Murcutt and others led by leading Australian architects. In addition to this, I was also drawn to the fact that I could take electives at the College of Fine Arts (COFA).

“While studying at BE I began to hone my ambitions and made friendships with other architecture students, lecturers and professionals. I could not imagine my architectural education without my peers as sometimes you learn as much from one another as from the tutor. Highlights for me were taking part in the SONA Mentor Program and the CH4 Design and Build elective.

“I have been very fortunate in my career so far. I was closely involved in the design development and construction of the new bronze entry ramp at the Art Gallery of NSW and worked as part of the competition team for the new Australian Pavilion at the Venice Biennale (not the winning scheme).

“UNSW BE is unique in Australia as it offers programs that relate to a broad range of building industry professions and degrees. My advice to anyone considering attending UNSW would be to take advantage of the range of electives on offer from other faculties on campus and at COFA. You may only go to university once so don’t hesitate to study subjects that interest you.”
### Year 1 Semester 1

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>ARCH1101 Architectural Design Studio 1</td>
<td>Introduces the primary concepts and activities of architectural design and its representation through small scale and experimental design projects.</td>
</tr>
<tr>
<td>BENV1080 Enabling Skills &amp; Research Practice</td>
<td>Introduces skills and knowledge to support both the learning and practice of architecture and related disciplines.</td>
</tr>
<tr>
<td>ARCH1102 Architectural Design Studio 2</td>
<td>Study of architectural space through precedents and configuration, material and structural tectonics.</td>
</tr>
<tr>
<td>ARCH1121 Architectural History &amp; Theory 1</td>
<td>The history of Western architecture, extending from antiquity to the 19th century.</td>
</tr>
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### Year 1 Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARCH1161 Environment 1</td>
<td>Theories and practical knowledge in ecological and bioclimatic design, developing a capacity for life-cycle and systems thinking in architectural design.</td>
</tr>
<tr>
<td>ARCH1142 Architectural Communications</td>
<td>Develops capabilities in manual 2D and 3D graphics, physical model-making and verbal communication.</td>
</tr>
<tr>
<td>ARCH1162 Structures &amp; Construction 1</td>
<td>Ability to analyse the built environment architecturally through an understanding of structure and construction.</td>
</tr>
<tr>
<td>Open Elective</td>
<td>Choice of any course available within the University except denoted General Education courses.</td>
</tr>
</tbody>
</table>

**Core Skills:** At the end of first year, students will have developed foundation knowledge plus essential study and practice skills across the major streams of study in architecture.

### Year 2 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ARCH1201 Architectural Design Studio 3</td>
<td>Study of modern concepts and architectural devices through projects of moderate programmatic, spatial and material complexity in an urban context.</td>
</tr>
<tr>
<td>BENV2425 Building Information Modelling</td>
<td>Introduction to the use of computer-based information-rich 3D models of buildings to support design processes.</td>
</tr>
<tr>
<td>ARCH1261 Structures &amp; Construction 2</td>
<td>Introduces construction industry practice – who’s involved, who’s in charge, the role of architects and how strategic decisions are made.</td>
</tr>
<tr>
<td>Open Elective</td>
<td>Choice of course in accordance with the University’s General Education rules.</td>
</tr>
</tbody>
</table>

**Core Skills:** At the end of second year, students will have capable design skills informed by a sound knowledge of relevant digital technologies, current construction practice and contemporary architectural thought.

### Year 2 Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ARCH1301 Architectural Design Studio 5 (12 UoC)</td>
<td>Using a mixed brief incorporating more than one function or building type, students explore contextual design, including urban patterns, as well as building design with detailed consideration of the technical resolution of an aspect of the building to a high level of resolution.</td>
</tr>
<tr>
<td>ARCH1361 Environment 2</td>
<td>Explores integrated environmental design, addressing the quantitative and standards-based treatment of lighting and acoustics using manual and digital analysis, modelling and simulation.</td>
</tr>
<tr>
<td>ARCH1322 Architectural History &amp; Theory 3</td>
<td>Overview of key architects and movements from the advent of modernism in the early 20th century to the present.</td>
</tr>
<tr>
<td>BEIL - Interdisciplinary Learning Course</td>
<td>Selected from a specified pool of interdisciplinary courses offered by the faculty.</td>
</tr>
</tbody>
</table>

**Core Skills:** At the end of third year, students will have developed a comprehensive set of skills and knowledge of architecture, preparing academically-capable students to pursue research in their discipline through the Honours year or move into the Masters Program, preferably after a substantive period of practical experience in an architect’s office.

### Year 3 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ARCH1495 Honours Research Thesis 1 (18 UoC)</td>
<td>This is major research-based investigation into a subject related to the student’s area of specialisation, representing an original contribution to work in that area that demonstrates a high level of scholarship and an understanding of good research methods (normally linked to ARCH1496).</td>
</tr>
<tr>
<td>ARCH1384 Design Research Methods</td>
<td>Aims to inform students of the range of research methods appropriate to the understanding and design of the built environment.</td>
</tr>
<tr>
<td>ARCH1496 Honours Research Thesis 2 (18 UoC)</td>
<td>A major research-based investigation into a subject related to the student’s area of specialisation, representing an original contribution to work in that area that demonstrates a high level of scholarship and an understanding of good research methods (normally linked to ARCH1495).</td>
</tr>
<tr>
<td>BEIL - Interdisciplinary Learning Course</td>
<td>Selected from a specified pool of interdisciplinary courses offered by the faculty.</td>
</tr>
</tbody>
</table>

**Core Skills:** At the end of the Honours year, students will have developed a solid foundation for the pursuit of further research through doctoral studies or to resume their professional studies through the Masters Program.
Construction Management and Property
The Bachelor of Construction Management and Property (BCMP) provides education and training in the management of property development, construction and design work, construction site and facility operation. There is a strong emphasis on building economics and management skills including human resources, organisational behaviour and risk management. Over the course of this degree, students can choose to specialise in building construction, property development, facilities management or quantity surveying.

**Program Info**

**Career Opportunities**
- Builder
- Property developer
- Construction manager
- Project manager
- Quantity surveyor
- Construction planner
- Construction consultant
- Facilities manager
- Specialist legal advisor

**Facts in Brief**
- **Program code:** 3331
- **ATAR:** 80.15 (2013)
- **Bonus ATAR:**
  Go to www.unsw.edu.au/HSCPlus
- **Duration:**
  4 years full time or equivalent with part time option
- **Prerequisites:** None
- **Professional recognition:**
  Dependent on the completion of specific units:
  - The Royal Institution of Chartered Surveyors (RICS)
  - The Australian Institute of Building (AIB)
  - The Australian Institute of Quantity Surveyors (AIQS)
  - The Australian Property Institute (API)
Erin Doyle
BCMP student
Current Cadet with Mirvac Constructions Pty Ltd

Deans Scholar 2011, Deans List 2011 & 2012
Intrec Scholarship 2011, RICS Building
Construction Management Prize 2011

“I originally enrolled at the University of Sydney and completed two years of a Bachelor of Science (Advanced). I decided on a major career change and chose to study the UNSW BE Construction Management and Property program due to its great reputation. I investigated the course content thoroughly before enrolling and found it to be industry relevant & current. The course is designed to allow students to work full-time, gaining experience and working as required. It is also set apart by the options it provides – a major (in Property, Quantity Surveying, Building etc) – which no other universities provide. There are frequent site visits which enable students to graduate with some site experience and the option of Honours is also easily accessible. Lecturers have close links to industry enabling great networking opportunities. They share their industry experiences and provide practical examples and advice.

“My degree provided me with theoretical knowledge and practical work experience which is invaluable in terms of gaining employment. UNSW are frequently advertising cadet positions, allowing students to gain experience and get ahead professionally.

“I am currently working as a cadet with Mirvac Constructions Pty Ltd, working on the iconic Harold Park redevelopment. My advice to anyone considering studying at BE would be to thoroughly consider all options, and choose a degree with a fairly broad curriculum that provides a range of career options.”

Robert Close
BCMP, 2012
Project Coordinator, ISIS Group Australia

Best Thesis Award 2012
1st class honours

“There were quite a few influential factors that led to me accepting a degree at UNSW BE. The BCMP degree has a great reputation amongst professionals in the construction industry. I have friends who completed the degree and told me how well balanced it was with both interactive and lecture-based learning.

“I was lucky enough to be awarded the Insights Projects scholarship, aimed at students from the country studying the BCMP degree and playing cricket for UNSW. I was also a part of the University Rugby club. Being a member of these teams provided me with the opportunity to attend many fantastic social outings and intercollege university events such as internal sport. There were also many academic events that were memorable, particularly LuminoCITY; the graduate exhibition event that gave students from all BE programs an opportunity to showcase their major thesis works to fellow students and industry.

“I started with ISIS as a building cadet in early 2011 and am now a Project Coordinator. I have gained invaluable industry experience that has involved both site and office based work. It has been very satisfying to be able to utilise what I have learnt through my degree in my current job. The degree is highly regarded in the industry and therefore it is usually relatively easy for BCMP students to transition into the workplace. The fact that it is so flexible allows students to balance a job whilst studying full time. I found that being employed whilst studying enabled me to directly relate my current studies with my work, assisting me with projects such as case studies.”
### Core Skills: At the end of third year, BCMP students should have:
1. Gained an appreciation of different construction project types, delivery systems and contract forms.
2. Developed their abilities to recognise and solve problems systematically, formulating innovative responses to different contexts.
3. Learned the systems, processes and technology for industrial and tall building construction and.
4. Developed their communication and leadership skills.

### Year 3 Semester 1
- **BLDG2280 OHS in the Built Environment**
  - Introduces the important regulations pertaining to Occupational Health & Safety (OHS) on construction sites within the context of a broader industrial relations regulatory framework.
- **BCMP Electives**
  - Selected from a specified pool of interdisciplinary courses offered by the faculty.

### Year 3 Semester 2
- **BLDG3284 Scheduling Techniques in Construction**
  - Introduces the various programming and scheduling techniques for construction project planning and landscape planning.
- **BENV1382 Social Responsibility & Professional Ethics**
  - Introduces social responsibility and professional ethics issues in the construction and property industries.
- **BEIL - Interdisciplinary Learning Course**
  - Selected from a specified pool of interdisciplinary courses offered by the faculty.

### Core Skills: At the end of third year, BCMP students should have:
1. Gained an appreciation of different construction project OHS regulations and specialised operational and planning techniques.
2. Gained an appreciation of relevant knowledge and skills including the code of ethics of respective professional bodies for a construction profession.
3. Furthered their problem-solving and collaboration abilities, and be able to take the lead in project-oriented tasks and.
4. Further developed generic and technical skills.

### Year 4 Semester 1
- **BLDG4501 Thesis Foundation (12 UoC)**
  - Introduces research formulation, development and processes, and research design.
- **BLDG4502 Thesis (12 UoC)**
  - An extended overview of research development, looking at research methods and tools, data collection and analysis.
- **General Education**
  - Choice of course in accordance with the University’s General Education rules.

### Year 4 Semester 2
- **BE Elective**
  - Choice of any elective course available within the Faculty.
- **BCMP Electives (12 UoC)**
  - Examples: BENV2813 Business Practice, BENV 2719 Housing Industry.
- **General Education**
  - Choice of course in accordance with the University’s General Education rules.

### Core Skills: At the end of fourth year, BCMP students should have:
1. Gained an appreciation of research development and formulation processes and.
2. Furthered their written and oral communication skills, and more importantly, their abilities to innovate and challenge conventional thinking.
Industrial Design
Behind many manufactured products and services encountered at home, at work and in the public arena, is the creativity, innovation and technical know-how of an industrial designer. The designer’s role is to create attractive and functional products that work in the real world and fulfil a genuine market demand or societal need. Understanding materials, manufacturing technology and user insights within economic, social and environmental contexts in which products are produced, marketed and used is essential.

**Program Info**

**Career Opportunities**

- Product designer within a design consultancy
- Product designer within a multidisciplinary design team (architectural and engineering consultancies)
- Product designer within the manufacturing sector (consumer and public access products – electrical, transport, scientific, medical, retail, furniture, telecommunications)
- Digital multimedia designer
- Product branding and marketing
- Packaging designer
- Exhibition designer
- Graphic designer

**Facts in Brief**

- **Program code:** 3385
- **ATAR:** 80.00 (2013)
- **Bonus points:** Go to www.unsw.edu.au/HSCPlus
- **Duration:** 4 years full time
- **Prerequisites:** None
- **Professional recognition:** Entitled to membership of the Design Institute of Australia

John Van Den Nieuwenhuizen  
BInDes, 2000, Co-Founder of HIDDEN

“Studying at UNSW BE enabled me to gain experience and employment in the industry. Learning all facets of the design business from engineering to marketing and accounting prepared me to navigate the corporate world as well as begin my own business.

After graduating I was fortunate enough to have the opportunity to exhibit my work at the prestigious International Design Fair in Milan, Italy. This led to me securing a job with the newly established Motorola European Design Centre in Milan. I went on to work at Motorola’s Global Design Center in Chicago and eventually moved to San Francisco, California, to become Design Manager in HP.

In 2011 I started my own business: HiddenRadio on Kickstarter.com. This project became one of the most popular crowd funded projects ever. The success of HiddenRadio led me to establish the brand HIDDEN which focuses on realising truly innovative products that have a simple and poetic story and aim to improve consumers’ lives.

The company has received significant press attention and has been featured on some of the most important technology websites. In 2013 we received the iF Design Award for HiddenRadio Wireless Speaker. My focus now is to grow the HIDDEN brand and continue to develop next generation products that push the boundaries of simplicity, use and quality of life.

“Studying industrial design is incredibly hard work but that’s what made the course such great preparation for the real world.”

Deon Pazpinis  
Industrial Design Student

Top 21 in the Cormack Packaging Awards, Top 5 for the AFI scholarship applicator, Packaging Design Award in the Sydney Architecture Festival Exhibition, Dean’s List awardee

“Since childhood I’ve loved building and making things I designed. I believe you should focus on what you love doing and what your strengths are at school and that is where you will find what you really want to do. Industrial Design at UNSW BE perfectly targeted my passion for designing, manufacturing and especially solving problems within products.

UNSW is a very highly regarded university with a history of academic excellence. To achieve this myself and be part of that learning experience really appealed to me. The Faculty offers a diverse number of courses expanding to Industrial Design which is not offered in a lot of other universities. The fact that lecturers are in the industry helps with networking and tutors encourage you to look at design from a different perspective.

“Studying at BE taught me to design products for a purpose which will best benefit the consumer with minimal effect on the environment. The course provides both theoretical and practical work, and access to a workshop where you can experiment and develop ideas. I want to be a designer who contributes to the continuous developing design industry, adding my thoughts, individuality and design abilities to design.

“If you have a creative streak or passion for design, UNSW BE is the right place to go. Be prepared to learn and to experience new and developing technologies. Studying at BE gives you an edge over other universities as they push the boundaries of design, encourage creativeness, innovation and outside-the-norm designs beyond your expected limits.”
### Year 1 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDES1101</td>
<td>Industrial Design Fundamentals</td>
<td>A studio-based course providing an introduction to the basic elements of 2D and 3D design and the development of analytical and communication skills.</td>
</tr>
<tr>
<td>IDES1122</td>
<td>Industrial Design: Past, Present and Future</td>
<td>This course examines and critiques past and current industrial design practices and products.</td>
</tr>
<tr>
<td>IDES1031</td>
<td>Industrial Design Studio 1</td>
<td>A studio-based course introducing students to the basic aspects of industrial design projects.</td>
</tr>
</tbody>
</table>

### Core Skills: At the end of first year, IDES students will have developed basic proficiency and understanding of industrial design practices, processes and contexts.

### Year 2 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDES2161</td>
<td>Industrial Design Studio 2A</td>
<td>Introduces design problems needing creative and feasible solutions but with a limited range of materials and manufacturing methods.</td>
</tr>
<tr>
<td>MARK1012</td>
<td>Marketing Fundamentals</td>
<td>This course introduces students to the major concepts and theories, reflecting the breadth and diversity of marketing.</td>
</tr>
<tr>
<td>IDES2163</td>
<td>Industrial Design Communication C</td>
<td>This studio-based course reviews knowledge of perspective drawing and develops rapid rendering and design visualisation techniques.</td>
</tr>
</tbody>
</table>

### Core Skills: At the end of second year, IDES students will have developed competency in applying a design process and presentation techniques to design projects.

### Year 3 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDES3221</td>
<td>Industrial Design Studio 3A</td>
<td>This studio course introduces design projects of moderate complexity involving social, environmental, commercial, technological or industrial constraints.</td>
</tr>
<tr>
<td>MARK2051</td>
<td>Consumer Behaviour</td>
<td>Students are equipped with knowledge of consumer behaviour, drawing upon psychological and sociological viewpoints.</td>
</tr>
<tr>
<td>IDES3222</td>
<td>Industrial Design Studio 3B</td>
<td>This studio course enables students to develop their understanding of design detailing for manufacturing and product performance.</td>
</tr>
<tr>
<td>BEIL - Interdisciplinary Learning Course</td>
<td>Selected from a specified pool of interdisciplinary courses offered by the faculty.</td>
<td></td>
</tr>
</tbody>
</table>

### Core Skills: At the end of third year, IDES students will have developed a range of skills and knowledge to enable them to complete design products of moderate complexity.

### Year 4 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDES4291</td>
<td>Industrial Design Studio 4</td>
<td>Preparation for work at a professional level with particular attention to the quality of presentation of innovative design proposals.</td>
</tr>
<tr>
<td>IDES4372</td>
<td>Industrial Design Management &amp; Practice</td>
<td>This course will assist in preparing students for a variety of business and management contexts that are encountered during professional practice.</td>
</tr>
<tr>
<td>IDES4352</td>
<td>Project (12 UoC)</td>
<td>A largely self-directed and complete design project based on research in Semester 1. Provides the opportunity to demonstrate an encompassing understanding of the product development process. Outcomes of the course may be displayed in a public exhibition.</td>
</tr>
<tr>
<td>Open Elective</td>
<td>Choice of any course available within the University except denoted General Education courses.</td>
<td></td>
</tr>
</tbody>
</table>

### Core Skills: At the end of their final year, IDES students will have developed professional design skills and knowledge to independently research and design appropriate solutions to design problems.
Interior Architecture

The Institute of Fashion, Gabrielle Clarke
Interior Architecture is a design discipline that focuses specifically on interior environments and all aspects of their structural, spatial, social and material assembly. Interior architecture and interior design share a common ground but they differ in the scale of the intervention in the interior. Interior architecture works at the scale of architecture, including the manipulation of structural elements such as walls, floors and staircases while interior design generally engages at the scale of individual rooms. As an interior architect/designer you will develop creative solutions that respond to functional and aesthetic problems in the built environment – spaces that may be permanent or temporary from the scale of rooms to the scale of cities.

The UNSW Bachelor of Interior Architecture Program was the first of its kind in Australia. 2014 will see a revitalised curriculum with a strong emphasis on research-led investigation, experimentation and invention.

**Program Info**

**Career Opportunities**

- Private consulting interior designer specialising in residential, retail, workplace or hospitality design
- Corporate interior designer specialising in multi-storey residential, retail, hospitality, medical, hotel, workplace or exhibition design

**Facts in Brief**

- **Program code:** 3255
- **ATAR:** 80.70 (2013)
- **Bonus ATAR:** Go to www.unsw.edu.au/HSCPlus
- **Duration:** 4 years full time
- **Prerequisites:** None
- **Professional recognition:** International Federation of Interior Architects (IFI)

**More Info:**

Tracy Huang
IntArch student

“Through my personal comparison and research of architecture and design degrees, the Bachelor of Interior Architecture at UNSW appealed to me the most. It goes beyond the studies of colour, textiles, and furnishings within the interior, and dwells in depth to the spatial arrangements of buildings. In addition, the curriculum provides broad and extensive knowledge of both aspects of interior design and architecture, ranging from textiles to construction.

“UNSW was an appealing choice as well due to the convenience of the campus, the great teaching staff within the BE Faculty, and the support networks provided by the university.

“One of the major factors that contributed to me enrolling at UNSW was the great reputation the Built Environment Faculty had in terms of its teaching staff and graduate success. Another factor that contributed to me enrolling was the familiarity of the campus and the university systems itself. I did a year in Bachelor of Arts at UNSW before I transferred into Interior Architecture. The year gave me great insight into university life and also helped me find what I really wanted to do.”

Sophie Metcalfe
BArch 2011, Graduate Interior Designer, Geyer

“The BArch program at UNSW BE is perfect if you’re thinking of entering into architecture or design but are not quite sure where you see yourself. I was not sold on the idea of jumping straight into architecture, nor did I really want to anchor myself to interior design. The program was a great compromise.

“I lived on campus for my first two years and was Cultural Director of Basser (student accommodation) which was a lot of fun. I fostered great relationships with my peers and my tutors, many of whom have strong links to industry which leads to the possibility of work with industry giants like Geyer. The end of year exhibition provides a great opportunity to showcase your work and I was delighted to receive an ‘Outstanding Achievement Award’ for my design project. I consider my graduating year very lucky because we had the opportunity to devise concepts for the underground cultural centre at Barangaroo.

“I am currently employed as a Graduate Interior Designer at Geyer, a leading strategic design practice specialising in workplace, retail, hospitality and education environments. During my time here I have been involved in a number of exciting projects supporting the design team.

“During my time at BE I was exposed to the various different programs used within the built environment industry.

“The industry is rapidly coming to rely on complex programs for design and documentation, so it’s an exciting time to have that knowledge as a young designer. Secondly, building strong relationships with your mentors and tutors was crucial because they have a relationship with industry giants like Geyer.”
### Year 1 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTA2101</td>
<td>Interior Arch Design Studio 1</td>
<td>Introduces the design principles and processes relevant to interior environments.</td>
</tr>
<tr>
<td>INTA2171</td>
<td>Technology for Interior Architects 1</td>
<td>Introduces the principles of construction, structure, and sustainability.</td>
</tr>
<tr>
<td>INTA2102</td>
<td>Interior Arch Design Studio 2</td>
<td>Designing small scale residential interior environments.</td>
</tr>
<tr>
<td>INTA2172</td>
<td>Technology for Interior Architects 2</td>
<td>Introduces materiality and interior detailing.</td>
</tr>
<tr>
<td>INTA2141</td>
<td>Interior Communications 1</td>
<td>Introduces technical drawing and model-making.</td>
</tr>
<tr>
<td>INTA3121</td>
<td>Interior History &amp; Theory 1</td>
<td>Introduces the theoretical context of interior architecture.</td>
</tr>
<tr>
<td>INTA2142</td>
<td>Interior Communications 2</td>
<td>Introduces computer-aided drafting.</td>
</tr>
<tr>
<td>INTA3122</td>
<td>Interior History &amp; Theory 2</td>
<td>Introduces Western architectural and design history.</td>
</tr>
</tbody>
</table>

#### Core Skills:
At the end of first year, IA students will have developed the fundamental technical and critical thinking skills to conceptualise a design response and organise spatial and material relationships underpinned by an understanding of the theoretical and historical context of IA.

### Year 2 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTA2201</td>
<td>Interior Arch Design Studio 3</td>
<td>Designing small-scale commercial, retail or public interior environments.</td>
</tr>
<tr>
<td>INTA3271</td>
<td>Technology for Interior Architects 3</td>
<td>Advanced interior detailing.</td>
</tr>
<tr>
<td>INTA2202</td>
<td>Interior Arch Design Studio 4</td>
<td>Designing medium-scale residential interior environments.</td>
</tr>
<tr>
<td>INTA3272</td>
<td>Technology for Interior Architects 4</td>
<td>Introduces interior building services and systems.</td>
</tr>
<tr>
<td>INTA3241</td>
<td>Interior Communications 3</td>
<td>Advanced 2D and 3D graphic communication skills.</td>
</tr>
<tr>
<td>BENV2425</td>
<td>Building Information Modelling</td>
<td>Introduces computer-based 3D modelling.</td>
</tr>
<tr>
<td>INTA3222</td>
<td>Interior History &amp; Theory 3</td>
<td>Theoretical context of contemporary interior architecture and design.</td>
</tr>
</tbody>
</table>

#### Core Skills:
At the end of second year, IA students will have developed the skills to explore design responses that integrate materiality, interior detailing, building services and systems through a process of informed inquiry, analysis and reflection.

### Year 3 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTA2301</td>
<td>Studio 5: Branded Interiorscapes (12 UoC)</td>
<td>Designing small-to-medium scale commercial, retail or public interior environments in the context of the professional practice of Interior Architecture.</td>
</tr>
<tr>
<td>INTA2302</td>
<td>Studio 6: Mnemonic Interiorscapes (12 UoC)</td>
<td>Designing medium-to-large scale commercial, retail or public interior environments in the context of the professional practice of Interior Architecture.</td>
</tr>
<tr>
<td>INTA3322</td>
<td>Interior History &amp; Theory 4</td>
<td>Historical and contextual analysis of contemporary interior architecture.</td>
</tr>
</tbody>
</table>

#### BEIL - Interdisciplinary Learning Course
Selected from a specified pool of interdisciplinary courses offered by the faculty.

#### Core Skills:
At the end of third year, IA students will have developed the skills to resolve complex design responses from conceptualisation to detailing, underpinned by an understanding of the practices, processes and procedures relevant to professional design practice.

### Year 4 Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTA2401</td>
<td>Civic Interiorscapes - Investigation (12 UoC)</td>
<td>Research and investigation phase of the final design project.</td>
</tr>
<tr>
<td>INTA2402</td>
<td>Civic Interiorscapes - Resolution (12 UoC)</td>
<td>Detailed design and resolution phase of the final design project.</td>
</tr>
<tr>
<td>BE Elective</td>
<td>Choice of any elective course available within the faculty.</td>
<td>Choice of any elective course available within the faculty.</td>
</tr>
</tbody>
</table>

#### BE Elective
Choice of any elective course available within the faculty.

#### Core Skills:
At the end of final year, IA students will have developed a comprehensive understanding of the structural, spatial, social and material assembly of interior environments informed by an appreciation of the physical, cultural, theoretical, historical and professional contexts of interior architecture and design.
Landscape Architecture

Edge Focus, Brigid Phelps
Landscape Architecture is a design profession with a long tradition and increasing relevance in meeting the challenge of creating sustainable and beautiful environments in urban and rural settings. Landscape architects combine knowledge of art and science to plan, design and manage natural and built environments in Australia and internationally which conserve and celebrate ecological relationships, cultural values and symbolic associations.

The Landscape Architecture Program's structure and content will be evolving in 2013 so check the BE website for the most current information about the courses on offer at www.be.unsw.edu.au

**Program Info**

**Career Opportunities**
- Design consultant in private practice
- Project manager or technical officer in local government
- Landscape planner in state government agency or authority
- Landscape planning and management specialist
- Designer with landscape construction company

**Facts in Brief**
- **Program code:** 3380
- **ATAR:** 80 (2013)
- **Bonus ATAR:** Go to www.unsw.edu.au/HSCPlus
- **Duration:**
  4 years full time (including mandatory 4 months work experience)
- **Prerequisites:** None
- **Professional accreditation:**
  Australian Institute of Landscape Architects (AILA)
Rosy Porter
Landscape Architecture Student, Environmental Program Officer at Addison Road Community Centre
Dean’s List Awardee

“I have always had an interest in landscape architecture. Before starting my degree at UNSW BE I worked for various environmental organisations with a focus on conservation. I also volunteered to coordinate and establish community gardens, such as the Arthur Street Verge Community Garden in Surry Hills.

“Landscape architecture offers many avenues for people who are interested in more than landscape design such as program, policy, community engagement, consultancy, landscape management and more. I was particularly interested in a career in environmental management and conservation. The program has a great reputation and although the degree is specific, it offers many different employment opportunities. Many highly recognised Landscape Architects are BE alumni.

“Studying at BE enabled me to work on many different types of projects such as community gardens, landscape management, programing and more. I learnt how to read the landscape, how to design and how to propose design ideas to clients. There are many opportunities to network with potential employers at Faculty events like the Utzon Lecture Series or end of year student exhibitions. The field trips are also a great way to get practical experience.

“In my current role at Addison Road Community Centre I am helping to establish programs aimed at raising awareness about sustainability and environmental issues. My advice to anyone considering taking the landscape architecture course would be to make sure you manage your time well because design is a process and always takes longer than writing an essay!”

Jessica Hodge
BLArch, 2006
Associate, OCULUS Landscape Architecture + Urban Design

“Completing the Bachelor of Landscape Architecture at UNSW has provided me with a profession and the skills to embark on my chosen career. It has sparked a desire to continue to study, learn and pass my knowledge on to newcomers in the industry.

“Landscape architecture is a niche industry. Being able to study and work collaboratively with other students at UNSW BE has set up a support network of friends and colleagues that will accompany me throughout my career.

“I now work as a landscape architect and urban designer for a private practice in Sydney. I’ve had the amazing opportunity to travel internationally for work, learning and developing professionally in a global environment.

“Definite highlights of the degree were the strong focus on the creative and artistic side of landscape architecture which was underpinned by technical and practical skills. In our design studios we were encouraged to engage creatively with different areas of Sydney. I was awarded the Research Link Scholarship that allowed me to work closely with landscape architecture academics to develop my research skills. In addition to this academic achievement, I thoroughly enjoyed playing softball for the UNSW Baseball and Softball Club, a team I am still involved in today as an alumnus.”
### Core Skills:

**At the end of first year,** LArch students will have gained:
1. an overview of the profession, its history and development over time;
2. ability to generate and communicate design ideas and;
3. foundational knowledge about plants, ecosystems and landscape types and the skills for analysing and designing their modification.

#### Core Skills:

**At the end of second year,** LArch students will have developed an understanding of the key landscape architectural materials, especially plants and landforms, and understand technical aspects of implementing landscape architectural design using the basic materials and communicating construction intentions through technical drawings. They will also have taken elective and General Education subjects to supplement their BLArch studies.

#### Core Skills:

**At the end of third year,** LArch students will have undertaken complex design studio projects, working in group and individual modes. They will be familiar with issues of broad-scale landscape management including relevant environmental legislation, and understand the relationship between landscape and urban form. They will have also completed two interdisciplinary electives alongside colleagues from other Programs in the Faculty.

### Core Skills:

**At the end of final year,** LArch students will have developed high level design thinking and communication skills necessary to enter the profession as a graduate Landscape Architect.

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<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>Year 1 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND2101 Landscape Studio 1 – Design Fundamentals</td>
<td>LAND2102 Landscape Studio 2 – Design Process</td>
</tr>
<tr>
<td>Introduces design elements, principles and skills for thinking and action in landscape architecture through studio projects and assignments.</td>
<td>Introduces the process of generating, testing and expressing design ideas on a number of small-scale site design projects.</td>
</tr>
<tr>
<td>LAND1141 Design Communication 1</td>
<td>LAND2142 Design Communication 2</td>
</tr>
<tr>
<td>Introduces a variety of drawing and model-making techniques and the graphic conventions used to communicate design ideas.</td>
<td>Introduces Computer Aided Design (CAD) in 2D and 3D and along with other essential software for communicating design ideas.</td>
</tr>
<tr>
<td>LAND2121 Introduction to Landscape Architecture</td>
<td>LAND2152 Plants &amp; Design</td>
</tr>
<tr>
<td>Provides an overview of landscape architecture as a design field and creative force in shaping the built environment.</td>
<td>Focuses on the aesthetic, ecological and cultural aspects of plants used in a design context, building on knowledge of plant communities learned in LAND2151.</td>
</tr>
<tr>
<td>LAND2151 Landscape Analysis</td>
<td>LAND2122 Landscape History</td>
</tr>
<tr>
<td>Introduces techniques of inventory, interpretation, mapping and reporting of environments using concepts of ecology, sustainability, biodiversity, etc.</td>
<td>Provides a critical analysis of cultural landscapes and human-modified environments through the ages in the Eastern and Western traditions.</td>
</tr>
</tbody>
</table>

### Core Skills:

**At the end of first year,** LArch students will have gained:
1. an overview of the profession, its history and development over time;
2. ability to generate and communicate design ideas and;
3. foundational knowledge about plants, ecosystems and landscape types and the skills for analysing and designing their modification.

<table>
<thead>
<tr>
<th>Year 2 Semester 1</th>
<th>Year 2 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND2201 Landscape Studio 3 – Landform and Planting Design</td>
<td>LAND2202 Landscape Studio 4 – Design &amp; Documentation</td>
</tr>
<tr>
<td>Design projects focus on projects that modify topography and arrange plant compositions for aesthetic and/or functional purposes.</td>
<td>Focuses on resolving a landscape design project beyond the concept phase and preparing working drawings for its construction using CAD.</td>
</tr>
<tr>
<td>LAND2271 Landscape Documentation</td>
<td>LAND2272 Landscape Engineering Principles</td>
</tr>
<tr>
<td>Assignments focus on principles of documentation that communicate the construction of landscape designs, including grading, material selection and detailing.</td>
<td>Focuses on understanding and applying structural design and landscape construction techniques. Completion of industry work experience is required to pass this course.</td>
</tr>
<tr>
<td>LAND2251 Planting Design at the Landscape Scale</td>
<td>General Education</td>
</tr>
<tr>
<td>Focuses plants as components of ecological landscape patterns to undertake large scale planting working from site to metropolitan and/or regional scales.</td>
<td>Courses as required. Choice of course as required. Choice of course in accordance with the University’s General Education rules.</td>
</tr>
<tr>
<td>General Education</td>
<td>LAND Elective</td>
</tr>
<tr>
<td>Courses as required.</td>
<td>Selected from the current list of Landscape Architecture Program offerings, as advised by the Program.</td>
</tr>
</tbody>
</table>

### Core Skills:

**At the end of second year,** LArch students will have developed an understanding of the key landscape architectural materials, especially plants and landforms, and understand technical aspects of implementing landscape architectural design using the basic materials and communicating construction intentions through technical drawings. They will also have taken elective and General Education subjects to supplement their BLArch studies.

<table>
<thead>
<tr>
<th>Year 3 Semester 1</th>
<th>Year 3 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND2301 Landscape Studio 5 – Site Planning (12 UoC)</td>
<td>LAND2302 Landscape Studio 6 – Design with a Complex Program (12 UoC)</td>
</tr>
<tr>
<td>Extends students’ site analysis and design capabilities by preparing master plans for medium-scale sites, integrating ecological, social and aesthetic issues.</td>
<td>Extends students’ abilities to generate a design brief that integrates multiple elements such as buildings, infrastructure, public art, community services and create a design response. May be an interdisciplinary studio taught with studios from other BE programs.</td>
</tr>
<tr>
<td>LAND1351 Landscape Management</td>
<td>LAND1322 Urban Landscape Design Seminar</td>
</tr>
<tr>
<td>Provides an overview of legislation and policy framework within which landscape architects practise, establishing relationships between landscape architecture and landscape planning.</td>
<td>Introduces planning and design of the urban environment with landscape and ecological conditions and processes as key drivers in urban form and settlement patterns.</td>
</tr>
<tr>
<td>BEIL - Interdisciplinary Learning Course</td>
<td>BEIL - Interdisciplinary Learning Course</td>
</tr>
<tr>
<td>Selected from a specified pool of interdisciplinary courses offered by the faculty.</td>
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</tr>
</tbody>
</table>

### Core Skills:

**At the end of third year,** LArch students will have undertaken complex design studio projects, working in group and individual modes. They will be familiar with issues of broad-scale landscape management including relevant environmental legislation, and understand the relationship between landscape and urban form. They will have also completed two interdisciplinary electives alongside colleagues from other Programs in the Faculty.

<table>
<thead>
<tr>
<th>Year 4 Semester 1</th>
<th>Year 4 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND2401 Landscape Studio 7 – Urban Design (12 UoC)</td>
<td>LAND2402 Landscape Studio 8 – Graduating Studio (12 UoC)</td>
</tr>
<tr>
<td>Introduces landscape master planning and site planning in the urban environment and generates the urban design context for the Graduating Project in LAND2402.</td>
<td>Employs all the knowledge, skills and understanding students have gained in previous studios to investigate a question and generate a design response of personal interest within the context of the urban precinct studied in LAND2401.</td>
</tr>
<tr>
<td>LAND2421 Contemporary Theory &amp; Research</td>
<td>LAND1482 Professional Practice</td>
</tr>
<tr>
<td>Extends knowledge of contemporary landscape design through detailed review of current projects, built works and writings.</td>
<td>Introduction to the scope of practice in landscape architecture, including legal issues, contracts, ethics, tendering, etc. Completion of design-office work experience is required to pass this course.</td>
</tr>
<tr>
<td>LAND1421 Landscape Thesis Foundation</td>
<td>Open Elective</td>
</tr>
<tr>
<td>Individual study project on an aspect of landscape architecture selected by the student.</td>
<td>Choice of any course available within the University except denoted General Education courses.</td>
</tr>
<tr>
<td>Open Elective</td>
<td>LAND1422 Landscape Thesis</td>
</tr>
<tr>
<td>Choice of any course available within the University except denoted General Education courses.</td>
<td>Individual study project on an aspect of landscape architecture selected by the student.</td>
</tr>
</tbody>
</table>
Planning

Lungs of the suburb: Reinventing the Pocket Park, Stefanie Matosevic
Planning the lived environment is a complex, dynamic activity. It requires a broad-ranging understanding of political, economic, cultural, design, environmental and legal issues. For cities, suburbs and regions, planning encompasses the development, improvement, conservation and general management of the environment.

Program Info

Career Opportunities
- Environmental planner
- Land use planner
- Strategic planner
- Urban planner
- Social planner
- Development assessment planner

Facts in Brief
- Program code: 3360
- ATAR: 80 (2013)
- Bonus ATAR: Go to www.unsw.edu.au/HSCPlus
- Duration: 5 years full time (including mandatory 1 year of paid work experience)
- Prerequisites: None
- Professional recognition: Planning Institute of Australia (PIA)
Matthew Player
BPlan, 2010
CEO & Founder, Blockbrief.com

“After speaking to many members of the planning industry and wider development industry I was convinced that UNSW BE was a great institution and that the BPlan degree was one of the most respected degrees available. Planning is a diverse profession with opportunities for practitioners to create their own unique career path. The huge mix of course options on offer at BE provides students with the ability to build their own specialisation.

“I began my career working as a student planner for private planning consultancy, Don Fox Planning (while in my 2nd year). After graduating in 2010 I joined APP Corporation Pty Ltd as a Project Manager and Urban Planner. During my time at APP I was involved in a number of exciting projects, including the Bunya residential release and the major refurbishment of The Star. In October 2012 I founded Blockbrief.com and led a team in launching our development and planning information web and mobile application platform. The BPlan program provided me with the academic foundation to launch my career in the development industry. The diverse course options available assisted in providing me with the inspiration and knowledge to develop the Blockbrief platform.

“My advice to anyone considering taking the BPlan program is to explore what you are most passionate about in the industry and take advantage of the University’s resources to develop your own career path.”

Ashleigh Ryan
BPlan student, Assistant Urban Planner, Urbis Pty Ltd, 2009 winner of the John Shaw Memorial Award

“The history and recognition of the Bachelor of Planning at UNSW BE and the connections it has to leading professionals and the industry is hard to surpass. The Program offers mandatory work experience, which to me is crucial in getting experience in the property industry.

“BE is one of the best faculties in NSW for property courses and allows you to specialise in areas such as planning or interior architecture. BE also has great connections with alumni and industry professionals that give great talks and exhibitions. The small class size enables you to have more personal relationships with lecturers and get more hands-on experience. The Organisation of Planning Students (OOPS) is a great student-run organisation that encourages socialising between the Planning years.

“I am currently working as an Assistant Urban Planner at Urbis Pty Ltd. My role involves preparing and assisting in the preparation of statements of environmental effects, planning proposals and advising our clients on planning legislation and strategic policies. I get to work with developers, architects, engineers, and both Councils and State Government agencies. I have been lucky enough to work on projects such as the City of Sydney Gourmet Food Trucks Rollout and was nominated for an internal national award for my work on this project.

“If you know where you want to be when you graduate, the specialist undergraduate degrees, small class sizes and industry connections at BE can really get you there. The electives within the Faculty are great and give you a better understanding of the industry as a whole.”

Planning

Tallowwood Masterplan: A new suburb in Sydney’s south west growth centre, Ashleigh Ryan

(Below) Blockbrief.com, Matthew Player
### Core Skills: At the end of first year, PLAN students will have developed an understanding of the basic principles and concepts underpinning planning.

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>Year 1 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN1241 Planning Theory and Practice</td>
<td>PLAN1101 Understanding Design</td>
</tr>
<tr>
<td>Introduces students commencing their planning studies to the principles which underlie planning as a profession.</td>
<td>Introduces urban design principles and basic design skills which are needed by all planners.</td>
</tr>
<tr>
<td>PLAN1101 Urban Society</td>
<td>PLAN1042 Local Planning</td>
</tr>
<tr>
<td>Encourages students to critically consider their understanding of the society in which they live.</td>
<td>Introduces local planning processes, focusing on theoretical understandings and practical knowledge needed by planners working on local issues.</td>
</tr>
<tr>
<td>GEOS1701 Environmental Systems and Processes</td>
<td>PLAN2801 GIS for Built Environment</td>
</tr>
<tr>
<td>Introduces the environmental processes that shape physical environmental patterns and the operation of global environmental systems.</td>
<td>Introduces Geographical Information Systems and their applications in urban planning, public management, public health and environmental planning contexts.</td>
</tr>
<tr>
<td>Open Elective</td>
<td>Open Elective</td>
</tr>
<tr>
<td>Choice of any course available within the University except denoted General Education courses.</td>
<td>Choice of any course available within the University except denoted General Education courses.</td>
</tr>
</tbody>
</table>

### Core Skills: At the end of second year, PLAN students will have developed skills in the areas of urban design, heritage, environmental management, urban economics and information analysis and communication.

<table>
<thead>
<tr>
<th>Year 2 Semester 1</th>
<th>Year 2 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN2041 Integrated Planning 1 – Communication in Planning</td>
<td>PLAN2032 Urban Design</td>
</tr>
<tr>
<td>Targets a range of communication skills required of planners in practice.</td>
<td>Aims to reunite planning and design to help improve the quality and sustainability of the built environment.</td>
</tr>
<tr>
<td>PLAN2152 Resources, Planning and the Natural Environment</td>
<td>General Education</td>
</tr>
<tr>
<td>Examines the interrelationships between urbanisation, planning and the sustainable management of environmental systems.</td>
<td>Educational</td>
</tr>
<tr>
<td>PLAN3051 Development Assessment</td>
<td>PLAN3041 Planning Law and Administration</td>
</tr>
<tr>
<td>Introduces students to the integration of planning objectives via the (NSW) statutory development control system</td>
<td>Provides an overview of the legal system and environmental planning law with particular reference to the Australian experience.</td>
</tr>
<tr>
<td>Open Elective</td>
<td>PLAN2111 Economics of Planning and Development</td>
</tr>
<tr>
<td>Choice of any course available within the University</td>
<td>Examines how planning objectives are influenced by the aggregate impacts of uneven economic growth processes and economic behaviour.</td>
</tr>
<tr>
<td>PLAN3671 Transport, Land Use and Environment</td>
<td>PLAN2122 History, Heritage and the Built Environment</td>
</tr>
<tr>
<td>Introduces the complex interactions between transport, land use and the environment in urban areas.</td>
<td>Injects an explicitly historical dimension into planning studies and the assessment of heritage values.</td>
</tr>
</tbody>
</table>

### Core Skills: At the end of third year, PLAN students will have developed an understanding of the strategic, statutory and land use transport frameworks of planning and gained experience in planning practice.

<table>
<thead>
<tr>
<th>Year 3 Semester 1</th>
<th>Year 3 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN3031 Integrated Planning 2 – Strategic Planning</td>
<td>PLAN3041 Planning Law and Administration</td>
</tr>
<tr>
<td>Provides instruction in the theory and practice of strategic planning as an integrated activity.</td>
<td>Provides an overview of the legal system and environmental planning law with particular reference to the Australian experience.</td>
</tr>
<tr>
<td>PLAN3051 Development Assessment</td>
<td>PLAN0081 Work experience (24 UoC)</td>
</tr>
<tr>
<td>Introduces students to the implementation of planning objectives via the (NSW) statutory development control system</td>
<td>The first half of the 48 weeks of employment in a planning office that students must undertake in their Planning degree.</td>
</tr>
<tr>
<td>Open Elective</td>
<td>PLAN3032 Integrated Planning 3 – Master Planning</td>
</tr>
<tr>
<td>Choice of any course available within the University</td>
<td>Focuses on Master Planning techniques for the delivery of quality urban outcomes on complex major development sites.</td>
</tr>
<tr>
<td>PLAN3015 Social Planning</td>
<td>PLAN3052 Qualitative Methods</td>
</tr>
<tr>
<td>Consolidates and advances an understanding of the social and cultural issues central to contemporary urban planning.</td>
<td>Focuses on the importance of interpersonal relationship skills in planning and interviewing techniques for successful qualitative research in planning practice.</td>
</tr>
<tr>
<td>Open Elective</td>
<td>BEIL - Interdisciplinary Learning Course</td>
</tr>
<tr>
<td>Choice of any course available within the University</td>
<td>Selected from a specified pool of interdisciplinary courses offered by the faculty.</td>
</tr>
</tbody>
</table>

### Core Skills: At the end of fourth year, PLAN students would have accrued the benefits of 12 months’ work experience and gained skills in community engagement and project management.

<table>
<thead>
<tr>
<th>Year 4 Semester 1</th>
<th>Year 4 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN0082 Work Experience (24 UoC)</td>
<td>PLAN3032 Integrated Planning 3 – Master Planning</td>
</tr>
<tr>
<td>The second half of the 48 weeks of employment in a planning office that students must undertake in their Planning degree.</td>
<td>Focuses on Master Planning techniques for the delivery of quality urban outcomes on complex major development sites.</td>
</tr>
<tr>
<td>PLAN4031 Research Design</td>
<td>PLAN3015 Social Planning</td>
</tr>
<tr>
<td>Consolitates and advances an engagement in research issues in planning studies, in preparation for the substantive final-year research project.</td>
<td>Provides students with a deeper understanding of the social and cultural issues central to contemporary urban planning.</td>
</tr>
<tr>
<td>Open Elective</td>
<td>PLAN3052 Qualitative Methods</td>
</tr>
<tr>
<td>Choice of any course available within the University</td>
<td>Focuses on the importance of interpersonal relationship skills in planning and interviewing techniques for successful qualitative research in planning practice.</td>
</tr>
<tr>
<td>BEIL - Interdisciplinary Learning Course</td>
<td>BEIL - Interdisciplinary Learning Course</td>
</tr>
<tr>
<td>Selected from a specified pool of interdisciplinary courses offered by the faculty.</td>
<td>Selected from a specified pool of interdisciplinary courses offered by the faculty.</td>
</tr>
</tbody>
</table>

### Core Skills: At the end of fifth year, PLAN students would have gained an understanding of the professional and ethical framework of planning practice and undertaken a major piece of research in a contemporary planning topic or issue.

<table>
<thead>
<tr>
<th>Year 5 Semester 1</th>
<th>Year 5 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN4142 Professionalism, Ethics and Politics</td>
<td>PLAN4132 Thesis Project</td>
</tr>
<tr>
<td>Final year of the Planning degree addresses vital issues surrounding professional planning practice.</td>
<td>A major research project – conventionally in the form of a written thesis – is the culmination of the undergraduate Planning degree.</td>
</tr>
<tr>
<td>Open Elective</td>
<td>Specified Planning Electives</td>
</tr>
<tr>
<td>BEIL - Interdisciplinary Learning Course</td>
<td>Selected from a specified pool of interdisciplinary courses offered by the faculty.</td>
</tr>
</tbody>
</table>
I began working for Andreasens Green in 1983, the same year I completed a course in Landscape Design at Ryde School of Horticulture. I am now Chief Operations Officer at Andreasens Green looking after the operations of all sites with our team of managers. Andreasens Green is well-known as the leader in pre-grow contracts and have supplied many iconic sites including Darling Harbour and various sites for the Sydney Olympics. Today, we are managing the plant supply for a new era of iconic Sydney projects including supplying the world’s largest vertical garden at One Central Park on Broadway and producing the stock for Headland Park at Barangaroo.

We share this industry experience and knowledge with landscape architecture students. Throughout the years I have presented talks to students on specification standards for assessing tree quality at the Kensington Campus. Each year we open our Kemps Creek Nursery for UNSW Built Environment Landscape Architecture students providing information sessions and demonstrations and giving them an insight into large scale wholesale nursery production. We also provide UNSW Built Environment students with nursery operation work experience opportunities.

In 2012, Andreasens Green teamed with UNSW Built Environment’s Landscape Architecture Program and created four $1000 prizes. Each of the prizes are for excellence in planting design and one prize is being offered in each of the four year landscape architecture degree. They will all be offered for the first time in 2013 and we are very pleased to be supporting the future of landscape architecture and the education of students in this way.

My advice to anyone considering a career in landscape architecture would be: be aware that plants are a valuable asset to the landscape and that you need total understanding of their growth, performance, usage, limitations and availability; be willing to work within a nursery and landscape company to gain basic skills on each facet of the physical landscape processes; gain an understanding of the industry standards; and know what to look for, how to look and how to manage trees in the landscape. This knowledge is always advantageous.

To find out more about supporting BE please visit: http://www.be.unsw.edu.au/alumni-and-supporters/support-be
“My advice to anyone considering a career in landscape architecture would be: be aware that plants are a valuable asset to the landscape and that you need total understanding of their growth, performance, usage, limitations and availability.”
Design, Innovation and Engineering are the interests of M. Hank Haeusler in his role as Senior Lecturer at UNSW BE, all with a digital technology twist ranging from large LED screens, mobile phones and sensor to digital fabrication.

Through his interest and international engagement he is well known as a researcher, educator, entrepreneur and designer in media architecture, digital technology, interaction design and ubiquitous computing. Important aspects of his international recognition are his five books and several book chapters, journal articles and conference papers. Hank has also taught and given lectures in Europe, Asia, North America and Australia at universities including SciArc Los Angeles, ETH Zurich, TU Munich, Academy of Fine Arts Stuttgart, The University of Hong Kong, The Central Academy of Fine Arts, Beijing and the Royal Academy of Fine Arts Copenhagen. He has studied in Germany, The Netherlands, Japan and Australia, finishing his PhD thesis ‘spatial Dynamic Media Systems’ at SIAL/RMIT University, Melbourne, in October 2007. Hank received the RMIT Research Prize in recognition of the achievement of excellence in a Higher Degree by Research Program in 2008.

The quality of the education and research at UNSW BE convinced him to start as a Senior Lecturer in 2012.

“With having an international education and contacts to many international institutions UNSW with its international contacts and large number of international students is the perfect environment for me. I can share my international experiences with the students and help them through my understandings of studying in four different universities with finding their place here at UNSW.”

Students actively take part in his research and projects such as the competitive ARC Linkage Grant in Responsive Public Transport or in his role as an associate of the Media Architecture Institute Vienna / Sydney.

“Students play an active role in my research and I teach practice-based studios where students design, build and exhibit their work, like the Hypersurface Architecture [Redux] installation at the forecourt of Customs House for the Sydney Architecture Festival 2012, a project that made it to international fame in Denmark and China. Have a look yourself. Type in ‘Students light up Customs House’ into Youtube and hear what students think about the course here.”

“UNSW is a special university to study at. The Faculty is unique in providing students with an education that covers architecture theory, sustainability, digital design, construction and many more aspects combined with a global engagement, all essential in finding employment in practice after their graduation.”
“Interiorspective” is a student organised celebration and exhibition of Years 1-4 Interior Architecture student work held at the end of every semester.

Landscape Architecture students drawing with children from Crown Street Public School.

Planning students taking the Local Planning course, led by lecturer Laura Goh, hit the streets of Mosman to ask the community about revitalising Spit Junction.

First year Industrial Design student lighting exhibition.

CH4 competition
Architecture students were given the opportunity to design a temporary pavilion on the forecourt of Customs House in a competition that explores recycled materials and their transformation into new event spaces.

Landscape Architecture students Skyping with Tullibigeal Central School as part of the School Gardens elective.
Final year Planning research project students

**Utzon Lecture Series**
Home to one of the most iconic names in the world, UNSW BE hosts the Utzon Lecture Series annually. Launched in 2010, the Utzon Lecture Series has hosted many national and internationally acclaimed speakers. In 2012 guest speakers included; Professor Richard Johnson, Sir Anthony Mason AC KBE, Hiroshi Sambuichi (Japan) and Marion Weiss and Michael Manfredi (NYC). In 2013 UNSW BE will host another year of lectures bringing more prestigious speakers from around the world to UNSW BE.

**LuminoCITY**
2012 graduating students had the opportunity to exhibit their final year projects in LuminoCITY, the largest multidisciplinary design exhibition of its kind in Australia. LuminoCITY is a chance for students to celebrate their achievements, connect with industry and share visionary ideas at a series of public events.

**Nura Gili Winter School**
A UNSW wide initiative targeted at Indigenous Australians that aims to give students a taste for university as well as an introduction and insight into possible career opportunities.
External and Industry Recognition 2012

Architecture

• Graduates Jemima Retallack and Mitchell Thompson awarded first prize in the 2012 Sustainable Architecture Competition.
• Mitchell Thompson, winner of AIA NSW Structural Innovation in Architecture Award.
• Anna Field, winner of AIA fjmt UNSW Master of Architecture Graduate of the Year Award, and the Master of Architecture History and Theory Prize.
• Zhen Xun Chin received the AIA fjmt UNSW Bachelor of Architectural Studies Graduate of the Year Award.
• Joseph Lombardo, winner of AIA NSW Master of Architecture Practice and Construction Prize.
• BE Alumnus Ray Brown, (representing Architectus + Ingenhoven) received the AIA NSW Sustainable Architecture Milo Dunphy Award; the Commercial Architecture Arthur G. Stephenson Award; and an Urban Design Architecture Award for 1 Bligh St, Sydney.
• BE Alumni Julie Cracknell and Peter Lonergan (representing Cracknell and Lonergan Architects), received the AIA NSW Marion Mahony Griffin Prize.
• BE Alumni Stephanie Little and Anthony Chenchow (Chenchow Little Architects), received the AIA NSW Aaron Bolot Award for Bell Romero Houses.
• BE Alumnus Chris Elliot (representing Chris Elliot Architects) received commendation for Seacliff House.
• Ehsan Khoshshima, joint winner of competition to build installation for the ‘Light in Winter Festival’ in Federation Square, Melbourne.
• Tomek Archer, inaugural winner of the QANTAS Spirit of Youth Awards.
• Jed Long, joint winner of one of the winning designs in Sculpture by the Sea, Sydney.
• Tamara Prochnik, Finalist in the Industrial Design QANTAS Spirit of Youth Awards.

Construction, Management & Property

• Construction Management and Property students were presented Chartered Institute of Building (CIOB) 2012 student awards. The awards recognise high standards of excellence in construction education in the Australasia region:
  - Shane Bleyer: Undergraduate Award
  - Lauren Player: Postgraduate Award
  - Hyemi Hwang: Research Degree Award
Industrial Design

- Joseph Louis Tan wins the Brightgreen “Switched On” Competition with his design ‘RingLite’.
- Robert Vlahovic, Marit Erlandsen, Tarjei Kvassheim, Kevin Peng, Zi Han Ren and Chuming Li made up the winning team for the best final design in the BE and GWA Kitchens & Bathrooms competition.
- Shanshan Wang, winner of the 2012 Reece Bathroom Innovation Award for her intuitive mixer tap Koeda.
- Alfred Boyadgis, runner up in the 2012 Reece Bathroom Innovation Award for his shower system, Leaflet.
- Ryan Go and Max Glanville were awarded prizes for the 2012 Southern Cross Packaging Design Awards. Patrick Dunn and Musa Noorsjamsi also received commendations.
- Dale Wakeham won second Prize in the Cormack Innovation Awards.
- Lyvia Alam awarded the UNSW University medal
- Fiona Lee awarded the Miele Prize for Best Studio Project.

Interior Architecture

- Tamara Prochnik wins the Design Institute of Australia (DIA) NSW chapter 2012 Graduate of the Year Awards for ‘Interior Design Category’ and ‘All Design Categories’.
- Sophie Metcalfe second place in the DIA (NSW chapter) 2012 Graduate of the Year Awards for ‘Interior Design Category’.
- A-Yun Han awarded third place in the DIA (NSW chapter) 2012 Graduate of the Year Awards for ‘Interior Design Category’.
- Sophie Metcalfe wins the DIAS Student Council of the NSW Branch ‘All Design Categories’.
- BE Alumni Kira Condos, Nasim Eshragi and Griffen Manan all receive high commendations at the QANTAS Spirit of Youth Awards.

Planning

- Andrew Wheeler awarded Outstanding Student Project Award for his BPlan thesis entitled “Planning for Urban Health: An analysis of Metropolitan Strategic Planning in Australia” at the 2012 Planning Institute of Australia Awards.
- Wilfred Nino awarded Young Planner of the Year award at the 2012 Planning Institute of Australia Awards.

PHD

- PhD Student Phillipa Carnemolla, an industrial designer and the 2012 Artist in Residence for the Royal Botanic Gardens Sydney, held a debut exhibition of sculpture and jewellery, SACRED GEOMS, was held at the Balmain Watch House Gallery in Balmain, with Associate Professor Oya Demirbilek.
- PhD Student Laura Crommelin was awarded the prestigious Fulbright Postgraduate Scholarship.

For more information about UNSW BE awards, prizes and scholarships visit: www.be.unsw.edu.au
Faculty Leadership

Alec Tzannes  Dean
Bruce Judd  Director – Australian School of Architecture and Design
Alan Peters  Deputy Dean, Director – Australian Graduate School of Urbanism

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Alan Peters  Deputy Dean, Director – Australian Graduate School of Urbanism

Architectural Computing

Hank Haeusler  Senior Lecturer
Russell Lowe  Senior Lecturer
Stephen Peter  Lecturer
Ann Quinlan  Senior Lecturer

Architectural Studies

Harry Margalit  Director of Discipline
Dijana Alic  Senior Lecturer
John Carrick  Lecturer
Paola Favaro  Senior Lecturer
Stanislaus Fung  Senior Lecturer
Peter Graham  Senior Lecturer
Marayam Gusheh  Lecturer
Paul Hogben  Senior Lecturer
Richard Johnson  Professor
Steve King  Senior Lecturer
Peter Kohane  Senior Lecturer
Catherine Lassen  Lecturer
Russell Lowe  Senior Lecturer
Andrew Macklin  Lecturer
Ken Maher  Professor
Glenn Murcutt  Professor
Ainslie Murray  Lecturer
Stephen Peter  Lecturer
Deo Prasad  Professor
Ann Quinlan  Senior Lecturer
Xing Ruan  Professor
Yinong Xu  Senior Lecturer

Industrial Design

Stephen Ward  Director of Discipline
Rina Bernabei  Senior Lecturer
Oya Demirbilek  Associate Professor
Andrew Fowkes  Lecturer
Miles Park  Senior Lecturer
Mariano Ramirez  Senior Lecturer

Interior Architecture

Bruce Watson  Director of Discipline
Sing D’Arcy  Lecturer
Judith O’Callaghan  Senior Lecturer
Marco Pompili  Lecturer
Russell Rodrigo  Senior Lecturer
Lisa Zamberlan  Senior Lecturer

Landscape Architecture

Linda Corkery  Director of Discipline
Kate Bishop  Senior Lecturer
Catherine Evans  Senior Lecturer
Graham Fletcher  Senior Lecturer
Katrina Simon  Senior Lecturer
Chris Walsh  Lecturer
James Weirick  Professor

Planning

Simon Pinnegar  Director of Discipline
Robert Freestone  Professor
Hoon Han  Senior Lecturer
Sue Holliday  Professor
Christine Steinmetz  Lecturer
Susan Thompson  Associate Professor
Peter Williams  Senior Lecturer

Construction Management & Property

Cynthia Wang  Director of Discipline
Michael Brand  Lecturer
Imriyas Kamardeen  Senior Lecturer
Jinu Kim  Senior Lecturer
Benson Lim  Lecturer
Martin Loosemore  Professor
Sidney Newton  Associate Professor
Riza Sunindijo  Lecturer
Admissions and Information

For all local students (Australian citizens and permanent residents and New Zealand citizens) contact UNSW Admissions Office (UAC Team):

**Phone:** +61 (2) 9385 3228  
**Email:** ugradmis@unsw.edu.au  
**Web:** www.unsw.edu.au/futurestudents

International applicants studying for an Australian HSC or equivalent (whether in Australia or offshore), an International Baccalaureate in Australia or the NZ NCEA qualification must apply through the Universities Admissions Centre (UAC). All other international applicants should apply directly to the University via MyUNSW at www.apply.unsw.edu.au.

Enquiries can be made to the Direct Admissions Office on +61 (2) 9385 3656.

All domestic students must lodge an application through UAC. After completing a year of study at UNSW, students can apply for internal transfer to other UNSW programs. Students are assessed according to their WAM (weighted average mark) and must have completed at least 36 units of credit.

For more information contact the Faculty Student Centre:

**Phone:** +61 (2) 9385 4799  
**Email:** fbe@unsw.edu.au

Scholarships and Awards

A wide variety of scholarships and awards are available to support both commencing and continuing UNSW BE students.

Information can be found online at [http://www.be.unsw.edu.au/degrees/scholarships](http://www.be.unsw.edu.au/degrees/scholarships) and for faculty scholarships at [https://scholarships.online.unsw.edu.au](https://scholarships.online.unsw.edu.au)

**Phone:** +61 (2) 9385 1078  
**Email:** scholarships@unsw.edu.au  
**Web:** https://scholarships.online.unsw.edu.au

Save the date

Join us at Open Day 7 Sept 2013  
openday.unsw.edu.au

**Find out why:**

- UNSW is a world top 100 university*  
- Our undergraduates are in the top 5% of any Australian university for median salary**  
- We’re ranked 5 stars for graduate employment***  
- Our staff are at the forefront of their fields  
- World class facilities

* Times Higher Education World University Rankings ranked UNSW 85th  
** The Australian Graduate Survey 2011  
*** 2013 Good Universities Guide - awarded the maximum 5-star rating for getting a job and starting salaries