

**Departure Lounge
2007 National Architecture Conference**



**Learning Outcomes and AACA National Competency Standards
in Architecture**

VISIT TO FORM & FUNCTION BUILDING AND DESIGNEX EXHIBITION

Learning outcome

By engaging directly with manufacturers and suppliers of building products and services, increase awareness of features and properties of materials, products and services on the market, for future selection for building projects.

AACA Competency Standard

Documentation

2.2.2.67. Materials, products and systems are selected in accordance with the design intent.

ARCHITECTURE & DESIGN TOURS

Learning outcome

By engaging directly with the local architecture, build an understanding of the Melbourne design philosophy and how it is reflected in the built work.

AACA Competency Standard

Design

1.1.1.2. The concept responds to the physical location and addresses the wider relevant issues of urban or rural context and environmental concerns.

DEPARTURE LOUNGE STREAM

➤ **Session 1: TRAVEL CHOICE: Tough vs. Tender**

Learning outcome

Using the Tezukas in Japan as an example, identify some key architectural experiences that have a proven benefit if they are rendered with very simple means.

AACA Competency Standard

Design

1.1.1.6. The concept is informed by an understanding of the history of architectural thought and traditions of buildings and construction and by relevant current social and environmental concerns.

1.2.2.27. The schematic design is progressively investigated, emerging issues researched, experiential, material and aesthetic options considered and alternatives explored, tested and refined.

➤ **Session 2: NATIONAL TOUR: Corporate Package**

Learning outcome

Through a review of a particular practice type 'the corporate group', recognise a number of different practice modes and identify who has the 'urban' smarts in Australia; the governments or the private sector?

AACA Competency Standard

Practice Management

4.1.1.119. Knowledge of alternative practice models is exhibited i.e. sole practice, partnership, company, joint-venture, secondary consultancy, networking.

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➤ **Session 3: NATIONAL TOUR: Studio Package**

Learning outcome

Through a session which focuses on the impact of practicing, compose answers to some common questions: what turns out to be a core competency, design or value management defence? Is education supporting post graduate architects or are some people just 'naturals'?

AACA Competency Standard

Practice Management

4.1.1.123. Engagement procedures are defined.

4.1.5.141. An understanding of professional ethics as they apply to the practice of architecture is demonstrated and ethical practice observed.

➤ **Session 4: MARK DYTHAM'S 'DESIGN LIFE': Japanese will, Anglo-Saxons won't**

Learning outcome

Comparing Japanese architecture and cultural conditions with ours, demonstrate how design or experiences of the physical environment might become valuable to Australians.

AACA Competency Standard

Design

1.1.1.2. The concept responds to the physical location and addresses the relevant wider issues of urban or rural context and environmental concerns.

1.1.1.6. The concept is informed by an understanding of the history of architectural thought and traditions of buildings and construction and by relevant current social and environmental concerns.

➤ **Session 5: NATIONAL TOUR: Cross-Over Package**

Learning outcome

Through a discussion that aims to resolve the ongoing issue of whether or not teachers of the profession should be practitioners, identify the pros and cons of each argument.

AACA Competency Standard

Practice Management

4.1.4.139. The need for specialist financial, legal, professional and other advice is recognised as necessary at times.

➤ **Session 6: REWARD WITH AWARDS: 2007 Gold Medallist talks with a much awarded practitioner**

Learning outcome

Through a discussion including the 2007 Gold Medallist, develop an understanding of what our award process communicates to the public, what value it has to the profession of architecture, and how buildings are judged for the award.

AACA Competency Standard

Design

1.1.1.3. The concept demonstrates the exercise of critical choice, aesthetic judgement and creative imagination.

1.1.1.4. The underlying architectural philosophy of the architect is expressed.

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➤ **Session 7: CROSS THE STREAMS: Practising Dialogue**

Learning outcome

Through a facilitated debate, identify architectural issues from the point of view of a real person and encourage participants to speak plainly on real issues of public consequence.

AACA Competency Standard

Design

1.1.1.22. Human, social, environmental and contextual issues are researched and addressed.

1.1.2.8. The design is described through drawings and/or three-dimensional representation, computer simulation or other visual techniques.

Documentation

2.1. To communicate information, throughout the course of determining a brief and throughout the conceptual design, design development, documentation and construction phases of the engagement.

➤ **Session 8: BEING BENEDETTA'S GUESTS: Benedetta Tagliabue takes us to EMBT's practice**

Learning outcome

Through a session that uses studio anecdotes to recount the practice ethos, education, and cultural presumptions that draws buildings into existence, identify how BIM and IFC fit into all this.

AACA Competency Standard

Design

1.1.1.8. The design is described through drawings and/or three-dimensional representation, computer simulation or other visual techniques.

Practice Management

4.1.1.120. An appropriate practice structure is established in response to anticipated scope and demand for professional services.

INTEGRATED PRACTICE STREAM

➤ **Session 1: What is BIM?**

Learning outcome

Through a presentation which introduces the primary concepts of building information modelling (BIM) and IFC, develop an understanding of its capacity in comparison with 2D CAD.

AACA Competency Standard

Design

1.1.2.8. The design is described through drawings and/or three-dimensional representation, computer simulation or other visual techniques.

➤ **Session 2: A Recent Design Project in Helsinki, Finland**

Learning outcome

Through a presentation on Helsinki Music Centre, develop an understanding of how BIM and IFC can facilitate the design process of a complex project.

AACA Competency Standard

Design

1.1.2.8. The design is described through drawings and/or three-dimensional representation, computer simulation or other visual techniques.

Project Management

3.2.3.97. Project scope is clearly defined.

3.2.5.99. The need for particular specialists is determined.

➤ **Session 3: Pilot Project, Queensland**

Learning outcome

Through a demonstration by Queensland Department of Public Works, build an understanding of the new processes and benefits involved in using a multi-disciplinary integrated model approach and gain advice on its associated challenges.

AACA Competency Standard

Design

1.1.2.8. The design is described through drawings and/or three-dimensional representation, computer simulation or other visual techniques.

3.2.3.97. Project scope is clearly defined.

➤ **Session 4: Facility Management Exemplar Project, Sydney Opera House**

Learning outcome

Through a case study of the Sydney Opera House, recognise the importance of digital modelling for facility management and how it can solve potential problems in the life of the asset.

AACA Competency Standard

Project Management

3.1.2.85. Options for re-use and life cycle costing are considered and where relevant the conservation of existing buildings and infrastructure are considered.

3.4.2.118. Feedback is systematically acquired, analysed, reviewed and disseminated to monitor client satisfaction and project performance and provided input for improvement of future projects.

➤ **Session 5: Integrated Practice in Norway**

Learning outcome

Using the Norwegian design and construction industry as an example, develop an understanding of why it is so important for the architectural profession and the construction industry to adopt BIM.

AACA Competency Standard

Practice Management

4.1.1.120. An appropriate practice structure is established in response to anticipated scope and demand for professional services.

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➤ **Session 6: Seeing is Believing - Part 1: Building the Model**

Learning outcome

Using the Fender Katsalidis Canberra Project model, build an understanding of this technology through a demonstration of the design phase of a project, including code checking, costing and addressing sustainability.

AACA Competency Standard

Design

1.1.3.13. Respect for the natural environment and awareness of the issues of sustainability are demonstrated in the conceptual design.

1.3.1.38. Information and recommendations provided by consultants, specialists and manufacturers are interpreted, assessed and incorporated.

3.1.4.89. Applicable codes and standards of regulating bodies are identified, understood and incorporated.

3.2.4.98. Recording and information systems are established to satisfy all requirements of the contract of engagement and to ensure the flow of information, instructions, approvals and agreements in accordance with specific contractual requirements and for communication with the client.

➤ **Session 7: Seeing is Believing - Part 2: Exploiting the Model**

Learning outcome

Using the Fender Katsalidis Canberra Project model, build an understanding of this technology through a demonstration of its use in the construction and post-construction phase of a project.

AACA Competency Standard

Project Management

3.3.1.107. An administrative process is established and maintained to ensure progressive fulfillment of requirements of contract documents.

3.4.2.118. Feedback is systematically acquired, analysed, reviewed and disseminated to monitor client satisfaction and project performance and provided input for improvement of future projects.

PECHA KUCHA

Learning outcome

By attending Pecha Kucha, engage directly with the local architecture to build an understanding of the current design philosophy.

AACA Competency Standard

Design

1.1.1.2. The concept responds to the physical location and addresses the wider relevant issues of urban or rural context and environmental concerns.