



## FUTURE LIVING IN SHENZHEN

### INSTRUCTORS

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## ISSUE

Housing provision and affordability have become pressing issues in Asian and Western cities. In a consorted initiative with partner schools from the International Forum on Urbanism (IFoU), Studio C is addressing these issues. CUHK and the University of Lisbon will focus on the cities Shenzhen and Lisbon respectively, which based on their boom in digital technology experience increased demand and prices of housing. While new residents are attracted to the cities, less affluent residents are pushed to the urban fringe which is underprovided by services and economic opportunities. Both cities currently consider new initiatives for new housing construction, especially for young graduates and professionals. Beyond the pure provision of more housing units, it is essential that the new housing areas will be linked well to their surroundings, provide a range of services, and foster a sense of belonging and community. The setup of the studio will offer the opportunity to learn from current approaches in different cities, while reflect on the experiences and conditions back in Hong Kong.

## DESCRIPTION

In Studio C, students will learn key issues of contemporary urbanism. An essential point for this urban housing project is the consideration of the surrounding context which encompasses the natural and built environment, and the historical processes which shaped them. To understand and engage with this context, students will learn to relate and integrate different scales, from the district, street blocks, to the types of buildings and public spaces to the individual, private housing units. The studio offers the opportunity to learn about Shenzhen's history, as the laboratory of Chinese urbanism while developing models for future living. Residential building types, with their integrated commercial and communal facilities constitute the main parts of a city's urban fabric, and deeply contributes to its urban culture and lifestyles. Students will learn how the housing typologies define a district's density, the relationship between built and open spaces, and thus the interrelation between communal and individual lives. They will also understand how decisions on the urban, building and unit scale will affect the projects sustainability.

## DESIGN TASK

The key task of this studio is the design of an urban housing project. The term on "urban housing" underlines the studio's focus on how housing projects should contribute to their surrounding district and consider the qualities of individual as well as communal life. A good urban housing project will carefully consider the design of the individual units in its links to supporting services as well as public and communal spaces. Students will also consider how their projects increase the liveability and vibrancy of the overall district and enhance the surrounding built and natural environment. The studio will use the competition brief "Reinventing housing in the South: Public Housing Design of Jiangong Community in Shenzhen Nanshan" as a reference, which was developed for the same site. Students thus will engage with questions and issues of a real case project.

## SITE

The project site is in the Nantou Sub-district of Nanshan District, Shenzhen (according to the Statutory Plan of Tongle Area (North District). It was used in the past as an industrial site, and still includes earlier factory halls, dormitories, and office buildings. Other parts of the site are abandoned. A unique quality of the site are the existing trees, placed individually and in tree avenues. The site is surrounded by an urban village as well as public and private housing estates, and thus urban contexts in Shenzhen and other cities in the Greater Bay Area.

## PRECEDENTS

In Studio C introduces and consolidates essential aspects and abilities for architects to respond to urban and natural contexts. It therefore introduces students to different methods of urban analysis and

project development. The studio is closely related to the course *ARCH3721 Land and City*.

## IMPACT AND SUSTAINABILITY

Studio C contributes to the current debates on urban & public housing in Asia and the West. Students will engage with the related theoretical discourses and design approaches which developed from the late 19<sup>th</sup> to the present. The studio uses a real case competition in Shenzhen and critically reflects its outline. In the studio, students will gain a deeper insight into the planning of Shenzhen as key laboratory of Chinese urbanism with global implications. Due to the similar climate and density the Shenzhen case can be used to reflect on the current housing conditions and debates in Hong Kong. The setup as a comparative studio allows exchanges with teachers and students from Lisbon and (potentially) Barcelona and Beijing. To contribute to the international debate on future living, selected projects will be shown in a joint IFoU exhibition (potential venues are the 2025 Venice Architecture Biennale or at the 2025 IFoU Conference in Lisbon).

Any architecture project should carefully consider its sustainability. Generally, sustainability can be divided into economic, environmental, and social aspects. With the focus on public urban housing this studio contributes mainly to social sustainability. However, design decisions on the project's urban layout, complementary services, building orientation, covered open spaces, facades etc. also affect the projects' environmental sustainability. Besides, the consideration of social and environmental aspects also affects the health and well-being. Thus, the studio will contribute to the following UN Sustainable Development Goals: 11 (Sustainable Cities and Communities) and 10 (Reduced Inequalities) as well as 13 (Climate Change) and 3 (Good Health and Well-being).

## METHODS

The studio is organized into three phases:

### 01\_Phase 1

In the first phase, students will explore the site through a field trip to grasp the idea of place. They will conduct contextual investigations through cross-scale mappings exploring site aspects including history, morphology of the built and natural environment, typologies, and programming. Students will empathize and document their own embodied experience, observation, and interactions with the local community. After the site analysis, they will conduct a precedent study, exploring urban housing projects in a cross-scale analysis like the urban analysis, however, now including more information on the building and unit scale. Parallel readings will provide fundamental knowledge of underlying theories and frameworks.

### 02\_Phase 2

In the second phase, students will start with an exercise to formulate their vision for future living in Shenzhen. They will use then their insights from their urban analysis, precedent studies and vision to develop their group strategy and schematic design. This phase will be used to formulate the site response, the approach to housing and related programmes while considering the theoretical frameworks. An iterative process should be adopted to negotiate between the agglomeration of forces, site potentials and rational design options.

### 03\_Phase 3

In the third phase, students will develop their design concepts into a full architectural design scheme using physical models and drawings. Digital and interactive media can be used to facilitate presentations and share findings online with the project partners in Lisbon. A key drawing will be used to define the

interface between the public spaces configured by the buildings and the interior private spaces of the living unit. This drawing will summarise for the relationship between communal and individual life as envisioned and articulated by this urban housing design.

### **WORKSHOP**

During the term, a workshop will be used to envision different propositions for Future Living in Shenzhen and translate them into a Narrative Poster.

### **FIELD TRIP**

The field trip will be used to familiarize students with Shenzhen and the studio site. It introduces students to different methods of site studies. The trip will be complemented with a visit of an exemplary transformation project of a former industrial site (OCT Loft) and of a contemporary design practice (REMIX). The field trip also should contribute to team building and offer opportunity for more students-teacher interactions.

### **GUEST LECTURES**

Invited speakers will add insights and theoretical reflections on approaches to urban housing in Hong Kong, Shenzhen, and other international cities.

### **EXHIBITION**

An exhibition of selected works is planned as part of a joint IFoU Future Living Exhibition in 2025. Potential venues are Palazzo Mora at the Venice Architecture Biennale or IFoU conference venue in Lisbon.

## **DELIVERABLES**

### **01\_ Review 1a&b: Urban Analysis and Precedent Study (Group Work)**

1. Urban analysis (as presented on 16.09.2024):
  - Urban analytical drawings from districts, block, building type, to unit scale
  - Class site plan 1:1000
  - Class site model 1:500\* (Scale TBC)
  - Mapping exercises (group)
2. Precedent Study:
  - Cross-scale analytical drawings from precedent case of urban housing project
  - Scaled analytical model from precedent case

### **02\_ Review 2: Future Living and Group Strategy and Schematic Design**

1. Future Living in Shenzhen Narrative Poster (as presented on 7.10.2024)
2. Group strategy and schematic design:
  - Design idea statement (200 words)
  - Strategic response to site analysis (diagrams / drawings / collage / model in site model)
  - Schematic design (including the configuration of public spaces & building masses, functional programming, building types & main circulations).
  - Individual process book (A5 minimum)

### **03\_ Final Review Presentation**

1. Group Analysis and Strategy: A research booklet should be produced using the standard template. It shall include all group work and strategies presented in review 1 and 2\*\*.
2. Group Project:
  - Project statement and data (500 words)

- A process book (A5 minimum)
  - Design outcomes (diagram)
  - Site analysis: drawings or diagrams
  - Location plan (1:1000)
  - Site plan with site strategy (1:500)
  - Site model (1:500)
3. Individual Project (as defined part of the overall project with the tutor):
- Building plans, sections, and elevations as appropriate (1:200 minimum)
  - Partial section and elevations as appropriate (1:50 or 1:100 minimum)
  - Building model (1:50, 1:100 or 1:200)
  - Sectional model as appropriate (1:20 or 1:50)
  - 3D: Perspective, collage or axonometric (4 Maximum, 2 exterior, 2 interior)
  - Key Drawing: Urban-Living Interface

\*\*Students should utilize the research produced in the group work to derive their individual designs whenever applicable. Individual design schemes with similar site strategies will be clustered for critical discussion.

#### **04\_Project Book**

- Group research booklet (after review 2)
- A process book: It should demonstrate the thinking process throughout the semester.
- Individual project book (after final review): Physical/printed and bound portfolio document with a standard format across all students within the studio to include all items presented in the final review and individual reflection (3000 words)

### **LEARNING OUTCOMES**

- To critically analyze urban forms and spaces and their related community resources, characters, place-qualities, site constraints and potentials, and their implication on architectural intervention concerning theoretical assumption, design intention and impact evaluation.
- To consider and present design projects in different scales, complexities, and types in a variety of contexts, using a range of media, and in response to a brief with the application of appropriate theoretical concepts to design projects as a reflective and critical approach.
- To understand the basic principles of sustainable development and architects' responsibilities with respect to the social, economic, and environmental sustainability in architecture and urban design.
- To demonstrate an understanding of the relationship between people and buildings and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.
- To design both sites and buildings to accommodate individuals with varying physical abilities.
- To reflect on the profession of architecture and the role of the architect in society, in particular in preparing briefs and designs that take account of social factors of residents and the wider society.
- To derive design projects with defined potential impact on existing and proposed communities regarding different aspects of well-being and climate impacts.
- To develop collaborative communication and team skills, research and design skills and critical thinking.

### **ASSESSMENT SCHEME**

#### **1\_Reviews (30%)**

1. Review 1, (15%)
2. Review 2, (15%)

## **2\_Final Review (50%)**

1. Group (25%)
2. Individual (25%)

## **3\_Documentation (20%)**

Group booklet, process book and final individual project reflection

Evaluation criteria: Quality of site investigation, site strategy + contextual response, landscape design and architectural design. A student must pass all parts to pass the course.

## **ILLUSTRATED PROCESS BOOK**

You are required to submit an illustrated notebook which includes notes, doodles, sketches, and diagrams (plan, section, perspective) taken during the field trip and site visit.

## **COLLABORATIVE STUDIO**

This is a comparative studio running in parallel with a coordinated studio at the University of Lisbon (Term 1), followed by parallel studios at ETSAB Barcelona and Tsinghua University in Beijing. The studio provides a research and design vehicle for advancing knowledge and elevating the awareness of place-making through the design of urban typologies and housing. A joint exhibition of selected projects is planned after the studio.

## COURSE FORMAT

### 01\_Teaching/Learning Methodology

1. **Lecture:** Lecture series on fundamental ideas of the studio to develop students' awareness of issue and ability to explore spatial and architectural design through experimental methodologies.
2. **Tutorial:** Group tutorials to facilitate idea exchange among students in order to learn from one another.
3. **Critique:** Develops students' ability in articulating concepts in front of an audience and to learn by receiving comments.
4. **Project:** Develops students' ability to identify, understand, conceptualise and design with attention to contextual concerns.
5. **Project Book:** Develops students' ability in reflecting their thought processes after the class activities and self-study.

### 02\_Group Work

1. Students may work in groups on various assignments and projects throughout the course calendar.
2. Final projects must be based on individual building design proposals. If the preliminary work shown was developed in partnership with other students – this must be explicitly stated and assessed accordingly.

### 03\_Teaching Days

1. Design Studio is taught on Monday and Thursday 13:30 to 18:00. Students must be in a studio for F2F teaching during these teaching hours.
2. Students must attend School Lectures scheduled 12:30 – 13:30.
3. Field trips, lectures, and other learning activities may be scheduled outside of teaching days.
4. Online (synchronous or asynchronous) activities will be advised as necessary.

### 04\_Studio Spaces

1. Each Studio will have their own space, accommodating a desk for each student.
2. Layouts will be issued at the start of the academic year.
3. The school has made studio space and use a priority. Students should maximise the use of their space by conducting design work in studio.
4. Working in the studio creates an opportunity for peer learning and collaboration – take advantage of this valuable resource.
5. Studio space should be respected – especially with consideration of food, drinking, material use, personal safety, disruption to others, and building safety regulations. Areas relating to fire escape should be always kept clear.

## FIELD TRIP

Essential part of the studio is a field trip to Shenzhen on Saturday September 5, 2024. The trip will be used to visit and investigate the studio site. After the site visit there will be visits of the OCT Loft area as an example for a transformation of a former industrial area and the architecture office REMIX. Travel in Shenzhen will be organized with tour buses. Students are responsible to organize their necessary visas or entry permissions before the trip.



## REQUIRED READINGS

- Cho, I. S. et al. (2017) New high-density intensified housing developments in Asia: qualities, potential and challenges. *Journal of urban design*. [Online] 22 (5), 613–636.
- Condon, P. M. (2010) *Seven rules for sustainable communities: design strategies for the post-carbon world*. Washington, DC: Island Press.
- Du, J. (2019) *Demystifying Shenzhen the Informal in a Planned City*, Dissertation at ETH ZURICH, 2019.
- Free access: <https://www.research-collection.ethz.ch/handle/20.500.11850/353652>
- Ng, E. (2010) *Designing high-density cities for social and environmental sustainability*. [Online]. London; Earthscan.

## OTHER REFERENCES

### Shenzhen:

- Chen, T. (2017) *A state beyond the state: Shenzhen and the transformation of urban China*. Rotterdam: nai010 publishers.
- Du, J. (2020) *The Shenzhen Experiment: The Story of China's Instant City*. Cambridge, MA: Harvard University Press.
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- Hu, R. (2021) *The Shenzhen phenomenon: from fishing village to global knowledge city*. Abingdon, Oxon; Routledge.
- O'Donnell, M. A. et al. (2017) 'Learning from Shenzhen: China's post-Mao experiment from special zone to model city', in 2017 Chicago: The University of Chicago Press.

### Hong Kong:

- Bristow, M. R. (M. R. (1989) *Hong Kong's new towns: a selective review*. Hong Kong; Oxford University Press.
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- Rooney, N. (2003) *At home with density*. Hong Kong: Hong Kong University Press.
- Shelton, B. et al. (2011) *The making of Hong Kong: from vertical to volumetric*. Abingdon, Oxfordshire; Routledge.
- Yeung, Y. & Wang, J. (2003) *Fifty years of public housing in Hong Kong: a golden jubilee review and appraisal*. Hong Kong: Chinese University Press for the Hong Kong Housing Authority, Hong Kong Institute of Asia-Pacific Studies.

### Housing Design:

- Bingham-Hall, P. (2016) *Garden city, mega city: rethinking cities for the age of global warming*. First edition. Oxford, England: Pesaro Publishing.



- Bingham-Hall, P. et al. (2022) *WOHA: new forms of sustainable architecture*. London: Thames & Hudson Ltd.
- Cho, I. S. et al. (2017) New high-density intensified housing developments in Asia: qualities, potential and challenges. *Journal of urban design*. [Online] 22 (5), 613–636.
- Figuerola, C. & Bilbao, I. (eds.) (2023) *Gestating / living: Barcelona's social housing strategies*. Barcelona: Barcelona City Council.
- Heckmann, O. & Schneider, F. (eds.) (2018) *Floor plan manual housing*. Fifth, revised and expanded edition. Basel: Birkhäuser.
- Lorente y Fernández, D. et al. (eds.) (2023) *Cohousing in Barcelona: Architecture from / for the community*. New York: Actar Publishers and Barcelona City Council.
- Schröpfer, T. & Christiaanse, K. (2016) *Dense + green: innovative building types for sustainable urban architecture*. [Online]. Basel, Switzerland: Birkhäuser.
- Stojanović, D. et al. (2024) *Architecture for Housing: Understanding the value of design through 14 case studies*. Basel: Birkhäuser.

## Public Space and Urban Design

- Alexander, C. (1977). *A pattern language: Towns, buildings, construction*. Oxford University Press.
- Architecture for Humanity. (2012). *Design like you give a damn. [2], Building change from the ground up*. Abrams.
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- Hester, R. T. (2006). *Design for ecological democracy*. MIT Press.
- Jacobs, J. (1992). *The death and life of great American cities*. Vintage Books.
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- Sanders, L., & Stappers, P. J. (2013). *Convivial Toolbox: Generative Research for the Front End of Design* (Illustrated edition). Laurence King Publishing.
- Sennett, R. (2018). *Building and dwelling: Ethics for the city* (First American edition.). Farrar, Straus and Giroux.
- Thompson, C. W., & Travlou, P. (Eds.). (2007). *Open Space: People Space*. Taylor & Francis.
- 山崎亮. (2015). 社區設計: 重新思考「社區」定義, 不只設計空間, 更要設計「人與人之間的連結」 = Community design (1版.). 臉譜出版.
- 片山和俊, 林寬治, 住吉洋二. (2021) 社區營造解剖圖鑑: 從景觀建築一舉翻新城鎮面貌 · 激發

老鎮新魅力. 台灣東販

### Web Resources:

<https://densityatlas.org>

<https://www.journalpublicspace.org/index.php/jps/issue/archive>

## IMPORTANT NOTE TO STUDENTS

### Expectations for Professional Conduct

The motto of The Chinese University of Hong Kong (CUHK) is “Through learning and temperance to virtue”. This motto places equal emphasis on the intellectual and moral education of students. In addition to pursuing academic excellence, students of CUHK are expected to maintain and uphold the highest standard of integrity and honesty in their academic and personal lives, respect the rights of others and abide by the law. More information on Postgraduate studies can be found in the PG Student Handbook. <https://www.gs.cuhk.edu.hk/>

### Attendance

Class attendance is required in all courses. For an excused absence, the instructor must be notified and presented with documentation of illness or personal matter. Please note: **Three (3)** or more unexcused absences may result in a failing grade for the course.

### Academic Honesty

The Chinese University of Hong Kong places very high importance on honesty in academic work submitted by students and adopts a policy of zero tolerance on academic dishonesty

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at: <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students may be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.

### Third-Party Assistance

All intellectual work essential to the design project must be completed by the student and cannot, under any circumstance, be outsourced to a third party (including, but not limited to a company, consultant, alumni, and/or friend).

In the design studio context, students may utilize external resources, such as printing services for presentation materials, and/or laser cutting and 3D printing services for prototyping purposes. Use of such third-party services constitutes non-intellectual work done by others. It is only permitted with prior written consent from the studio tutor and acknowledgment of such work done by the third party.

Assistance from other students or friends for aspects of project production also constitutes non-intellectual work done by others; this is allowed only if declared and acknowledged in a written statement attached to any such work that has received assistance.

Under all circumstances, students must declare all work done by others by completing the school's designated form before assessment. This form must include a detailed explanation of the third party's identity (name and relationship to the student), when and how they were utilized, and the specific tasks they performed in the project. The completed form, signed by the student, must be endorsed by the tutor and presented during the final review. The school will collect and retain this form for record-keeping purposes.

Failure to follow this code of conduct may be considered a case of academic dishonesty, to be reviewed by a disciplinary board, and possible failure of the course.

### **Artificial Intelligence**

Unless approved by the Programme or School Director, any use of AI tools such as ChatGPT or image generation tools (Midjourney) etc. is strictly prohibited and may result in disciplinary action in accordance with university policy on academic honesty. Students may refer to the CUHK 'Use of Artificial Intelligence tools in Teaching, Learning and Assessments' – A Guide for Students.

### **Student Work**

Submission of studio documentation must be complete and correctly formatted. Missing or incomplete submission of the documentation folder will result in the grade for the course being withheld. This will prevent registration for the following term or delay graduation. In addition, a grade deduction of *one letter grade* will be made.

## **SCHEDULE**

### **Important Dates**

Shenzhen Trip	7 September 2024
Review 01	30 SEP 2024
Review 02	24 OCT 2024
Final Review	29 NOV 2024
Project Book	15 DEC 2024

**Term 1: 2 September 2024 (Monday) – 2 December 2024 (Saturday)**

<b>WEEK 01</b>		
02.09	<b>Lecture</b>	Introduction Studio: Overall Theme & Format Introduction Phase 1a: Urban Analysis (Group Work)
05.09	<b>Intro &amp; Guest Lecture</b>	Lecture Inputs: Housing in Lisbon (Joao Santos / Hugo Farias) Development Urban Housing in Shenzhen (Erchun Liang)
07.09	<b>Field Trip</b>	Shenzhen Visit & Site Study
<b>WEEK 02</b>		
09.09	<b>Studio</b>	Urban Analysis
12.09	<b>Studio</b>	Urban Analysis
<b>WEEK 03</b>		
16.09	<b>Presentation</b>	Presentation Phase 1a: Urban Analysis (Group Work) Introduction Phase 1b: Precedent Studies (Group Work) & Site Model Production (Group Work)
19.09	<b>Studio</b>	Lecture Input: Collective Living Case Studies (Remix)
<b>WEEK 04</b>		
23.09	<b>Studio</b>	Precedent Study
26.09	<b>Studio</b>	Precedent Study
<b>WEEK 05</b>		
30.09	<b>Presentation</b>	<b>Review 1</b> Presentation Phase 1b: Precedent Study (Group Work) Introduction Phase 2a: Future Living Shenzhen (Indiv. Work)
03.10	<b>Studio</b>	Workshop Future Living in Shenzhen
<b>WEEK 06</b>		
07.10	<b>Presentation</b>	Presentation Phase 2a: "Future Living in Shenzhen" - Narrative Poster (Group Work) Introduction Phase 2b: Group Strategy & Schematic Design (Urban Strategy, Massing, Programme & Circulation)
10.10	<b>Studio</b>	Group Strategy & Schematic Design Development
<b>WEEK 07</b>		
14.10	<b>Studio</b>	Group Strategy & Schematic Design Development
17.10	<b>Studio</b>	Group Strategy & Schematic Design Development
<b>WEEK 08</b>		
21.10	<b>Studio</b>	Group Strategy & Schematic Design Development
24.10	<b>Presentation</b>	Review 2: Presentation Phase 2b: Group Strategy & Schematic Design Introduction Phase 3: Design Development

**WEEK 09**

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28.10	<b>Studio</b>	Design Development
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31.10	<b>Studio</b>	Design Development
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**WEEK 10**

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04.11	<b>Studio</b>	Design Development
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07.11	<b>Presentation</b>	Pinup: Key Drawing: Urban-Living Interface (Individual)
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**WEEK 11**

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11.11	<b>Studio</b>	Design Development
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14.11	<b>Studio</b>	Design Development
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**WEEK 12**

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18.11	<b>Presentation</b>	Pre-Final
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21.11	<b>Studio</b>	Design Development
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**WEEK 13**

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29.11		Final Review: Design Project (Group & Individual Work)
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15.12		Submission: Project Documentation
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# BSSc Studio Review

Written Feedback to Students

Term: \_\_\_\_\_

Grade: \_\_\_\_\_

Review: \_\_\_\_\_

Studio Tutor: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

## Feedback from Studio Tutor:

Achievements:

Challenges:



# Academic Honesty Statement

\*Please print out and pin-up next to your works on your allocated panels

Relating to the 2024-25 Studio Review pin-up (BSSc students)

Please tick one of the following:

All the work and models presented at the Final Review were made by me personally

All the work and models presented at the Final Review were made by me.

with the exception of the following:

*Under all circumstances, students must declare all work done by others by completing this form before the review. Provide a detailed explanation of the third party's identity (name and relationship to the student), when and how they were utilized, and the specific tasks they performed in the project.*

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Grade	Descriptor	Criteria	Points
A	Excellent	Comprehensively excellent performance on all aspects of the design intention, development, technical resolution and presentation. Achieving all learning outcomes with distinction.	4
A-	Very Good	Generally outstanding performance on the design intention, development, technical resolution and presentation. Achieving all learning outcomes with merit.	3.7
B+	Good	Substantial performance on the design intention, development, technical resolution and presentation. Achieving all learning outcomes satisfactorily.	3.3
B			3
B-			2.7
C+	Fair	Fair performance on the design intention, development, technical resolution and presentation. Achieving all learning outcomes at a passing standard.	2.3
C			2
C-			1.7
D+	Pass	Barely satisfactory performance on the design intention, development, technical resolution and presentation. Achieving all learning outcomes at a barely satisfactory standard.	1.3
D			1
F	Failure	Unsatisfactory performance on the design intention, development, technical resolution and presentation. Not achieving all learning outcomes.	0