



By Iris Liu 2023/24

WORKBITAT

INSTRUCTOR
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RESEARCH QUESTION

"Let's consider 'Workbitat' as a 'place', what will be the spirit of such a place? And how would your architecture contribute to this place and its people?"

The Studio GBA Workbitat at School of Architecture is dedicated to exploring and enhancing spatial environments for the knowledge-based economy in the Greater Bay Area (GBA). Emphasizing scales ranging from intimate workspaces to expansive campus planning, this studio delves into the critical intersection where architecture accommodates diverse needs.

"Workbitat" represents a novel concept blending "workplace" and "habitat," characterizing the fusion of favorable work environments with harmonious living spaces. Inspired by Joel Kotkin's observations in his book, *The New Geography*, on the digital revolution's impact on cities, adapting to meet the needs of their residents, particularly skilled professionals, this concept finds resonance in the evolving landscape of the GBA.

So, we would like to ask: Let's consider "Workbitat" as a "place", what will be the spirit of such a place? and how would your architecture contribute to this place and its people? How would you understand "Workbitat" from your observations? What can we learn from our urban setting to design a competitive "Workbitat" for a knowledge-based economy?

Architecture shapes the urban environment which is rooted in the economic development of a city. Talents in the knowledge-based economy often move between cities in search of better living and working environments, while a city's prosperity depends on the agglomeration of competitive industries and the concentration of talent. In the Greater Bay Area (GBA), as the typology of conventional factories and offices no longer meets the latest needs of the transforming economy. Cities like Hong Kong and others in GBA are seeking emerging spaces that can sustain innovation and manufacturing simultaneously.

To respond to these questions, we will take the biomedical campus and industry as the subject and field for investigation. Supported by the knowledge of designing cleanroom facilities from last year and my design expertise in science & technology campus, we will challenge ourselves not only at the building level but also at the campus scale and as an integral part of the urban setting.

DESCRIPTION

Studio GBA Workbitat— Probably the Ever First Studio on GMP Facilities. In 2023, the Studio has started collaborating with the Chinachem and Hong Kong Institute of Biotechnology on the ATP GMP (Advanced Therapy Product Good Manufacturing Practice) Centre project. The resulting design proposals showcased innovative laboratory complexes integrating ATP GMP functions, with considerations for research and incubation spaces.

Besides, the Studio promotes Industry-Academia collaboration and through studio's visits, guest crits or workshops, students would be exposed to issues and feedbacks from the practice so that they might navigate better in their career development.

In the Studio, we will be designing 1) laboratory & cleanroom complex for biomedical research and manufacturing and 2) the campus environment in which the complex to be integrated.

The nature of this complex will be examined from its **building program to its spatial organization and the integration of building systems; from its massing to its envelope and interior spaces.**

Passive solar shading devices in relation to energy saving will be a key focus study during the design development. High project resolution is anticipated to clarify the complexity of the schemes.

The whole studio serves as a collective experiment of design strategies on the subject typology. During the process, we are interested to explore

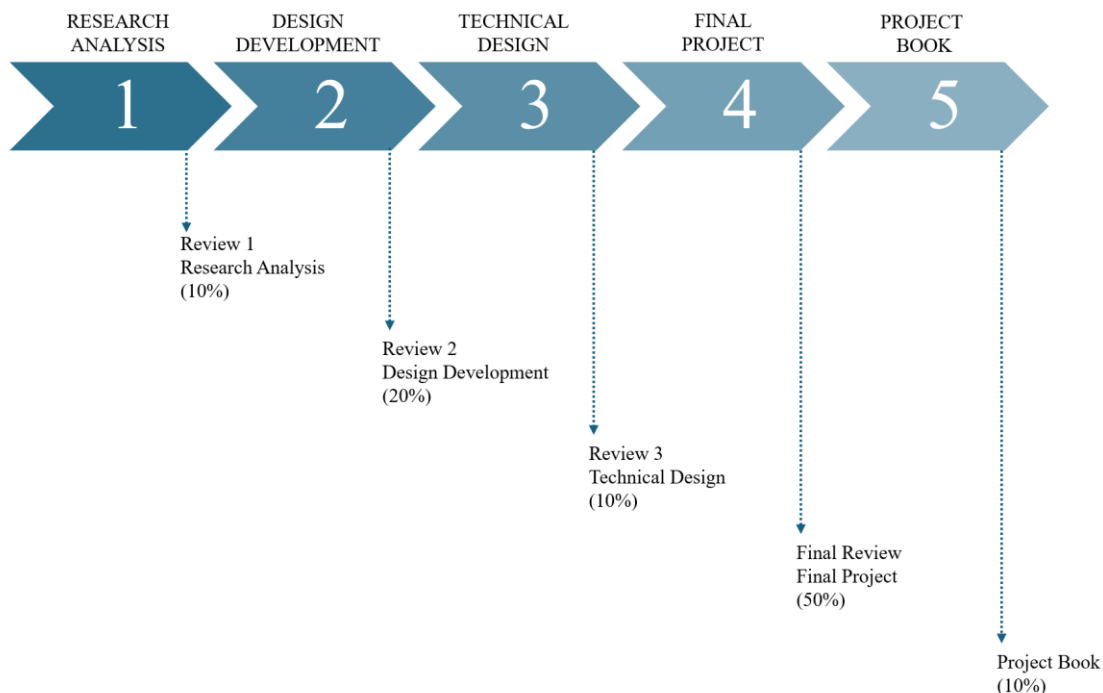
- Elements of place making on campus level, e.g. Landscape, Public Spaces, Amenity (often neglected)
- Space organizing strategies for adaptability and flexibility during buildings' life cycle, e.g. Modular system, Served/Servant Space
- Engaging functionality (include Business & Operation) as a deep planning and design tool
- Possibility to articulate design concepts through heavy integration of building systems/ technology Searching for critical moments that technology is employed to serve humanity
- The IFM model as a design framework for conceiving and presenting design schemes
- The possibility of hypothetical sites as incubating beds for concepts/ prototype

We will be actively employing hypothetical sites in the early stage to develop the design prototype. Other options of site include Hetao, sites in Shenzhen and Guangzhou. Students are encouraged to choose or even propose their sites in GBA after investigation.

The Studio is **collaborating with the Chinachem Group (華懋集團)** and a world-leading Biopharmaceutical company on a potential project which will contribute to us a real building program and preferred sites. This collaboration meant to offer a broader dialogue on the actual dynamics of the industry and the challenges to architects at practice, benefiting to students' career planning and preparation.

Collaboration with the School of Biomedical Sciences CUHK will give us opportunities to learn from real researchers in the field and get to know their needs of their habitat and workplaces.

The following diagram describes the structure and the assessment criteria for the year.



IMPACT AND SUSTAINABILITY

The Studio's research, positions, and architectural proposals on the **"Workbitat"** for talent in the knowledge economy of the GBA are essential to understanding the region's competitiveness, technological innovation, and opportunities for future generations. **Students' work will contribute to the ongoing dialogue on city/place-making, talent competition, and the planning and design of workplaces**, e.g., R&D centers and laboratories for knowledge economy. Through the exploration process, students get to **learn the values of quality architectural design to the success of an industry and even to the bigger urban environment and economy.**

The Studio's efforts will ultimately impact the GBA's urban environment, productivity, and innovation.

METHODS

The studio program has 5 phases:

01_Pre-design Investigation

From early Sep. to early Oct. 1 Month. Work in 3 groups on 4 investigations:

- **"New quality productive force" & Biomedical Industry** (General & Head companies),
- **Laboratory/ GMP Cleanroom setting,**
- **Researcher's Workbitat: SBS Workshop (TOC)**
- **Building Case Studies** (Apply to all groups)

02_Phase 2.1_Design Kickoff

From mid Sep. to the mid Oct. 1 Month (towards T1 Mid-term).

- **Hypothetical sites** will be used to incubate design prototypes and criteria to evaluate your attempts
- Process through: 1 Program, 2 Place

02_Phase 2.2_Design Development

From mid Oct. to the end of Nov. 1.5 Months (towards T1 Final).

- The Real Sites to test prototype (multiple plots for consideration) with the criteria identified earlier but not limited to
- Process through: 1 Program, 2 Place, 3 Structure & 4 Envelope

03_Phase 3.1_Campus planning for the prototype to fit in

From early Jan to the end of Jan. 1 Month.

- Prepare a master layout plan at a campus scale (HK site/ SZ site)
- Process through: 1 Program(revisit), 2 Place, 3 Structure

03_Phase 3.2_Prototypes into schemes integrated with real site

From early Jan to mid April. 3.5 Months.

- Refine the schemes with the master layout plan
- Achieve integration of building systems
- Process through: 1 Program, 2 Place, 3 Structure, **4 Envelope, & 5 Construction**

03_Phase 3.3_Focus Studies

From mid Mar to mid April. 1 Month.

- Interior space & its details: **A lab space in 1:50**
- Blow-up model: **A section of the façade revealing passive solar shading device 1:25**

04_Phase 4_Prefinal to Final Project

From early April to May. 0.75 Month.

- Rehearsal of presentation. Panel/ Model/ Key drawings mock up

05_Phase 5_Project Book

DELIVERABLES

01_Term 1 Review 1/3

- Exhibition Models, Panels and Brochures on Pre-design Investigations. (Group)
- Site planning and massing schemes: Massing Models 1:750, MLP 1:500, DWG 1:300, Diagrams, and 4 Views at least. Two A0 panels (individual)

02_Term 1 Review 2/3

- Exhibition Models, Panels and Brochures on Pre-design Investigations. (Group)
- Site planning and Tested prototype scheme: A Concept Model, Massing Models 1:750, MLP 1:500, DWG 1:300, Diagrams, and 4 Views at least. Three A0 panels (individual)

03_Term 2 Review 3/3

- Brochures on Pre-design Investigations. (Group)
- A Campus plan 1:1000 and a partial site plan 1:500. Campus Massing Models: 1:2000, 4 min., A Concept Model, Building models 1:500, DWG 1:300, Diagrams, ISO and Views. Four A0 panels (individual)

04_Term 2 Final Review

- Brochures on Pre-design Investigations. (Group)
- A Campus plan 1:1000 and a MLP plan for the scheme 1:500. Campus Massing Models: 1:2000, A Concept Model of the bldg. scheme, building model 1:300, Façade model 1:35, DWG 1:200, Envelope Section 1:35, Diagrams, Bldg, Systems diagrams, a blow-up lab/ Cleanroom Layout plan 1:100, Exploded ISO and Views (ext. int. & landscape). Eight A0 panels (individual)

All presentations are in both PowerPoint and panel format.

All of the above are indicative. Students are encouraged and supported to customized his/ her own presentation sets according to their projects.

05_Final

- Oral and graphical presentation of relevant materials from above in all formats
- The final review is a celebration and exhibition of the overall work produced by students over a 3-day event and will include a diverse cross section of international and regional experts relating to the studio research area

06_Project Book

- Physical/printed and bound portfolio document with a common format across all students within the studio
- This will include a written introduction to your overall project position, graphics of your design process, and a comprehensive technology report including design and construction details

LEARNING OUTCOMES

1. **Ability** to create architectural designs that satisfy both aesthetic and technical requirements.
2. **Ability** to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations.
3. **Ability** to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals.
4. **Ability** to assemble a comprehensive programme for an architecture project, including:
5. **Ability** to respond to natural and built site characteristics in the development of a programme and design of a project.
6. **Ability** to work cooperatively with others in a team setting.
7. **Ability** to discuss architectural ideas with non-architects, to listen objectively to their opinions and to consider those opinions in designing.
8. **Ability** to speak and write effectively on subject matters contained in the professional curriculum in English.
9. **Ability** to use appropriate representational media, such as drawings, models, diagrams, charts, including computer technology, to convey essential design information at each stage of the programming and design process.
10. 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.
11. Understanding of the methods of investigation and preparation of the brief for a design project.
12. Awareness of the theories and methods of inquiry that seek to show the relationship between human behaviour and the physical environment.
13. Understanding of the basic principles of sustainable development and architects' responsibilities with respect to the social, economic, and environmental sustainability in architecture and urban design.
14. Understanding of the principles of structural behaviour in withstanding gravity and lateral forces, and the range and appropriate applications of contemporary structural systems.
15. Knowledge of the fine arts as an influence on the quality of architectural design.
16. Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

ASSESSMENT SCHEME

0_Studio Drawing Assignment, September

The first week will be reserved for a shared drawing assignment within all studio groups. The drawing provocation will be issued by individual section tutors on the first day of the studio after course selection. The submission will be in a flexible format and all works will be part of an exhibition in the SOA Atrium.

1_Reviews (40%)

1. Review 1, October (10%) –Research Analysis
2. Review 2, December (20%) – Design Development
3. Review 3, March (10%) – Technical Design

2_Final Review (50%)

1. Final Project Presentation, May (50%) – Final Project

3_Project Book (10%)

1. Project Book has three parts: Position / Technology Report / Process.
2. To be started at the beginning of the year and reviewed throughout.

Each assessment result will be promptly released to students upon completion accompanied by written comments based on student progress and performance.

COURSE FORMAT

1_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.

2_Teaching Days

1. The Design Studio will be taught on Monday and Thursday 13:30 to 18:00. Students must be in a studio 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.

3_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.

4_Group Pinups

There are five informal scheduled pinups for sharing across different studio units. These are designed to give students practice in orally presenting the priorities of their research, investigations, and design interests.

TECHNICAL DESIGN

Building and structural systems support will be coordinated by Prof. Shuaizhong WANG beginning in term 2 and ahead of the Technical Design assessment. Consultations with experts will assist in adding a stronger technical focus and key design element to a studio design project. Sessions can be scheduled by studio groups, and with individuals. Students are recommended to prepare appropriately ahead of those consultations with their own research, drawings, and materials to maximise this resource.

FIELD TRIP

(Mid Dec TBC)

Zhongshan Life Science Park/Zhongshan Cuiheng New Area Biomedical Innovation Center
Shenzhen Bay Science and Technology Ecological Park

Shenzhen Hetao Innovation Centre
Hong Kong Shenzhen Innovation & Technology Park
Office visit: Arup

SUGGESTED READINGS

Kotkin, Joel. The new geography: how the digital revolution is reshaping the American landscape: 1st ed. New York : Random House c2000.
Architecture Library Available , ARL (HT123 .K67 2000)

Frej, Anne & Christensen, Marvin F. Business park and industrial development handbook: 2nd ed. Washington, D.C. : ULI-the Urban Land Institute c2001.
Online Access Available: <https://ebookcentral.proquest.com/lib/cuhk-ebooks/detail.action?docID=1117489&pq-origsite=primo>

Steele, James. Salk Institute : Louis I. Kahn: London ; New York : Phaidon Press 2002.
Architecture Library Available , ARL ; NA6751 .S75 2002

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Florida, Richard L. Cities and the creative class. New York ; London : Routledge 2005.
University Library Available , UL ; HT201 .F56 2005
Online Access Available: <https://ebookcentral.proquest.com/lib/cuhk-ebooks/detail.action?docID=237437&pq-origsite=primo>

Reindustrialisation Study – Hong Kong: Chapter 4 Current Status of HealthTech, by Prof. Hei Wai Tang's Research Team
https://www.hkpc.org/sites/default/files/2022-01/hkpcxhku_reindustrialisation_study_eng.pdf

Hemlin, Sven, Carl Martin Allwood, and Ben R Martin. "What Is a Creative Knowledge Environment?" Creative Knowledge Environments. United Kingdom: Edward Elgar Publishing, 2004. Web.
Online Access Available: https://web-s-ebSCOhost-com.easyaccess2.lib.cuhk.edu.hk/ehost/ebookviewer/ebook/bmxlYmtfXzExNDc2N19fQU41?sid=80711a4a-95da-4893-aa9d-39e3f146daaf@redis&vid=0&format=EB&lpid=lp_193&rid=0

OTHER REFERENCES

<https://www.hkib.org.hk/services/atp-gmp-centre/>
<https://atp.hkib.org.hk/>

Texas Medical Center:
<https://www.tmc.edu/>
<https://texasmedicalcenter.com/>

Novartis Campus Basel:
<https://www.novartis.com/news/media-library/novartis-campus-basel-switzerland>

The Hong Kong Science & Technology Park:
<https://www.hkstp.org/>

Innovation, Technology and Industry Bureau:
<https://www.itib.gov.hk/en/>

Co-organised by the Guangdong-Hong Kong-Macao Greater Bay Area Development Office:

<https://www.bayarea.gov.hk/tc/home/index.html>

2022 Foundation:
<http://www.2022foundation.com/>

Richards Medical Research Laboratories: Louis Kahn's Pioneering Facilities:

<https://archeyes.com/richards-medical-research-laboratories-louis-kahn/>

<https://www.re-thinkingthefuture.com/case-studies/a3249-richards-medical-research-laboratories-by-louis-kahn-the-most-consequential-building/>

<https://archinect.com/aosarchitects/project/richards-medical-research-laboratory-renovations>

<https://www.archdaily.com/780260/louis-kahns-notorious-richards-laboratory-restored-to-its-original-essence>

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

0_Studio Selection for Students 02 SEP 2024
1_Studio Drawing Assignment 05-12 SEP 2024

2_ Reviews (40%)

Review 1, 28-31 OCT 2024 (10%)
Review 2, 09-12 DEC 2024 (20%)
Review 3, 03-06 MAR 2025 (10%)

3_Final Review (50%)

Final Project Presentation, 06-08 MAY 2025 (50%)

4_Project Book (10%)

Project Book, 17 MAY 2025

5_HKIA EXHIBITION

Tutors are to collect all studio materials for the HKIA Exhibition before 25 MAY 2025.

Term 1: 2 September 2024 (Monday) – 12 December 2024 (Thursday)

| WEEK 01 | | |
|----------------|---|---|
| 02.09 | ORIENTATION & STUDIO PRESENTATION | Studio Selection for Students |
| 06.09 | Studio starts | Studio Sections Announced Drawing Assignment 00 Meet Everyone |
| WEEK 02 | | |
| 09.09 | Lecture | 1/14 Intro Lecture, Grouping, Issue Investigation Tasks, Issue Program & Hypothetical Sites |
| 12.09 | Drawing Exhibition – and Review (12:30-13:30) | 2/14 Visit Shenzhen Hetao Innovation Centre, Shenzhen Bay Science and Technology Ecological Park, Issue HKIB Visit & Prep |
| WEEK 03 | | |
| 16.09 | Workshop | 3/14 Review Investigation Progress 1, Review Prep |
| 19.09 | Visit | 4/14 HKIB Visit, Issue SBS Visit Prep |
| WEEK 04 | | |
| 23.09 | Workshop | 5/14 Review HKIB Visit, Review Investigation Progress 2, Review Prep |
| 26.09 | Visit | 6/14 SBS Visit & Interview |
| WEEK 05 | | |
| 30.09 | Workshop | 7/14 Review SBS Visit & Interview, Review Prototype 1 |
| 03.10 | Workshop | 8/14 Review SBS Visit & Interview, Review Prototype 2 |
| WEEK 06 | | |
| 07.10 | Workshop | 9/14 Review SBS Visit & Interview, Review Prototype 3 |
| 10.10 | Visit | 10/14 Issue Real Sites to test prototype- Program + Place, Site Visit. |
| WEEK 07 | | |
| 14.10 | Workshop | 11/14 Review Investigation Progress 3, Issue Review Prep |
| 17.10 | Workshop | 12/14 Review Real Sites to test prototype- Program + Place 1 |
| WEEK 08 | | |
| 21.10 | Workshop | 13/14 Review Real Sites to test prototype- Program + Place 2 |
| 24.10 | Workshop | 14/14 Review Prep |
| WEEK 09 | | |
| 28.10 | Review 1/3 | Issue ARUP Visit Prep, Issue Real Sites to test prototype- Program + Place Revisit |
| 31.10 | Review 1/3 | |

| WEEK 10 | | |
|----------------|----------------------|---|
| 04.11 | Visit | 1/10 ARUP Visit & Exchange |
| 07.11 | Workshop | 2/10 Review Real Sites to test prototype- Program + Place Revisit, Issue Real Sites to test prototype- Structure |
| WEEK 11 | | |
| 09.09 | Workshop | 3/10 Review Real Sites to test prototype- Structure 1 |
| 12.09 | Workshop | 4/10 Review Real Sites to test prototype- Structure 2, Issue Real Sites to test prototype- Envelope |
| WEEK 12 | | |
| 18.11 | Workshop | 5/10 Review Real Sites to test prototype- Structure 3 |
| 21.11 | Lecture + Workshop | 6/10 Lecture "Plans Matter" Review Real Sites to test prototype- Envelope 1 |
| WEEK 13 | | |
| 25.11 | Workshop | 7/10 Review Real Sites to test prototype- Envelope 2 |
| 28.11 | Workshop | 7/10 Review Real Sites to test prototype- Envelope 2 |
| WEEK 14 | | |
| 02.12 | Workshop | 9/10 Review Prep |
| 05.12 | Workshop | 10/10 Review Prep |
| WEEK 15 | | |
| 09.12 | T1 Final- Review 2/3 | |
| 12.12 | T1 Final- Review 2/3 | |

Term 2: 6 January 2025 (Monday) – 17 May 2025 (Friday)

| | | |
|----------------|----------------------|---|
| WEEK 19 | | |
| 06.01 | Lecture | 1/14 Lecture on “Campus Planning”, Issue Campus MLP |
| 10.01 | Consultation | 2/14 Campus MLP- Program + Place 1 |
| WEEK 20 | | |
| 13.01 | Consultation | 3/14 Campus MLP- Program + Place 2 |
| 17.01 | Consultation | 4/14 Campus MLP- Program + Place 3 |
| WEEK 21 | | |
| 20.01 | Consultation | 5/14 Campus MLP- Structure 1 |
| 23.01 | Consultation | 6/14 Campus MLP- Structure 2, Issue Prototypes into schemes |
| WEEK 22 | | |
| 27.01 | Consultation | 7/14 Prototypes into schemes- Program + Place 1 |
| 30.01 | No Class | University Lunar New Year Vacation (28 Jan-03 Feb) |
| WEEK 23 | | |
| 03.02 | No Class | University Lunar New Year Vacation (28 Jan-03 Feb) |
| 06.02 | Consultation | 8/14 Prototypes into schemes- Program + Place 2 |
| WEEK 24 | | |
| 10.02 | Consultation | 9/14 Prototypes into schemes- Structure + Envelope 1 |
| 20.02 | Consultation | 10/14 Prototypes into schemes- Structure + Envelope 2 |
| WEEK 25 | | |
| 17.02 | Consultation | 11/14 Prototypes into schemes- Structure + Envelope 3 |
| 20.02 | Consultation | 12/14 Prototypes into schemes- Structure + Envelope + Construction 1 |
| WEEK 26 | | |
| 24.02 | Consultation | 13/14 Review Prep |
| 27.02 | Consultation | 14/14 Review Prep |
| WEEK 27 | | |
| 03.03 | T2 Review 3/3 | |
| 06.03 | T2 Review 3/3 | Issue Focus Studies |

| WEEK 28 | | |
|----------------|---------------------|--|
| 10.03 | Consultation | 1/14 Prototypes into schemes- Structure + Envelope + Construction 2 |
| 13.03 | Consultation | 2/14 Prototypes into schemes- Structure + Envelope + Construction 3 |
| WEEK 29 | | |
| 17.03 | Consultation | 3/14 Focus Studies 1/6, Issue Rehearsal |
| 20.03 | Consultation | 4/14 Focus Studies 2/6 |
| WEEK 30 | | |
| 24.03 | Consultation | 5/14 Focus Studies 3/6 |
| 27.03 | Consultation | 6/14 Focus Studies 4/6 |
| WEEK 31 | | |
| 31.03 | Consultation | 7/14 Focus Studies 5/6 |
| 03.04 | Consultation | 8/14 Focus Studies 6/6 |
| WEEK 32 | | |
| 07.04 | Pre-Final | 9/14 Rehearsal 1 |
| 10.04 | Pre-Final | 10/14 Rehearsal 2 |
| WEEK 33 | | |
| 14.04 | Pre-Final | 11/14 Rehearsal 3 |
| 17.04 | No Class | 12/14 Production |
| WEEK 34 | | |
| 21.04 | No Class | Easter Holiday, Production |
| 24.04 | No Class | 13/14 Production |
| WEEK 35 | | |
| 28.04 | No Class | 14/14 Production |
| 01.05 | No Class | Labour Day, Production |
| WEEK 36 | | |
| 05.05 | No Class | Buddha's Birthday, Production |
| 08.05 | | T2 FINAL REVIEW (06-08 May) |
| WEEK 37 | | |
| 12.05 | | |
| 17.05 | | Project Book Submission (17 May) |

MArch 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 Term 2 Studio Review pin-up (MArch 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 |