



UQ School of Architecture

Avalon Affordable Apartments, St Lucia

ARCH7043: Architectural Practice: Design

2024 Course Outline

ARCH7043: Architectural Practice: Design

Semester 1 2024

Course Coordinator: Dr Mark Jones

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The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.



Cover image: ParkLife, Nightingale Village, Brunswick, Vic by Austin Maynard Architects.
(<https://maynardarchitects.com/work#/parklife-by-austin-maynard-architects/>)

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1. Course Information



Affordable Housing, Cornwall Street, Brisbane
KO & co Architecture
(Karen Ognibene)

Photograph: Kate Mathieson Photography

1 Course Information

1.1 Course Details

Course Code:	ARCH7043
Course Title:	Architectural Practice: Design
Coordinating Unit:	School of Architecture
Semester:	Semester 1, 2024
Mode:	Internal Delivery
Level:	Postgraduate Coursework
Location:	UQ, St Lucia and UQ, CBD
Number of Units:	4
Contact Hours:	7 hours per week
Pre-requisite:	BLDG7021 and one of the following design studios: ARCH7002 or ARCH7003 or ARCH7004 or ARCH7005 or ARCH7007 or ARCH7015

Course Description: This studio involves the design of a mixed-use development in St Lucia under the tuition of an eminent Brisbane practitioner. A series of expert guest lectures informs students about project constraints and opportunities.

1.2 Abstract

This is the sole core (compulsory) design studio in the UQ Masters in Architecture, and the course delivers a suite of critical AACA Performance Criteria for graduating students. It is highly recommended to undertake the companion course *ARCH7044: Architectural Practice: Report* **concurrently** with this studio as there is substantial cross-fertilisation between these two courses.

In this course, ARCH7043, students will produce an architectural design that creatively responds to an important contemporary issue involving social, technical, cultural, economic and environmental challenges. Housing affordability is one of the most critical social issues of our time and one in which architects around Australia are deeply involved. The studio engages with Brisbane Housing Company, an affordable housing provider, as the client.

Students will develop and apply critical thinking resulting in a refined and technically resolved design proposal, showing an understanding of social pressures, development triggers, legislative frameworks, commercial demands and construction processes. Learning activities focus on design thinking that demonstrates the application of the relevant professional competencies expected of a graduating architecture student.

The studio will connect participants with an eminent Brisbane practitioner, who will help guide students to strong design outcomes on a substantial affordable housing project. In addition to those practitioners, the Course Coordinator will be supported by tutors who are highly experienced architects from industry, plus a suite of guest lecturers across various topics.

The site is adjacent to the heritage-listed Avalon Theatre on Sir Fred Schonell Drive, St Lucia. The studio will explore the viability and impact of locating affordable housing and retail outlets on a suite of amalgamated sites.

The studio will emphasise design principles of (a) building on Country, (b) whole-of-life low-carbon, (c) code compliance, (d) buildability, (e) urban contribution, (f) planning, aesthetic and spatial merit and (g) commercial viability. Outputs are expected to demonstrate an advanced level of design skill across these dimensions.

The course will be delivered partly at St Lucia in the daytimes and partly at the UQ CBD campus in the evening with the eminent practitioners.

1.3 Aims and Objectives

Course Aims: This course aims to have students produce a design project that demonstrates the application of required professional competencies.

Learning Objectives: After successfully completing this course, you should be able to:

1. Demonstrate skills in working collaboratively and apply creative imagination, design precedents, research, emergent knowledge, and critical evaluation in formulating and refining concept design options, including exploration of 3-dimensional form and spatial quality.
2. Apply knowledge from building sciences and technology, environmental sciences and behavioural and social sciences as part of preliminary design research and when developing the conceptual design to optimise the performance of the project.
3. Apply creative imagination, design precedents, emergent knowledge, critical evaluation and continued engagement with Aboriginal and Torres Strait Islander Peoples to produce a coherent project resolved in terms of supporting health and wellbeing outcomes for Country, site planning, formal composition, spatial planning and circulation as appropriate to the project brief and all other factors affecting the project.
4. Communicate the design project through accurate documents, including drawings, models, and specifications representing experiential qualities and detailed resolution of an architectural proposal across a range of scales and to an equivalent professional standard.

1.4 National Standard of Competency for Architects

Accredited architecture programs must be designed to enable a graduate to achieve certain performance criteria of The Architects Accreditation Council of Australia (AACA) National Standard of Competency for Architects (NSCA). Successful completion of this course will contribute to recognition of your attainment of the following NSCA 2015 competencies and the 2021 performance criteria:

Item	Description
PC18	Be able to apply creative imagination, design precedents, research, emergent knowledge, and critical evaluation in formulating and refining concept design options, including exploration of 3-dimensional form and spatial quality
PC25	Be able to draw on knowledge from the history and theory of architecture as part of preliminary design research and when developing the conceptual design.
PC26	Be able to undertake site, cultural and contextual analysis as part of preliminary design research.

Item	Description
PC28	Be able to draw on knowledge from building sciences and technology, environmental sciences and behavioural and social sciences as part of preliminary design research and when developing the conceptual design to optimise the performance of the project.
PC29	Be able to develop and evaluate design options in terms of the heritage, cultural and community values embodied in the site, and in relation to project requirements.
PC30	Be able to explore options for siting a project, including integrating information and analysis of relevant cultural, social and economic factors.
PC31	Be able to identify, analyse and integrate information relevant to environmental sustainability – such as energy and water consumption, resources depletion, waste, embodied carbon and carbon emissions – over the lifecycle of a project.
PC32	Be able to apply planning principles and statutory planning requirements to the site and conceptual design of the project.
PC34	Be able to apply principles and methodologies for presenting conceptual design proposals and associated information to clients, stakeholders and communities, including using culturally responsive methods appropriate to different audiences.
PC36	Be able to apply creative imagination, design precedents, emergent knowledge, critical evaluation and continued engagement with Aboriginal and Torres Strait Islander Peoples to produce a coherent project design. This should be resolved in terms of supporting health and wellbeing outcomes for Country, site planning, formal composition, spatial planning and circulation as appropriate to the project brief and all other factors affecting the project.
PC40	Be able to resolve and present a coherent detailed design solution within necessary timeframes to obtain client and stakeholder approvals.

PC29, PC31 and PC40 are shared with ARCH7044

1.5 Companion course

This course is being delivered as a companion course with *ARCH7044: Architectural Practice: Report* (course coordinator: Peter Dawson). Much of what is being taught in ARCH7044 will be applied in your design work for ARCH7043, and the report for ARCH7044 will be based upon your design in ARCH7043. Peter Dawson and Mark Jones have collaborated in course preparation to ensure that the courses are mutually supportive and compatible.

Students completing this course without concurrent involvement in ARCH7044 must view three recorded lectures from ARCH7044 (see Design Journal assignment).

1.6 Course changes

Some changes have been made to the course for the following reasons:

- a. To provide a different brief to 2023 (reduced size of site, change of use to affordable housing, reduced car numbers, amended retail, reduced rise in storeys).
- b. Improvements initiated by the course coordinator.
- c. Improvements in response to SECaT feedback.
- d. Ensure compatibility with the companion course (ARCH7044)

Feedback through SECaT and direct feedback for the 2023 pilot course was mostly positive. A number of AACA Performance Criteria (PCs) have been re-assigned to ARCH7044 or co-assigned to ARCH7044, the companion course.

Last year, the course had a number of lectures on development economics, which have been dropped in favour of lectures on social forces in housing. Further, a number of technical guest lectures have been removed in favour of lectures on ‘designing on Country’.

The First Nations dimension of the studio has been strengthened this year included devoting Assignment 2 to that topic.

2. Class Details



Cagarra House, Mt Gravatt

Arkhefield

(Zoe Ridgeway)

2 Class Details

2.1 Electronic Course Profile (ECP)

This document should be read in conjunction with the Electronic Course Profile (ECP). (www.courses.uq.edu.au)

2.2 Student Participation and Commitment

It is expected that students will attend all lectures and tutorials and participate in all class activities. Attendance may be recorded as it is part of meeting the course's IVAH requirements (see ECP for more details). The current schedule of lectures, tutorials, and activities is included in the attached timetable, although this may be updated from time to time.

A significant proportion of the knowledge, skills and feedback required to successfully complete the assessment tasks in this course will be delivered during the lectures and tutorial. Student interaction in scheduled activities and engagement with the course notes are, therefore, an integral expectation of the learning and assessment process. Attending all lectures and tutorials will be a key to success in this Course, as sessions are each focussed on an essential element of the Assignments.

2.3 Class Structure and Timetable

Weeks 1 to 3:

Session 1

Time	Wednesdays 9:00am to 1:00pm
Location	Room 49-313A (Advanced Engineering Building)
Format	Weeks 1 and 2: 4 hours of introductory and background lectures, interactions and Q+A time Week 3: 1 hour guest lecture plus studio time

Session 2

Time	Thursday 5:30 to 7:30pm
Location	Week 1 lectures at L5 88 Creek Street and then Zoom lectures in Weeks 2 and 3
Format	Online: 2-hour case study presentation by local, interstate and international architects

Weeks 4 to 9:

Session 1

Time	Wednesdays 9:00am to 1:00pm
Location	Room 49-313A (Advanced Engineering Building)
Format	1-hour guest lecture on a special topic followed by 3-hour design studio with course coordinator, (maybe) guest lecturer and tutors

Session 2

Time	(a) Tuesday 5:00pm to 8:00pm OR (b) Wednesday 5:00pm to 8:00pm OR (c) Thursday 5:00pm to 8:00pm (see note below)
Location	Level 5, 88 Creek Street, Brisbane
Format	3-hour tutorial in small groups with an eminent practitioner

Week 10: Interim crit day at the practitioners' offices to practice staff.

Weeks 11 and 12:

Session 1

Time	Wednesdays 9:00am to 1:00pm
Location	Room 49-313A (Advanced Engineering Building)
Format	4-hour design studio with course coordinator and tutors

Session 2 (week 11 only, no evening class in Week 12)

Time	(a) Tuesday 5:00pm to 8:00pm OR (b) Wednesday 5:00pm to 8:00pm OR (c) Thursday 5:00pm to 8:00pm (see note below)
Location	Level 5, 88 Creek Street, Brisbane
Format	3-hour tutorial in small groups with an eminent practitioner

Week 13: Crit day at Level 5, 88 Creek Street, Brisbane.

Sessions with the practitioners occur in three timeslots. Your team and your practitioner will be allocated to one of those. When you submit your team details to the Course Coordinator, also advise your timeslot preference from the following:

- a. Tuesday 5:00pm to 8:00pm
- b. Wednesday 5:00pm to 8:00pm
- c. Thursday 5:00pm to 8:00pm

Note: these classes will be held at the UQ CBD campus, level 5, 88 Creek Street. If you do not have an access card, you can obtain entry through the UQ Atrium (old National Bank) at 308 Queen Street, where the concierge will swipe you into the lift for level 5.

2.4 Team Work

Students will form themselves into teams of **three or four** by Week 2. *The Course Coordinator does not assist with team formation.* Only the first assignment is to be a team project. Thereafter, assessment work is individual but allocation to the external practitioners will be done by team. Advise the Course Coordinator, prior to team project completion, if you have any issues within your team. A peer review process will be conducted to help identify 'freeloading' students.

2.5 Housekeeping and Correspondence

Please note that general housekeeping matters will be addressed at the lecture/studio each week. Correspondence will generally occur via Blackboard announcements (which go to student email accounts). Students are encouraged to check Blackboard and your email regularly for information and announcements.

2.6 Staff Roles, Contact and Availability

The Course Coordinator for this course is **Dr Mark Jones**. Mark is the contact for all students for all matters regarding the course and the project. Email Mark with any questions. Mark is available in class and at other times at Room 51-310 St Lucia **by appointment**.

Mark will be joined by **Lisa Lambie** of Architectus and **Caitlin Masters** and **Matt Moran** of Bickerton Masters, **Kirstie Galloway** of Conrad Gargett and **Rob Keen**, formerly of Hassells, as tutors for the St Lucia sessions. Tutors will only be available during class time.

2.7 Eminent Practitioners

A key feature of this studio is the linkage between students and an eminent practitioner with deep experience in the subject building type. From Week 4, students will spend time with their allocated practitioner in a design studio format in the UQ CBD space. Students will be allocated to tutors by team. It is expected that students will experience substantial benefit through this engagement with industry, including the process of improving a project design through conversation with a respected employer. The eminent practitioners who will participate in this studio are listed below.

- Kai Chua: Studio Director, DKO Architecture
- Cameron Davies: Director, Deicke Richards
- Andrew D'Occhio: Director, Cavill Architects
- John Ford: Director, Ultralinea Architecture
- Karen Ognibene: Founder and Director, KO & co Architecture
- Zoe Ridgeway: Practice Director: Arkhefield
- Shy Tay: Urban Design Market Leader, Arup Queensland

On occasion, other senior staff from these practices may represent the practice in the tutorial session, for example, when the nominated practitioner is travelling for work.

3. Learning Resources



UQ Student Residences, St Lucia

Successful competition entry

Wilson Architects + Partners Hill

Partners Hill Project Director: Andrew D'Occhio

3 Learning Resources

3.1 Course Material

Lecture PPTs will be uploaded to Blackboard after each lecture. Links to recordings of lectures will also be available through Blackboard. Material will be loaded to Learning Resources on Blackboard in the relevant week's folder.

3.2 Precedent plans

This website, (<https://brisbanedevelopment.com>), contains many downloadable project drawings. A selection of downloads from that website has been located in Blackboard for your reference. These are not necessarily exemplar projects but will provide some guidance on spatial requirements, access, facilities provided and the like.

3.3 Resources

The following are required viewing:

- ARCH7044-2024 Week 1 lecture by Theresa Bower
- ARCH7044-2024 Week 2 lecture by Theresa Bower
- ARCH7044-2024 Week 3 lecture by Theresa Bower

The recordings of these lectures will be made available to you in the same week. Students enrolled in ARCH7044 this semester will be able to view these lectures live.

The following are recommended resources:

Guides, Texts and Articles

- Brisbane City Council (2016), Buildings that Breathe. Brisbane City Council. <https://www.brisbane.qld.gov.au/planning-and-building/planning-guidelines-and-tools/neighbourhood-planning-and-urban-renewal/new-world-city-design-guide-buildings-that-breathe>
- Butler K. and Bruhn, C. (Eds), (2017). The Apartment House: Reframing the Australian Dream. Thames and Hudson, Melbourne, Australia.
- GBCA (2021), Climate Positive Buildings and Our Net-zero Ambitions, Green Building Council of Australia, Sydney, Australia (<https://new.gbca.org.au/green-star/green-star-strategy/carbon-climate-change/#built-environment>)
- Go-Sam, Carroll, Greenop, Kelly, Marnane, Kali, and Bower, Theresa (2021). Campuses on Countries: Aboriginal and Torres Strait Islander Design Framework at The University of Queensland. Brisbane, Australia: The University of Queensland. <https://doi.org/10.14264/955791e>
- NSW Government Architects – Connecting with Country <https://www.planning.nsw.gov.au/sites/default/files/2023-10/connecting-with-country.pdf>

- O'Rourke, T., 2018. Aboriginal and Torres Strait Islander Domestic Architecture in Australia, in: Grant, E., Greenop, K., Refiti, A.L., Glenn, D.J. (Eds.), *The Handbook of Contemporary Indigenous Architecture*. Springer Singapore Pty Limited, Singapore, pp. 25–56. <https://doi.org/10.1007/978-981-10-6904-8>
- Page, A., Memmott, P., 2021. *Design: building on country* [edited by Margo Neale]., First knowledges. Thames and Hudson, Port Melbourne, Australia.
- Rees, S. L., Hromek, D., Mossman, M., Kombumerri, D., Kerr, B., Casey, T., Hayman, A., McDonald, E., Cafe, O., Steadman, T., Hromek, M., Go-Sam, C., Hromek, R., Porras, C., Lane, A., Salvatori, K., Bower, T., Hromek, S., Simms, G., & Tobin, J. (2023). What can non-Indigenous designers do? *Architecture Australia*, 112(4), 43–61.
- Schröpfer, T. (2016). *Dense + green: Innovative building types for sustainable urban architecture*. Birkhäuser. Basel Switzerland
- Qld Social Housing Design Guideline:
https://www.chde.qld.gov.au/_data/assets/pdf_file/0014/21272/social-housing-design-guideline.pdf
- QUT (2021). *Campus to Country*
https://cms.qut.edu.au/_data/assets/pdf_file/0018/1008522/QUT_Campus-To-Country_small.pdf

Resources advised by Theresa Bower

NSW Government Architects – Connecting with Country

<https://www.planning.nsw.gov.au/sites/default/files/2023-10/connecting-with-country.pdf>

Djinjama – Cultural Principles and Protocols for Designers

<https://djinjama.com/cultural-principles-and-protocols-for-designers/>

Arcadia – Indigenous Strategy and research report

<https://arcadiala.com.au/country/>

University of Sydney – Wingra Mura Design Principles

AUSTRALIAN INDIGENOUS DESIGN CHARTER - Communication Design Protocols for sharing Indigenous knowledge in communication design practice

Architecture Bulletin / Dindarra / Between / July 2022

https://issuu.com/architecture-chapter/docs/the_bulletin_july_2022

(De)colonise our public places. | Elle Davidson | TEDxByronBay

<https://www.youtube.com/watch?v=od85sPnHjf4>

Paul Kelly and Kev Carmody song – From little things big things grow
https://www.youtube.com/watch?v=6_ndC07C2qw

Precedent projects

- **Architecture Australia** Jul/Aug 2023 (v112, no 4) contains a number of pertinent projects.
- **MGS Architects**
 - Leith Park Independent Living
 - <https://mgsarchitects.com.au/old-colonists-association-of-victoria-leith-park>
 - <https://www.architecture.com.au/archives/reading-architecture/investment-in-affordable-housing-quality-why-the-industry-should-support-it>
- **Kennedy Nolan Architects**
 - Housing Choices Dandenong
 - <https://www.kennedynolan.com.au/housing-choices-dandenong>
- **Fieldwork Architecture**
 - Abermarle Street (Assemble Model BTRTO)
 - <https://www.fieldworkprojects.com.au/projects-all/38-albermarle-st-kensigton>
 - LIV Albert Fields
 - <https://www.fieldworkprojects.com.au/projects-all/albert-fields>
- **St George Community Housing** (NSW equivalent of BHC):
 - <https://www.sgch.com.au/our-communities/development-construction/completed-developments/>
- **Koning Eizeberg**
 - Harold Way: <https://www.kearch.com/harold-way-apartments-1>
 - Abbey Apartments (supported accommodation): <https://www.kearch.com/abbey-apartments>
- **Brooks and Scarpa** (extensive portfolio of affordable housing in LA):
 - <https://brooksscarpa.com/multi-family-affordable-housing>
- **Skid Row Housing Trust** (LA NFP providing high quality design outcomes for supported accommodation):
 - <https://skidrow.org/work/buildings/>

- **WOHA:**
 - Kampung Admiralty: <https://woha.net/project/kampung-admiralty/>
- **LOHA:**
 - Supported Housing: <https://loharchitects.com/work/mlk1101-supportive-housing>

Articles of interest

New Models for Collective Housing

- https://www.archdaily.com/973379/new-models-for-collective-housing?utm_medium=email&utm_source=AD%20EN&kth=5,156,218&mc_cid=ff5dc4be5a&mc_eid=294304c049
- **Public housing in Singapore:**
 - <https://www.architectural-review.com/essays/the-public-housing-paradox-in-singapore>
- **Interview with Lacaton and Vassal:**
 - <https://architectureau.com/articles/lacaton-and-vassal/>
- **ASVB + Hayball**
 - <https://www.architectureanddesign.com.au/news/hayball-partnership-to-quantify-social-value>
- **Martin Garred**
 - 'Planning for Housing Diversity' Churchill Fellowship Report - re a broader definition of 'Affordable Housing'
 - <https://www.civity.com.au/housinginsights>
- **Natalia Krysiak**
 - 'Designing Child-friendly High-Density Neighbourhoods'
 - 'Where do the Children Play? Designing child-friendly compact cities'
 - <https://www.citiesforplay.com/child-friendly-neighbourhoods>
 - <https://www.archdaily.com/934599/cities-for-play-how-to-design-stimulating-and-safe-cities-for-children>

Refer also to material loaded into Blackboard.

4. Project Brief



Arkadia, Alexandria, NSW

DKO Architecture

4 Project Brief

4.1 Client

Your client for this project is Brisbane Housing Company (BHC), a prominent and successful provider of affordable housing in Queensland. BHC has acquired this site for the proposed development.

BHC's Strategic Plan¹ lists two goals:

- Goal 1 – Growing the supply of affordable housing.
- Goal 2 – Supporting our communities and residents to thrive.

Goal 2 should inform your design decision-making.

4.2 Building on Country

The client is particularly interested in creating an exemplary project in response to the emerging concept of designing on Country, and for the housing to be attractive and appropriate to all future residents including First Nations people – both from remote and urban areas. UQ has a robust Indigenous population, and this development is likely to help in housing some of these people.

Information on this topic will be delivered in the concurrent ARCH7044 and those learnings are to be applied in this project design. ARCH7044 material will be made available to students in this course not currently undertaking ARCH7044.

Carefully read the instructions for assignment 2 regarding the specific intervention to be made into this project, honouring First Nations people.

Application of building on Country principles beyond that specific intervention will be viewed favourably.

4.3 The site

The site, of about 7,400m², comprises several single dwelling sites to the east of the Avalon theatre (refer to figures 4.1 and 4.2 and to Appendix 2). Your client has acquired the properties and is amalgamating these lots.

An accurate 2D Revit and PDF contour site plan is available to students in the Week 1 folder on Blackboard. All students are to use this site plan, which was drafted for this course. DM2 Architecture (Brad Muller) generously have provided a 3D Revit model of the Avalon Theatre project for your use, which is also available in the Week 1 folder on Blackboard.

4.4 Flood mitigation

The project is to be designed in accordance with BCC design guidelines for building in flood zones. This will include establishing the AHD level for the ground floor and providing a level of protection from basement carpark flooding. Basement protection is likely to include a perimeter berm, stormwater pipe backflow prevention and a pump system. Refer also to Appendix 1.

¹ <https://bhcl.com.au/about-bhc/bhc-strategic-plan-2021-2025/#:~:text=BHC%27s%20Strategic%20Plan%20outlines%20the,delivery%20of%20two%20key%20Goals.>

4.5 Build to rent

Your client is developing this project with the intention of retaining ownership and renting the apartments to people on low to moderate incomes. Low operational and maintenance costs will be important to your client as a long-term owner. Therefore, strategies around materials selection, detailing, building services, façade planting, site landscape and ESD technologies will need to be considered in terms of both capital and maintenance costs.

4.6 Avalon Theatre

The adjacent Avalon Theatre, owned by UQ, has been recently refurbished and extended. The principal use will be for the UQ Drama School, but the venue will be available for community use including for Indigenous performance and events. Your design is to acknowledge or even 'celebrate' this important heritage building including providing appropriate, inviting, legible and usable public space adjacent to the theatre building. The opportunity for delivering an external venue for Indigenous performance and temporary art installations should be considered.

Figure 4.1: Project Site (zoom out)



Source: Nearmap

Figure 4.2: Project Site (zoom in)



4.7 Configuration

BHC wishes to provide affordable housing on the site in more than one building block. They have signed a number of small retail and hospitality businesses to a 3+3-year lease on the ground floor of the new development. Your client seeks a diverse and vibrant offering.

BHC has previously engaged Urbis to undertake a City Plan analysis and the results have been disappointing in that the zoning restricts the owner to a 2 or 3-storey development, insufficient to make the exercise viable. However, Urbis advises that due to a number of factors, these limits are decidedly negotiable. Your task is to develop a highly attractive (in every sense!) scheme to support BCC negotiations, and to form the basis of a financial feasibility analysis. Table 4.1 sets out the spatial/functional brief requirements.

4.8 Swimming pool

There is no swimming pool in this development.

4.9 Required site entry: vehicles

Your client has met with BCC and agreed on vehicular access to the site occurring as per that indicated on Figure 4.3. A minimum 1.5m landscape separation is required between the driveway and the side boundary to reduce acoustic impact on the neighbours.

Figure 4.3: Project Site: vehicle access point



4.10 Public space and public access

Obviously public access is required to the retail and hospitality facilities. In addition to that, BCC requires the development to deliver public access across the site allowing through passage from Guyatt Park to Sir Fred Schonell Drive. The urban advantage of this thoroughfare is substantial.

However, residents will demand some provision of community space, accessible only to those residents. This balance of public and residential community space, along with enhancing the commercial viability of the small businesses, will be an important set of considerations in development of your ground plane solution.

4.11 Functional Brief Requirements

Table 4.1: Project Brief Requirements

Item	Requirement	Notes
Spatial Brief		
Maximum building height	Ground floor plus four levels plus a usable roof (see below). Basement carparking.	
Roof terrace	Roof space can have 35% cover, but no enclosed spaces are allowed.	Uses of the roof terrace may include urban farming and other landscaping, leisure activity, wellness space, clothes drying court, services, power generation
Total GFA (max)	12,000m ²	Includes retail etc
Number of residential units	Notionally 90 to 120 units – to be determined though site and unit layout studies	Number to be maximised within the maximum GFA.
Sizes of units	Studio: 35 - 45m ² plus 8 - 10m ² balcony 1 bed: 50 - 60m ² plus 10 - 12m ² balcony 2 bed: 65 - 75m ² plus 10 - 12m ² balcony 3 bed: 95 - 105m ² plus 12 - 14m ² balcony	Notional sizes to be tested in the design process.
Makeup of units % of total unit numbers	10 to 15% x Studio: 30 to 45% x 1 bed 30 to 45% x 2 bed 5 to 10% x 3 bed	% of each in the mix (numerically)
Ground floor retail (Public access)	<ul style="list-style-type: none"> 4 x allied health practitioners: each 40-50m² Mini mart (eg 7-11): 75-80m² Bike supplies and repair shop: 40-50m² Second hand clothes shop: 40-50m² Professional office (eg accountant): 40-50m² Commercial gym: 40-50m² 	No interior detail required for retail spaces.
Ground floor hospitality (Public access)	<ul style="list-style-type: none"> Café: 75m² plus covered outdoor dining Low-cost restaurant (eg Jackpot): 100m² plus covered outdoor dining Fast food shop (eg Dominoes) 40-50m² 	<ul style="list-style-type: none"> Café requires exposure to the park and to cyclists on Macquarie St. Provide a conceptual interior (and exterior) layout for both café and restaurant. Provide kitchen exhaust for the café and restaurant.
Shared facilities		
Foyer	As required	Includes mailboxes
Bookable WFH facility:	60m ² including 6 to 10 workspaces	
Outdoor covered BBQ area(s)	At ground and/or roof level	
Laundries	Required in each unit for a Class 2 building. See adjacent note.	In a class 2 building, laundry facilities are required in each unit. That can be the provision of just a tub. If there are several of studios and 1-beds clustered, a shared

Item	Requirement	Notes
		laundry in addition can work well as a space saver, cost saving for not having to buy the WM and also be a point of social interaction.
ESD measures		
Design for climate	Maximise passive thermal design principles including sunshading, insulation and ventilation measures.	
Sunshading	Sunshades are to be fixed. That is, adjustable sunshades are not allowed .	A function of the client's requirement for low maintenance.
Air conditioning	Your client will not provide air conditioning to units. Units are to be passively designed to achieve comfortable thermal conditions. Retailers will provide their own split system air-conditioning systems.	Provide effective natural ventilation, sunshading and envelope design.
Energy, water and sanitation	<ul style="list-style-type: none"> • Provide for maximal onsite power generation • Provide for rainwater capture, (possible treatment), and usage • Provide for grey water treatment and re-use • Explore exploiting sanitary waste (eg for energy) • Explore household waste management options 	To be included in the Assignment 3 submission.
Rating systems	<ul style="list-style-type: none"> • Design to enable a NABERS rating of six stars • Design to enable a minimum five-star rating on Green Star – or Living Building Challenge certification 	Proof of rating achievement is not required.
Embodied energy	Make every reasonable and affordable effort to minimise embodied energy in materials selections.	No embodied carbon calculations required in this course.
Site and Public Space		
Setbacks	To be established through coursework analysis of BCC City Plan	
Site cover, plot ratio and overall building footprint	To be established through coursework analysis of BCC City Plan	
Public space (provided within the site boundaries)	Minimum 20% of site area	Accessible to the public including access to retail and hospitality. Passage for the public across the site from north to south is a BCC requirement.
Ground level garden space for residents	Minimum 20% of site area	
Landscape - Deep planting (can be included in the above)	Minimum 20% of site area	Provide zones to allow significant trees on site.
Existing tree retention	To be maximised, acknowledging the constraints of the basement carpark	Consider preserving significant existing trees, in

Item	Requirement	Notes
		line with 'designing on Country principles.
Ground floor level in relation to flood levels	As required in BCC floodwise property report: https://www.brisbane.qld.gov.au/planning-and-building/planning-guidelines-and-tools/online-tools/floodwise-property-reports See also Appendix 1.	
Basement level in relation to flood levels	Strategy required to prevent flooding of basement (eg berms, pump systems)	No services plant located in basement
Carparking and service vehicles		
Driveway entry and service vehicle access	As indicated in Figure 4.3	Bund to level of flood resistance as determined in coursework
Number of car spaces provided	<ul style="list-style-type: none"> 0.4 residents' cars per residential unit One visitor car per four units, half inside security line 12 cars for retail/hospitality customers PWD space provision to comply with BCC codes Provide 12 motorbike spaces, some outside and some inside the security line. 	
Number of share electric car spaces provided	6 (additional to the above)	With electrical chargers
Basement levels	Maximum excavation: one basement level	
Number of services vehicles and size of vehicles provided	To be established through coursework analysis of BCC City Plan	
Refuse truck	May reverse onto site, backing up to bulk bin area. Comply with BCC requirements.	
Bicycle Parking	Parking for minimum 40 residents' bicycles in a lockup area	
Core elements		
Number of lifts	To be established through coursework analysis (refer to BLDG7021 course content and to precedent projects)	
Number of retail/hospitality toilet fixtures and amenities: M, F, PWD	To be established through coursework analysis of NCC	
Number and width of fire egress Stairs	To be established through coursework analysis of NCC	
Vertical Risers – Electrical and Comms	To be established through coursework analysis (refer to BLDG7021 course content)	
Cupboards – Electrical and Comms	To be established through coursework analysis (refer to BLDG7021 course content)	
Vertical Risers – Hydraulic and fire	To be established through coursework analysis (refer to BLDG7021 course content)	
Fire Hose Reels	To be established through coursework analysis of NCC	
Refuse chutes	Required for recycled waste and general waste	
Services, plant and ancillary equipment: to each building		

Item	Requirement	Notes
Refuse Bin Storage	To be established through coursework analysis of BCC City Plan. Provide a method of household collection and relocation of bulk bins to the area serviced by the refuse truck.	
Electrical Substation	To be derived by students from BLDG7021 course content, precedent projects and tutor discussions	
Electrical switchroom		
Comms room		
Fire pump room		
Fire pump tanks		
Fire indicator panel		
Hot water plant enclosure		
Booster valves		
Fire control room	Comply with NCC	
Fire hose reels		
Fire hydrants		
Risers: <ul style="list-style-type: none"> • Electrical • Comms • Hydraulic • Toilet exhaust 	To be derived by students from BLDG7021 course content, precedent projects and tutor discussions	
ESD plant	Student research to inform	
Carpark exhaust	To be derived by students from BLDG7021 course content, precedent projects and tutor discussions	

4.12 Changes to the brief!

As is the case with almost any building project, the client brief will undergo modification through the design period in response to various influences, events and discoveries. You will be required to respond to such movements as your design proceeds. Stay tuned!

5. Assessment



BHC Bowen Hills Affordable Housing Project

Deicke Richards

5 Assessment

5.1 Assignment Submission

For each submission, a digital upload to Blackboard in PDF format will be due at the time nominated in the ECP. The ECP outlines the time and dates for the submission of assessment items as well as all relevant policies and guidelines. Any work submitted after the due date without an approved extension, will automatically be awarded a grade of 0. Refer to ECP for UQ late submission policy and procedures.

Assignments are to be uploaded as one PDF file to Blackboard. Moderate the size of your file using a PDF reduction website (maximum 50MB) but review for legibility. Check the clarity and completeness of your PDF file prior to submission. Missing or illegible pages cannot be added after submission.

For further information on submission, see the ECP (www.courses.uq.edu.au).

5.2 Individual and Team Projects

Assessment in this course comprises a design journal and a team assignment followed by two individual assignments.

Refer also to 'Assessment' in the course ECP (www.courses.uq.edu.au).

5.3 Assignment feedback

Feedback on the submitted assessment will be provided within **three weeks** of submission. Students will receive their assignment and a marking rubric, providing grades against assessment criteria and written comments, returned via Blackboard. Results will be displayed in the Grade Centre section of Blackboard and students will be advised via email on completion of marking.

5.4 Identity verified assessment with hurdles

To meet assessment validity and integrity obligations, this course includes one piece of individual Identity Verified Assessment with a Hurdle that is unambiguously completed by that individual student, and in which a minimum level of achievement is reached.

In order to pass this course students must achieve a minimum mark of 50% (4) for the 'Hurdle' designated assessment item (Assignment 3), and a minimum overall mark of 50% (4) for the course.

5.5 Extensions, late submissions and supplementary exams

Refer to the ECP (www.courses.uq.edu.au).

5.6 Academic integrity

It is the University's task to encourage ethical scholarship and to inform students and staff about the institutional standards of academic behaviour expected of them in learning, teaching and research. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in examinations or other forms of assessment and must ensure they do not plagiarise. The Academic Integrity Tutorial (AIT) at: <https://www.uq.edu.au/integrity/> will enable you to uphold academic integrity throughout

your studies at UQ and beyond. All students are strongly encouraged to complete the module.

5.7 Plagiarism

The University has adopted the following definition of plagiarism: Plagiarism is the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a team. These ideas, interpretations, words or works may be found in print and/or electronic media. Students are encouraged to read the UQ Student Integrity and Misconduct policy at: <http://ppl.app.uq.edu.au/content/3.60.04-student-integrity-andmisconduct>, which makes a comprehensive statement about the University's approach to plagiarism, including the approved use of plagiarism detection software, the consequences of plagiarism and the principles associated with preventing plagiarism.

5.8 Artificial Intelligence

Assessment tasks have been designed to be challenging, authentic and complex. Whilst students may use AI technologies, successful completion of assessment in this course will require students to critically engage in specific contexts and tasks for which artificial intelligence will provide only limited support and guidance. A failure to reference AI use may constitute student misconduct under the Student Code of Conduct. To pass this course, students may be required to demonstrate detailed comprehension of their submissions independent of AI tools.

5.9 Assessment Structure

Up to week 4, students are to work in teams of 3 or 4 in research and conceptual site planning as outlined below (Assignment 1).

From week 5 to end of semester, students will work individually on the Indigenous Principles Report and the design development of the full project.

Refer also to 'Assessment' in the course ECP (www.courses.uq.edu.au).

5.10 Software

The project is to be documented in BIM software (likely Revit or ArchiCad) as a 3D model. If preferred, presentation sheets for assignments 1 and 3 may be finalised in Adobe or similar publishing software. Assignment 2 output should be in Adobe or similar publishing software. All final submissions to be in PDF format. File size maximum is 50MB due to limitations of viewability in Blackboard. Use file size reduction software and/or submit two files if required.

5.11 Legibility and graphic standard

Ensure that text and linework elements are legible on screen and in hard copy for assessment. Obviously, micro-sized text and very faint linework will affect your grade. Lay out all sheets for each assignment in a well-arranged graphically excellent manner, appropriate for a professional presentation. This applies equally to all three assignments.

5.12 Assessment Summary

Assessment for this course is summarised in Table 5.1.

Table 5.1: Assessment Summary

Item	Topic	Individual/ team	Value
Design journal	Record of learning and design process (reflective journal)	Individual	10%
Assignment 1	Site, basement, ground floor concept + block stacking	Team	25%
Assignment 2	Application of Indigenous principles poster	Individual	15%
Assignment 3	Completed developed design	Individual (Hurdle)	50%

5.13 Design Journal: Record of learning and design process

Status: Individual assignment

Learning objectives: 1, 3

AACA Performance Criteria: 25, 36

Submission date: Refer to the ECP. Interim hand-ins in Weeks 3 and 6 (non-assessable).

Assignment description

Keep notes and sketches each week in the format below. Submit a complete journal at the end of semester with an entry under each topic for every week (weeks 1 – 10 only).

Submission format

Submit an A4 landscape format PDF with headings (each week) as set out in Table 5.2. The journal should comprise one to two pages of notes per week accompanied by one to two pages of sketches or illustrations. The journal is to cover **weeks 1 to 10 only** and is to be a maximum of 36 pages **all-inclusive**. Add a 100 – 150-word conclusion about your main learnings from the course, including for designing on Country.

Handwritten notes and hand sketches will be viewed favourably.

File name: **ARCH7043 Design Journal Surname.pdf**

Table 5.2: Journal (weekly) headings

Item	Topic
1	Key learnings this week
2	What have I learnt about the First Nations/Country aspect of this design project from Theresa Bower and other sources?
3	What history and theory of architecture including precedent buildings and places have informed my design this week and how?
4	What are the current unknowns and where will I obtain the required information?
5	What are the current weaknesses in my design?
6	Summary sketch of this week's main design development

5.14 Assignment 1: Site, basement, ground floor concept and block stacking

Status: Team assignment

Learning objectives: 1, 2, 3, 4

AACA Performance Criteria: 18, 26, 29, 30, 32, 34

Submission date: Refer to the ECP.

Peer evaluation

A peer evaluation process will be issued to enable greater or lesser effort by team members to be reflected in final assignment grades.

Assignment description

This assignment will involve research and resolution by teamwork of code requirements, site strategies and site planning. It will also develop the basement and the ground floor concept design and block stacking of the upper levels. The design is to take into account socio-cultural, functional, spatial and technical needs along with the requirements of the BCC City Plan. Resolution is at a conceptual level, though carparking and service space allocation should be close to NCC and City Plan compliant in the submitted design. Much of your learning from BLDG7021 can be applied here.

Upper levels of the project are not resolved in this teamwork stage, but the limits of the building envelope and the core allocation is to be defined in broad terms. That is, a 3-dimensional extent of building and block stacking are to be spatially defined for this assignment.

Submission format

Submit the drawings listed in Table 5.3 in A1 size PDF in landscape format. This list is prescribed and cannot be varied without approval. Submit a request to the Course Coordinator if you have good reason to depart from this prescribed scope, in which case, the whole cohort would be afforded the same opportunity.

Table 5.3: Assignment 1 drawing list

No	Title	Scale
1	Team name and member details Urban diagramming (studies deemed important, eg Indigenous knowledge, topographical/flood study, climatic influences, proximities of transport and other services, vegetation, views, access, neighbours, BCC requirements etc).	1:1000
2	Site/precinct plan including external relationships and linkages	1:500
3	Basement floor plan (with code-compliant carparking)	1:200
4	Ground floor plan	1:200
5	3D stacking block diagram locating the lift core and the building tower envelope. Do not proceed with internal planning or tower façade resolution, both to be delivered in later individual assignments.	1:200

Note: page limit of five A1 landscape drawings. File size limit of 50MB.

File name: **ARCH7043 Assignment 1 Surname.pdf**

5.15 Assignment 2: Application of Indigenous principles poster

Status: Individual assignment

Learning objectives: 1, 2, 3

AACA Performance Criteria: 34, 36

Submission date: Refer to the ECP

Assignment objective

Be able to apply creative imagination, design precedents, emergent knowledge, critical evaluation and continued engagement with Aboriginal and Torres Strait Islander Peoples to produce a coherent project design. This should be resolved in terms of supporting health and wellbeing outcomes for Country, site planning, formal composition, spatial planning and circulation as appropriate to the project brief and all other factors affecting the project. (AACA PC36).

Background

Preliminary site investigations have exposed a cache of First Nations artifactual remains, triggering a set of heritage processes, which include extensive consultation with First Nations representatives. Your client has approached these discussions with a genuine desire to honour the cultural significance of the find. Agreement has been reached with local traditional owners that a prominent and publicly accessible part of the site will be dedicated to a meaningful acknowledgement of local First Nations histories. The First Nations representatives' consensus decision is to honour the great warrior Billy Barlow, Gubbi Gubbi headman and a hero of the mid-1800s frontier wars².

Your solution

Spatial opportunities for this installation include public space on the site along with the eastern façade of the Avalon theatre. UQ as owners of the Avalon, are open to a deeper intervention into the Avalon site and building if there is a firm case for doing so. Examples of installations must be researched and presented as precedent studies on your poster. Your strategies for the installation will likely include one or more of the following:

- Landscape³
- Sculpture⁴
- Mural artwork⁵
- Or a combination of these and other formats

² <https://boespearim.podbean.com/e/frontier-war-stories-libby-connors-billy-barlow-the-good-looking-warrior/> and <https://ia.anu.edu.au/biography/barlow-billy-29905>

³ eg Kaunitz Yueng Architecture's Rammed Earth Health Hub: <https://kaunitzyeung.com/project/rammed-earth-health-hub/>

⁴ eg by local aboriginal artist Fiona Foley: <https://www.brisbanetimes.com.au/national/queensland/brisbane-sculptures-hidden-message-about-94-massacres-20170424-gvrb4n.html>

⁵ eg Ky-Ya Nicholson-Ward's Aboriginal Lives Matter mural: <https://arts.yarracity.vic.gov.au/arts-programs/public-art/aboriginal-lives-matter-mural-by-kyya-nicholson-ward>

Other considerations

The solution should be well-integrated with the overall project design. That is, your installation should complement effective circulation patterns, spatial patterns, the overall site composition and the architectural built form. Further, consideration should be given to health and wellbeing outcomes for Country, for First Nations residents and visitors and for other residents and visitors.

Companion course

Foundational theory underpinning this exercise will be discussed in some detail in the recommended companion course ARCH7044. Recordings of lectures listed in Section 3.3 above will inform your design.

Format

One A1 size poster with a maximum of 300 words (let the imagery do most of the talking). Minimum font size 12pt. Word count excludes the reference list and image titles. The poster is to achieve an exceptional graphic standard and is to engage imagery that is both respectful to and welcoming of First Nations people. The objective is to demonstrate to the First Nations representatives that you have listened, undertaken research and understood their perspective, interpreting your learnings positively into a consequential installation. The poster also needs to convince non-Indigenous authority officials and your client of the merits of the proposition.

File size limit of 50MB. File name: **ARCH7043 Assignment 2 Surname.pdf**

5.16 Assignment 3: Completed developed design

Status: Individual Hurdle assignment (refer to the ECP for details)

Learning objectives: 1, 2, 3, 4

AACA Performance Criteria: 18, 25, 28, 31, 32, 36, 40

Submission date: Refer to the ECP.

Assignment description

This assignment involves individual resolution of the whole project. Students are encouraged to individually upgrade the site planning, basement and ground floor design, and stacking in response to Assignment 1 feedback. Internal planning of the apartment housing is required in this assignment along with resolution of the facades and roof of the complex. This assignment is to incorporate all aspects of the project brief including functional and code requirements along with ESD/low-carbon dimensions and 'building on Country'.

Submission format

The submission is a set of developed design drawings. Use colour and graphic techniques appropriate to a professional standard design development presentation. See note above in relation to legibility and graphic standard.

Submit the drawings listed in Table 5.5 in A1 size PDF in landscape format. This list is prescribed and cannot be varied without approval. Submit a request to the Course Coordinator if you have good reason to depart from this prescribed scope, in which case, the whole cohort would be afforded the same opportunity.

Table 5.5: Assignment 3 drawing list

No	Title	Scale
1	Cover sheet with course and student details, drawing list, 3D view(s), locality plan.	n/a
2	Site/precinct plan (include Building on Country strategies and design influences eg views, breezes, sun angles, access, adjacent uses, linkages ...)	1:500
3	Basement floor plan. (Option to use spare space for further design diagramming).	1:200
4	Ground floor plan (show whole site)	1:200
5	Upper floor plans*	1:200
6	Example unit layouts*	1:50
7 and 8	Elevations (min 4) and sections (min 2): likely to need more than these six views.	1:200
9	Wall section 1:50 (1) of a northern wall (show summer and winter solstice sun angle) Two key details at 1:10 scale: a. Roof edge b. Balcony (full width from balustrade to door)	1:50 1:10
10	Schematic diagramming of ESD systems and/or passive thermal design	n/a

*sheets can be combined for 1:200 and 1:50 views on both sheets if preferred.

Note: page limit of ten A1 landscape drawings. File size limit of 50MB. It is acceptable to split into two files if necessary to achieve file size limit and a legible resolution.

File name: **ARCH7043 Assignment 3 Surname.pdf**

6. Marking Rubric



Coolamon Apartments, Bribie Island

Deicke Richards

6 Marking Rubric

Item	Asst 1	Asst 2	Asst 3	Design Journal	Description	AACA PCs	Learning objectives
1. Research and creative imagination	10	10	10	20	Ability to critically apply: (a) research on design precedents, history and theory of architecture and emergent knowledge (b) creative imagination in formulating and refining concept design and siting options.	18, 25	1, 2
2. Form and spatial design	10	10	20	0	Ability to critically explore and develop three-dimensional form and spatial quality.	18	1, 4
3. Site analysis and site planning	30	10	10	10	Ability to undertake site and contextual analysis as part of design research and to apply planning principles and statutory planning requirements in the conceptual design of the project.	26, 32	1, 2, 3
4. Application of building and environmental sciences	10	0	20	10	Ability to draw on knowledge from building sciences and technology, environmental sciences (including resource, energy and water consumption) as part of preliminary design research and when developing the conceptual design to optimise the environmental performance and economy of the project.	28, 31	1, 2
5. Application of heritage, socio-cultural and community values	10	0	10	20	Ability to develop and evaluate design options in terms of the heritage, socio-cultural and community values embodied in the site, and in relation to project requirements.	29, 30	1, 2, 3
6. First Nations voices and designing on Country	10	50	10	20	Ability to apply principles and methodologies for presenting coherent conceptual design proposals and associated information suitable for client and stakeholder approval.	36	1, 3
7. Presentation	20	20	20	20	Demonstration of creative imagination, design precedents, emergent knowledge, critical evaluation in the design, supporting health and wellbeing outcomes for Aboriginal and Torres Strait Islander Peoples and for Country.	34, 40	1, 4

7 Teaching and Learning Activities

7.1 Weeks 1 to 3

Week	Lectures (9:00am St Lucia)		Studio (St Lucia)	2-hour online guest lecture (5:30pm Thursday lecture)
	Topic	Presenter		
Week 1 21 Feb	Introduction to course (50 mins)	Mark Jones	No studio time this week	Local example projects (2) Thu 22 Feb at 88 Creek Street <ul style="list-style-type: none"> Erhard Rathmayr, Llewellyn Griggs, Refresh Design Caroline Yuan, Peddle Thorp
	Housing (un)affordability and homelessness (50 mins)	Professor Cameron Parsell, UQ School of Social Science		
	Density and Diversity Done Well (50 mins)	Peter Nelson, Principal Advisor, Office of the Queensland Government Architect		
	Client perspective: what are we looking for? (50 mins)	Rebecca Oelkers, CEO, Brisbane Housing Company		
Week 2 28 Feb	Integrating Affordable Housing in an Urban Context (50 mins)	Cameron Davies, Director, Deicke Richards	No studio time this week	Interstate example projects (2) Thu 29 Feb by Zoom <ul style="list-style-type: none"> Toby Dean, Architect, Head of Communities, Nightingale Housing, Melbourne Campbell Corney-Lauder, Architect, Fieldwork Architecture, Melbourne
	Transport and parking strategies for residential developments (50 mins)	Andy Johnson, Director of Transport Planning, Urbis		
	Site analysis techniques (50 mins)	Jaime Traspaderne, Senior urban designer, Arup		
	Sustainable precinct design: medium density housing (50 mins)	Dr Anne Kovachevich, Sustainable Buildings leader, Mott McDonald		
Week 3 6 Mar	How the affordable housing sector works (50 mins)	Eloise Atkinson, Director, Deicke Richards, and Chair, Brisbane Housing Co.	Design studio time from 10:00am with Mark, Lisa, Kirstie, Rob and Caitlin	International example projects (2) Thu 7 March by Zoom from UK <ul style="list-style-type: none"> Robert Sakula, Founder and Director, Ash Sakula (London) Tricia Patel, Partner, Pollard Thomas Edwards (London)
	Interim Design Journal hand-in (non-assessable)			

7.2 Weeks 4 to 9

Week	Guest lecture (9:00am, St Lucia)		Studio time (10:00am, St Lucia)	3-hour small group tutorial (Separate time slot in city)
	Topic	Presenter		
Week 4 13 Mar	Affordable housing: The design experience and user group interactions. (50 mins)	Anna O’Gorman, Founder and Director, Anna O’Gorman Architects	Assignment 1, 2 and 3 focus, with Mark, Lisa, Kirstie, Rob and Caitlin	<ul style="list-style-type: none"> No evening lecture or tutorial this week. Optional Zoom Q and A with Mark Jones Wednesday 4:00pm
	CLT construction on apartment blocks (30 minutes)	Callum Lillywhite, Aurecon		
	Assignment 1 hand-in. Refer ECP. Team site analysis and design of site plan, basement and ground floor. Block stacking of towers.			
Week 5 20 Mar	Connecting with Country process <ul style="list-style-type: none"> County centric design methodology Caring for Country, Designing with Country, Designing for Country Intellectual property and Cultural knowledge design translation (50 mins)	Theresa Bower, Research Officer, UQ School of ADP	Assignment 2 and 3 focus, with Mark, Lisa, Kirstie, Rob, Caitlin, and Theresa	With allocated eminent practitioner. Mark will join at the start of the initial session.
Week 6 27 Mar	Connecting with Country project examples (50 mins) <ul style="list-style-type: none"> Explore Campuses on Countries precedent projects 	Theresa Bower, Research Officer, UQ School of ADP	Ditto	Ditto
	Interim Design Journal hand-in (non-assessable)			
3 April	Mid semester break			
Week 7 10 Apr	Connecting with Country projects <ul style="list-style-type: none"> Key factors in successful projects Project examples Art and truth telling 	Theresa Bower, Research Officer, UQ School of ADP	Ditto	Ditto

Week	Guest lecture (9:00am, St Lucia)		Studio time (10:00am, St Lucia)	3-hour small group tutorial (Separate time slot in city)
	Topic	Presenter		
	(50 mins)			
Week 8 17 Apr	Landscape on medium-rise residential projects and indigenising landscapes. (50 mins)	David Uhlmann Landscape Architect, Principal of Aurecon, past President, AILA	Assignment 2 and 3 focus, with Mark, Lisa, Kirstie, Rob and Matt	Ditto
	Assignment 2 hand-in. Refer ECP. Indigenous principles poster			
Week 9 24 Apr	Energy, water and sanitation systems on mixed use projects	Malcolm Rae, Aston Consulting	Assignment 3 focus, with Mark, Lisa, Kirstie, Rob and Matt	Ditto

7.3 Week 10

<p>Interim crit session – 30 April, 1 May, 2 May (4:00pm to 7:30pm Practitioners' offices)</p> <p>Presentation of your work to date at your practitioner's office. You are encouraged to attend crits on all three nights, that is, attendance at other practitioners' offices. 30 minutes per student (includes student speaking and feedback). Practitioner's full staff invited to attend and comment. <i>Do take advantage of this opportunity for high quality feedback by advancing your project design as far as possible by this date.</i></p>
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7.4 Weeks 11 to 13

Week	Studio time (9:00am to 12:50pm, St Lucia)	3-hour small group tutorial (Separate time slot in city)
Week 11 8 May	Assignment 3 focus with Mark, Lisa, Kirstie, Rob and Matt	With allocated eminent practitioner. Final practitioner session.
Bring your 1:50 wall sections and 1:10 roof and balcony details for review (non-assessable)		
Week 12 15 May	Assignment 3 focus with Mark, Lisa, Kirstie, Rob and Matt	With allocated eminent practitioner. Final practitioner session.
Week 13 22 May	Assignment 3 and journal hand-in. Refer ECP. Design Week presentations with guest critics.	

8 Appendices

8.1 Appendix 1: Flood Maps

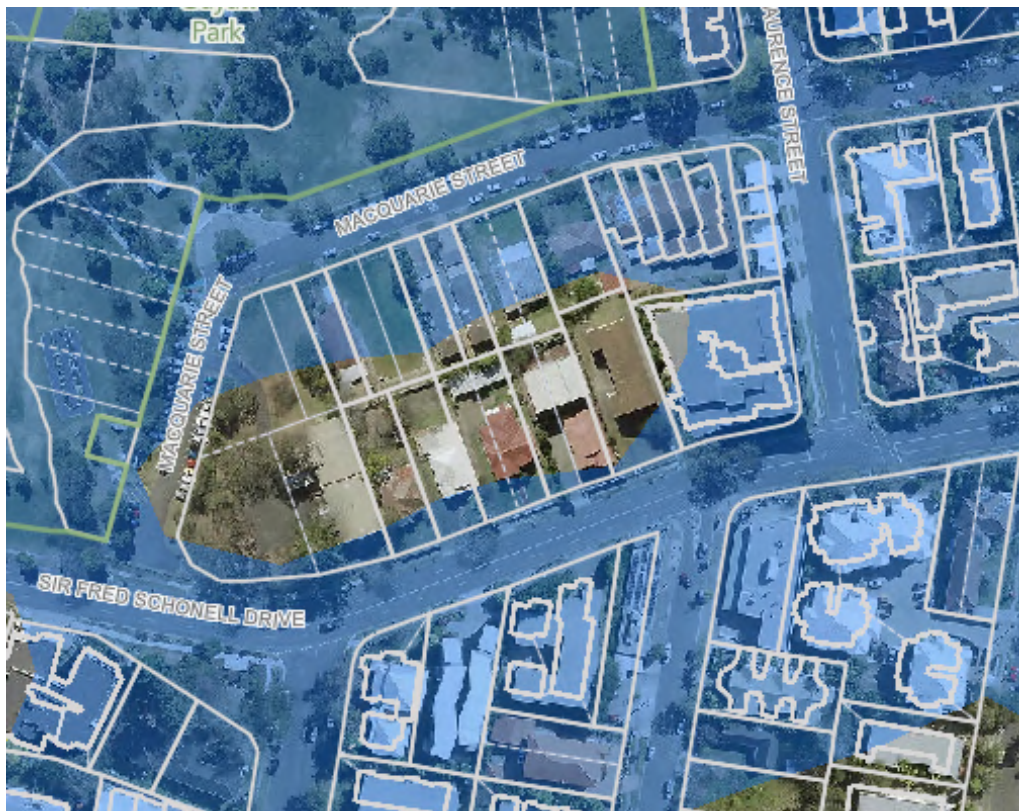
Figure A1.1: February 2022 Flood



Figure A1.2: January 2011 Flood



Figure A1.3: January 1974 Flood



Maps source: <https://fam.brisbane.qld.gov.au/?page=Map---Standard>