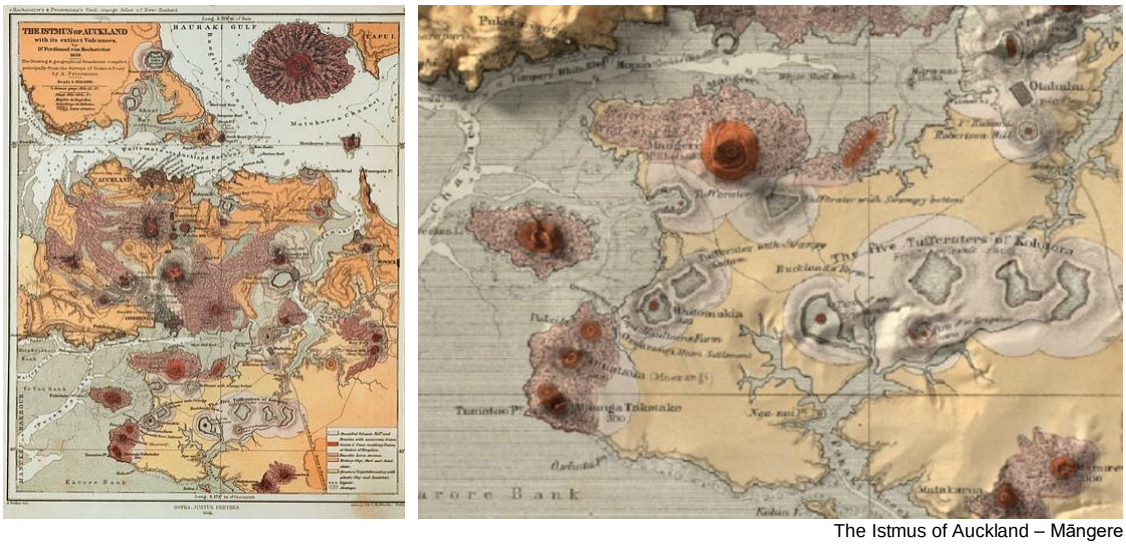
School of Architecture - Unitec Institute of Technology
Bachelor of Architectural Studies + Bachelor of Landscape Architecture
Studio ARCH7111 + Studio LAND7227 - Semester 1, 2022
Lecturers: Matthew Bradbury, Lucia Melchiors, Xinxin Wang

Community Development and Climate Adaptation:

Te Ara-rata-re Māngere, Auckland

This is an interdisciplinary architecture/landscape architecture Design Studio. The collaborative process gives you an opportunity to exchange skills, share experiences and discuss complementary views, creating a process closer to professional reality.



The Istmus of Auckland – Māngere
https://southarrowmaps.co.nz/cartography/vintage-hillshade/the-isthmus-of-auckland/


https://www.archdaily.com/931546/henning-larsen-to-design-copenhagens-first-all-timber-neighborhood


https://oppla.eu/casestudy/18017

Introduction

Two of the most important issues in Auckland, are community development and the effects of climate change. Auckland is growing and the need for housing developments that contribute to shaping communities and addressing climate resilience are increasing.

This studio, a joint design project with architecture and landscape architecture students, will address these two issues by working with the Māngere community to develop a new master plan for the development of Māngere in the Te Ara-rata-re awa catchment. The result will be a document that the community can use to demonstrate how they want to shape the development of their community.

We will be working with Māngere community through a number of community groups. There are also a number of important stakeholders including Kainga Ora, the government housing agency. They have initiated a massive housing redevelopment throughout Māngere (https://Māngeredevelopment.co.nz). The

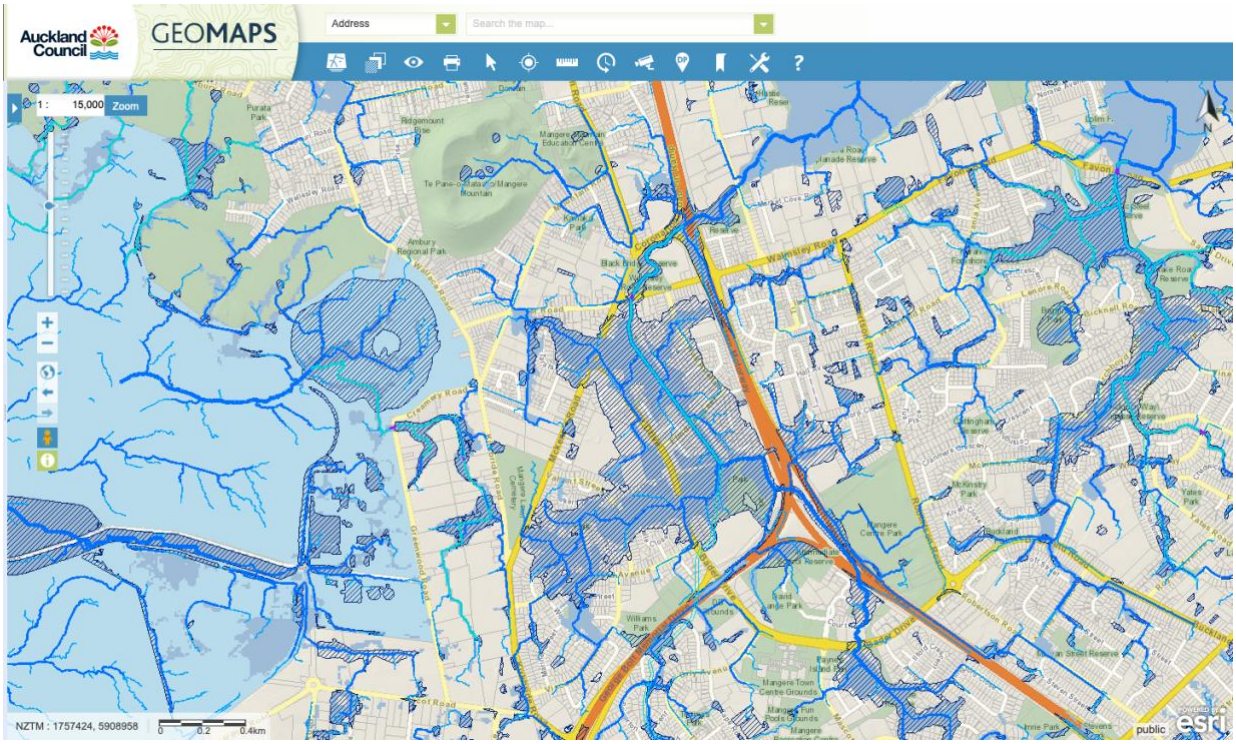
other major outside player is Auckland Light Rail (https://www.lightrail.co.nz). They propose to bring light rail through Māngere. The location of the track, and the stops will become an important generator of new urban development in Māngere.
An understanding of the implication of this project for mana whenua is critically important. All New Zealanders have specific obligation under Te Tiriti o Waitangi (The Treaty of Waitangi). The articles of the treaty ensure that Maori have equal participation in any decision-making, and more specifically in issues that affect Maori. Maori tikanga and taonga are protected and there is an explicit partnership with Maori in any planning in the public realm. How this might be manifest has led to the development of the Te Aranga Principles. The principles are; Mana, Whakapapa, Taiao, Mauri Tu, Mahi Toi, Tohu, and Ahi Kā. (see more details here[1]). These principles have been formulated as a way in which stakeholders and designers who are working in the urban realm can acknowledge their obligations under the Te Tiriti o Waitangi.

Studio aims

- Acknowledge the Maori occupation and history of the site with engagement with mana whenua and the Te Aranga principles. The principles are: Mana, Whakapapa, Taiao, Mauri Tu, Mahi Toi, Tohu, and Ahi Kā.
- How to work with the community to develop a masterplan that responds to their concerns.
- Develop an urban masterplanning methodology that build resilience to the effects of climate change in particular, pluvial flooding.

The Project

Auckland Council has been working with the Māngere community coordinating a number of new developments. The community have a number of concerns and issues about both existing and proposed projects. By working with the community we can help develop a masterplan that meets their future needs.



[1] http://www.aucklanddesignmanual.co.nz/design-thinking/maori-design/te_aranga_principles

Work Programme

Term 1	Teamwork (3-4 students): Site analysis, Structure Plan and key strategies, Masterplan.
Term 2	Individual: Design a public space (landscape) / Low-rise medium-density mixed development LOW-MD-MIX (architecture)

The project will be broken into two halves, the first half (Term 1) will be devoted to developing a new masterplan for the Māngere community that will respond to their concerns and provide resilience to the effects of climate change. This part of the project will be developed in a collaboration between architecture and landscape architecture students. During group work, each student will be responsible for individual contributions. Informal and formal periodic evaluations of group / individual performance (peer review) will contribute to the definition of each student's individual grade in the Term 1.

The second half (Term 2) will be devoted to the individual architects and landscape architects exploring the consequences of the masterplan for the design of;

- a low-rise medium-density residential building
- a new public space

See the detailed Work Programme in Appendix

Assessment & Attendance

Mark breaks down as follows:

- Term 1 – Site Analysis + Structure Plan / Key Strategies (20%), Masterplan (20%)
- Term 2 – Public Space / LOW-MD-MIX (50%)
- Attendance and participation (10%)

Teamwork – Students will be asked to do a group evaluation and a self-evaluation during Term 1.

Students are expected to maintain regular and punctual attendance in the Design Studio even when online. Participation is critical for you to progress. Participation means not just being in Studio, but being in Studio prepared with new work to present for discussion every time whether this is in person or online.

Timetable (Term One)

W1	7/3/22 Mon	**Introduction:** • Discuss brief • Auckland Council to describe their involvement with the Māngere redevelopment. • Community Groups to discuss concerns.
		• Source maps of the site showing contours, cadastral, housing footprints, roading. Hydrological maps are particularly important; flooding,overland flow paths, and catchments https://geomapspublic.aucklandcouncil.govt.nz/viewer/index.html • Start social cultural analysis: urban growth history, heritage, volcanic viewshafts. Existing urban system analysis: landuse, figure/ground, transport systems, community amenities, infrastructure, building typology • Form groups; ideally 2x landscape architect 2x architects.
	9/3/21 Wed	**Site Visit to Māngere**. (Remember to bring phone cameras to take videos and drawing equipment and maps along for the site visit) • Because of Covid you will visit the site individually. We suggest you walk along the Te Ara-rata-re stream from the corner of Bader Drive and Mackenzie Road to Moyle Park, then link back to Bader Drive to walk to the Māngere town centre • Ground truth whether the information from the desk top survey of the site matches what you are seeing. Collect information about topography, vegetation, existing housing with photos, videos, and drawing.

W2	14/3/22 Mon	**Lectures and work in class** • Guest lecture from **Kainga Ora** and **Auckland Light Rail** about the new and proposed development • Lecture from MB on the theory and techniques for developing a master plan that is resilient to climate change. Introduction to the textbook for the course, Water City.
		Teamwork in class • Start Arc Gis mapping of the site using Auckland council date found one drive (see tutorial on moodle if you need a refresher), GIS mapping of the site to include the site at sub catchment scale. Built a catchment model, show effects of different rainfall on flooding and stormwater build up in the catchment, • Continue research on site analysis topics, collect a minimum of 6 precedents (including plans of typical NZ building with site. For example: terrace housing, 3 story walk up apartment, a Star block, a Freemans bay courtyard block, Courtville, etc). • Determine: 1. The size/basic dimensions of the buildings, 2. Study how precedents relate to the site boundary, 3. Analyse building orientation, relation to urban context.
	16/3/22 Wed	**Lectures and work in class** • Lecture from **Gary Marshall** on the **Puhuni stream plan** • **Develop Site analysis report.** ○ Maps of the existing site, at sub catchment scale - topography infrastructure property boundaries. GIS Maps showing site conditions. ○ Analyse: precedents and NZ Building typologies (including plans of NZ buildings with site). ○ Analyse walking distances (400/800 m) to tram station, produce cultural map.
W3	21/3/22 Mon	**Before class time -** Submit Site Analysis REPORT via Moodle at 12.00 pm **What is a structure plan?** • **Lecture on structure planning**. • Each group will develop a structure plan for the future development of Māngere • Landscape framework: Based on the synthesis of GIS maps, identify areas which should be protected and/or restored (revegetated). • Constraints and opportunities: A synthesis map that clearly shows constraints and opportunities to urban development. • Proposed urban growth strategy: Estimated population, main growth direction, transport network, landuse types, different densities of residential development, housing typologies
	23/3/22 Wed	**Work in Class on structure plan development and key strategies** • Using site analysis information community feedback and stakeholder information start to develop Structure plan.
W4	28/3/21 Mon	**Work in Class on structure plan development and key strategies**
	30/3/21 Wed	**Finish structure plan development and key strategies**
W5	4/4/21 Mon	**Before class time -** Submit structure plan via Moodle 12.00 pm **What is a Masterplan? Work in class Masterplan development** • GIS Analysis, Model different intensities of flooding, model how changes in topography can modify flooding. • Demonstrate how building typologies/programme can respond to flooding remediation • Select one (of three) sites for housing / public space development.
	6/4/22 Wed	**Work in Class Masterplan development.** • Public and Private space, how should a building face public and private space? How can a landscape connect to a building? • Refine the relationship of the building programme to landscape and landscape of building programme
W6	11/4/21 Mon	**Lecture and work in class** • **Lecture** from **Thom Gill: Co-housing Design (TBC)** • Work in Class Masterplan development.
	13/4/21 Wed	**Submit Masterplan via Moodle 12.00 pm** **Present final Master Plan online to selected group of critics**

Timetable (Term Two)

W7	2/5/22 Mon	In the second term students will individually design either a building or landscape. Each group should ideally break into pairs, one architect one landscape architect. Each pair will select an area from theproposed masterplan for detailed design of housing development (low-rise medium density apartment design) and public space • **Lecture** from **Lucia Melchiors: LOW-MD-MIX**
	4/5/22 Wed	Landscape students start developing a conceptual public space design, may include sketches, diagrams, models and cross-sections to show the environmental responses and quality of your public space. Architecture students start developing a conceptual apartment design, may include sketches, diagrams, volumetric models and cross-sections to show the mass configuration of your building block.
W8	9/5/22 Mon	Conceptual design development
	11/5/22 Wed	**Lecture and work in class** • **Lecture** from **Alex Bonham: Building the Playful City** (TBC) • Conceptual design development
W9	16/5/22 Mon	**INTERIM CRITIQUE (DESK CRIT)**
	18/5/22 Wed	**INTERIM CRITIQUE (DESK CRIT)**
W10	23/5/22 Mon	**Workshop climate responsive architecture and sustainability** Start developing detailed design
	25/5/22 Wed	Detailed design development
W11	30/5/22 Mon	Detailed design development
	1/5/21 Wed	**Lecture and work in class** • **Lucia Melchiors – workshop on visual presentation** to prepare students for the final crit. • Detailed design development
W12	6/6/22 Mon	Queens Birthday (Public holiday) - NO CLASS
	8/6/22 Wed	Finish detailed design
W13	13/6/22	**FINAL CRIT**
	15/6/22	

Studio times

Monday - Wednesday - 1:00pm-5.00pm

Studio location: Online for Term 1 / Arch Studio 48 -1043 - LAB 48 – 1070

Appendix A – Detailed Work Programme

Term 1 – Site analysis, structure plan, masterplan (20% + 20%)

Site Analysis + Structure plan and Key Strategies (Teamwork) (20%)

Site Analysis

The first stage of project will be an analysis of the Māngere site at a range of scales. The collection of site data will be done via desk top survey, a site visit, notes from stakeholders, research into the site's heritage, acknowledgement of Mana whenua interest in the site. The resulting data should be published in a standard format suitable fr publication for the community use.

Structure plan and Key Strategies (Teamwork)

The second stage of project will be the preparation of a structure plan for the redevelopment of Māngere with the emphasis on the Te Ara-rata-re catchment

1. Community brief. The structure plan should acknowledge the communities concerns
2. Mana Whenua The plan should also seek to acknowledge the rich Maori history of both the immediate site and the larger landscape. Using the Te Aranga principles gives techniques and tools to manifest the whakapapa of the site.

3. Climate Change The extensive GIS analysis will have revealed the underlying environmental conditions of the site and the extent of terrestrial flooding.

Masterplan (Teamwork) (20%)

The masterplan is a detailed plan moving from the zoning and block modelling of the structure plan to a more detailed development of the site

Term 2 – Design a low-rise, medium-density residential development(architecture) / design a public space (landscape) (Individual) (50%):

In the second stage of project you will individually design either a building or landscape, a specific area from the masterplan that you have designed as a team in term one. Your design will be informed by the masterplan developed by your group.

Each group will ideally break into pairs, one architect one landscape architect and together select a site from the masterplan

Landscape architecture students: will develop a public space as part of the overall Māngere masterplan. The public space must ameliorate the site flooding as well as provide a civic space for the residents, workers and visitors
The design challenge of this project:

1. Climate Change – You will explore strategies to develop a public space will be resilient to the effect of climate change, primary hydrological, pluvial flooding but also to other effects such a stormwater contamination and the urban heat island effect.

2. Mana Whenua – You will acknowledge the ambition of Mana whenua for the site at a range of scale through specific design moves.

3. Contextual relationships – You need to respond strategically to the urban issues that you developed in your group project such as.

- The contextual relationships to the larger landscape such as views to the maunga, connection to Te Ara-rata-re awa, orientation to the sun and natural features, contours, etc.

- Links with other sites/buildings, access/circulation within the development site,

Initially (Week 7), Landscape an students will start by spending a week on selecting an area from the masterplan to design in more detail. This task must be done in conjunction with the other members of the team. During this first stage you are going to consider contextual relationships by;

- Develop a site plan, cross sections, sketches, diagrams, and models to show the design development of your public space.

After this (Week 8-12), you will develop the design of a public space within the overall masterplan which should be environmentally responsive to the site and to the local users' needs.

Architecture students: will design a High-density Mixed-use Residential Development (LOW-HD-MIX), between 4 to 6 floors, with a variety of unit sizes and types.

The design challenge of this project:

1. Contextual relationships – respond strategically to urban issues, such as contextual relationships, links with other sites/buildings, access/circulation, the relation of your buildings with the street, the orientation of building block to sun and views, public spaces, natural features, contours, etc.

2. Functionality – investigate layout, the relationship between internal spaces, the relationship between internal and external spaces, the orientation of individual apartments to sun and views, dimensions of internal spaces, access/circulations, privacy between unities and within apartments, exploration of common areas and of private external spaces (balconies, terraces), etc.

3. Structure – define the structural system of the building through diagrammatic analysis.

4. Climate Change & Mana Whenua – explore strategies to develop a building that can manage 'its own infrastructure', in an effort to create a self-sufficient design (responding to solar orientation, passive design, winds patterns, water consumption, sanitation and energy use). Acknowledge Te Aranga Principles.

Initially (Week 7), individually, students will select an area from the masterplan and design, in more detail, its mass configuration to accommodate the LOW-MD-MIX. During this first stage you are going to deal with the contextual relationships. At this stage it is important to:

• Select case studies from different apartment blocks (or relevant projects) within New Zealand or internationally - ideally from apartment complexes designed by prominent designers. Your task is to examine the volumetric composition of these blocks and the apartments within them, evaluating its Contextual relationships, Functionality, Structure and Environmental sustainability (refer to topics 1, 2, 3 and 4),

• Use site plan, cross sections, sketches, diagrams, volumetric models to show the mass configuration of your city block;

After this (Week 8-12), you will develop the design for the LOW-MD-MIX, which should be environmentally responsive to the site and to the local users' needs (topics 1, 2, 3, and 4).

Appendix B - Hand-in Requirements

Term 1 – Site analysis and masterplan

Site Analysis

- **Mapping**
  Site context: catchment mapping
  Site location Surrounding precincts and services
  Bio-physical analysis
  Topography – elevation, slope, aspect
  Hydrology – catchments, flooding, overland flow paths
- **Socio-cultural analysis**
  Land use – tenure, cadastral, function, heritage sites/buildings, community facilities
  Movement of people, transportation – walking, biking, road network and transport routes
  Cultural map (Maori aspects, significant sites and cultural landmarks, viewshafts)
- **Mana Whenua**
  History of Maori occupation of the site
  Current concerns and requirements of Mana whenua
  Planning context (from regional to local)
- **Community brief - Development programmes**
- **Precedents and plans of building with sites.**

Structure Plan and key strategies

Each group will develop a structure plan for the future development of Māngere
Landscape framework:
Based on the synthesis of GIS maps, identify areas which should be protected and/or restored (revegetated).
Constraints and opportunities:
A synthesis map that clearly shows constraints and opportunities to urban development.
Proposed urban growth strategy:
Estimated population, main growth direction, transport network, landuse types, different densities of residential development, housing typologies

Masterplan

Each group will develop a master plan for the future development of Maybury Street

Site Plan:

- The Te Ara-rata-re catchment one showing the surrounding landscape, t

Māngere

- GIS maps (see appendix for list)
- The existing flood conditions and the future flood conditions as a consequence of climate change.
- Masterplan showing a new building and landscape programme that demonstrate a new a programme can be made resilient to the effects of climate change and fulfill the ambition of the community
- Four perspectives showing the masterplan with the new buildings and landscape programme.
- Two cross-section of the Te Ara-rata-re catchment showing relationship stormwater and flooding) to the new masterplan.

This work will be crited by representatives from the community, Kainga Ora and an invited panel of landscape architects and architects on the 13th of April at online. Hand in online via Moodle Turnitin at 12.30 PM 13th of April.

Term 2 – Low-Rise medium-density mixed-use residential development (architecture) / Public space (landscape)

INTERIM CRITIQUE (DESK CRIT) - 16TH & 18 TH MAY: HAND-IN REQUIREMENTS:

The Interim Critique is a chance to get feedback on your project. You should have a complete set of basic drawings at this stage that best explains your scheme. They can be schematic drawings, but they should be drawn in the correct scale.

You will be required to prepare at least **(minimum)** the following material to describe your scheme:

LANDSCAPE ARCHITECTURE STUDENTS:

- **Conceptual Sketches and Process Diagrams:** Incorporating the physical constrains and possibilities of the site and context, these sketches should illustrate your conceptual idea and processes, how the design of your public space relates to the site, context, and programme
- **Site Plan / Location** (1:1000): showing how your public space relates to the site, streets and adjacent buildings.
- **Transects** (1:1000 1 500): at least 4 cross sections, that extend beyond the site boundaries to emphasis the connections and relationship that will affect the design of your public space.
- **Sketches/Perspectives**: one bird eye view and one exterior at eye level;
- **Physical Model** (1:500)

ARCHITECTURE STUDENTS:

Drawings should be drawn in the right scale and with the right thickness for floors, roof, walls, openings, etc…

- **Conceptual Sketches and Process Diagrams:** Incorporating the physical constrains and possibilities of the site and context, these sketches should illustrate your architectural conceptual idea and process (how it relates to the site, context, program);
- **Site Plan / Location** (1:500): showing how your building relates to the site, streets and adjacent buildings (building footprint: open space x-built space, accesses/entries);

- **Street Elevations**: including adjacent buildings;
- **Floor Plans** (1:100 or 1:200): all levels, including site boundaries and adjacent buildings, with a clear distinction of indoor and outdoor spaces; These floor plans need to show typical layout plans of apartments / units;
- **Cross-sections** (1:100 or 1:200): at least 2 sections, both directions, including site boundaries, adjacent buildings and relation to the street, with a clear distinction of indoor and outdoor spaces;
- **Sketches/Perspectives**: one bird eye view and one exterior at eye level;
- **Volumetric Physical Model** (1:200 or 1:250): with context (TBC).

FINAL CRITIQUE - 15TH JUNE: HAND-IN REQUIREMENTS:

The Final Critique is the moment to show how your project responds to the main topics highlighted in the introduction of the brief:

> Landscape Architecture students 1) Contextual Relationships; 2) Climate Change;
> Architecture students: 1) Contextual Relationships; 2) Functionality; 3) Structure; 4) Climate Change.

At the same time, as your project is part of a masterplan that has been developed for the whole area, it is paramount to present your building/ public space not as an isolated object/space, but as a response to the strategies and frameworks developed in your masterplan.

The following list is a guide to help you to describe your scheme for the final critique. You can complement the list according to the specific needs of your design. Scales are indicated as a suggestion.

**** MATERIAL FOR PUBLICATION (all students)**
Each group need to hand-in a word document with a project description – around 300 - 600 words. It is important to mention the main ideas that guided the design of the masterplan and key strategies to address climate change and community aspirations. You can include main considerations that guided individual designs. Please proofread your submission before submitting
Images – 4 to 10 images of the project (min 300dpi) including masterplan; perspectives; sketches and diagrams that demonstrate key design strategies.

LANDSCAPE ARCHITECTURE STUDENTS:

- **(<u>One per group</u>) Masterplan** This will have to redrawn after the detailed development
- **Conceptual Sketches and Process Diagrams**: Incorporating the physical constrains and possibilities of the site and context, these sketches should illustrate your landscape conceptual idea and processes (how the design relates to the site, context, and programme)
- **Site Plan / Location** (scale 1:1000): showing how your public space relates to the masterplan and adjacent buildings. Show materials, plants, street furniture such as seats and lights.
- **Cross-sections** (1:1000): at least 2 sections, both directions, including beyond the site boundaries, adjacent buildings, and the level changes. Show materials, plants, street furniture such as seats and lights
- **Sketches/Perspectives**: at least 3 perspectives - showing how people will use your public space and its relationship to the rest of the masterplan.
- **Grading/Levels plan**: (1 :1000) showing the existing and new contours/ levels of your proposed public space. Show selected materials.
- **Soft Landscape and plant schedule** (1: 1000) showing all the location of all the selected plant species and a schedule showing sizes and numbers.

ARCHITECTURE STUDENTS:

The following list is a presentation guide to help you to describe your scheme for the final critique. You can complement the list according to the specific needs of your design. Scales are indicated as a suggestion.

- **(<u>One per group</u>) Masterplan** indicating the location of the building and the public space
- **Conceptual Sketches and Process Diagrams:** Incorporating the physical constrains and possibilities of the site and context, these sketches should illustrate your architectural conceptual idea and process (how it relates to the site, context and program);
- **Site Plan / Location** (scale 1:500): showing how your building relates to the city block, site, streets and adjacent buildings (building footprint: open space, built space, accesses/entries);
- **Elevations**: show at least 2 elevations of your building, include adjacent context (e.g. other buildings, street);
- **Complete Ground Floor** (1:100 or 1:200): showing surrounding context (e.g. sidewalks, a portion of the street, adjacent parks, stream);
- **Complete Floor Plans** (1:100 or 1:200): all levels, including site boundaries and adjacent buildings, with a clear distinction of indoor and outdoor spaces. These floor plans need to show typical layout plans of apartments/units;
- **Individual apartment plan** (1:50): at least one apartment. Show adjacent context (e.g. corridor, entranceway or similar identifying factors). This floor plan needs to show typical layout and basic dimensions (measurements);
- **Cross-sections** (1:100 or 1:200): at least 2 sections, both directions, including site boundaries, adjacent buildings and relation to the street, with a clear distinction of indoor and outdoor spaces;
- **Sketches/Perspectives**: at least 3 perspectives one exterior at eye level, one interior view and one showing a significant part of your project;
- **Volumetric Physical Model (TBC) / 3D** (1:200 or 1:250): with context.

Floor plans and cross-sections should be drawn in scale and with the right thickness for floors, roof, walls, openings, etc. Drawings can be complemented with colours and notes to highlight important topics. Diagrams and sketches can help you to inform your design.

Appendix C – Marking Criteria

<u>Term 1 – Site Analysis</u>

Data Collection: Clearly organised research and collection of appropriate data.

1 Mapping Well-resolved maps of the existing environment at a range of scales. Good analysis of the environmental issues, historical context.

2 Case studies Well-organised and comprehensive collection of techniques to help make urban waterfronts resilient to climate change.

3 Te Aranga Principles. Confident and informed use of the Te Aranga Principles.

4 Presentation Well-organised presentation of the data, mapping analysis. Innovative graphic presentation. NO SPELLING MISTAKES OR GRAMMATICAL ERRORS.

5 Team Workability to work as a team and produce a comprehensive and articulate presentation

<u>Term 1 – Structure Plan and Key strategies:</u>

Identify a landscape framework: areas which should be protected and/or restored (revegetated).
A synthesis map that clearly show constraints and opportunities to urban development.
Propose appropriate development types (main growth direction, landuse, housing typologies)

Term 1 – Masterplan:

1. Site Analysis:
    a. Master plan shows evidence of the findings of the site analysis
2. Climate change adaptation:
    a. Master plan demonstrates innovative solutions to the environmental condition that will be exacerbated by climate change such as pluvial flooding and sea level raise
    b. Master plan shows provision for Kainga Ora programme especially the residential building and public space
    c. Residential use is carefully considered in its relationship landmarks, social amenities and the wider residential and commercial areas. Take advantage of bike and pedestrian routes.
3. Te Aranga Principles:
    a. Use of the Te Aranga Principles to address the ambition of Mana whenua for the site.
4. Presentation:
    a. A well-organised and easy to follow presentation of the master plan data, mapping analysis. Innovative graphic presentation. Drawings are carefully elaborated, clear and have annotations. NO SPELLING MISTAKES OR GRAMMATICAL ERRORS.
5. Teamwork
    a. Ability to work as a team and produce a comprehensive and articulate presentation

Term 2 – Residential Building / Landscape Public Space

LANDSCAPE ARCHITECTURE STUDENTS:

1. Design Solution (concept; contextual relationship; Climate change resilience):
    - A clear and logical development of the design work from the master plan scale to a project scale.
    - Originate successful design solutions to landscape problems by integrating concepts, contextual relationships and building resilience to flooding
2. Design Process (logic of design process)
    - Demonstrate a rigorous design process through critical iterative production.
3. Climate change resilience:
    - Demonstrate understanding and application of the principles of building landscape resilience to the effect of climate change.
4. Te Aranga Principles:
    - Use of the Te Aranga Principles to address the ambition of Mana whenua for the site.
5. Communication & Presentation (clarity of proposition; structure of argument)
    - Oral and visual presentation. Communicate design solutions effectively using architectural presentation and techniques.

ARCHITECTURE STUDENTS:

1. Design Solution (concept; contextual relationship; functionality; structure; formal & spatial principals)
    - A clear and logical development of the design work from the master plan scale to a project scale.
    - Originate successful design solutions to fundamental architectural problems by integrating concepts, contextual relationship, functionality (including apartment layouts), structure and formal & spatial principals (built form, mass).
6. Design Process (logic of design process)
    - Demonstrate a rigorous design process through critical iterative production.
7. Te Aranga Principles, Climate change resilience, Sustainable Principles
    - Demonstrate fundamental understanding and application of sustainable principles; solar orientation; effective use of materiality and construction detailing.
8. Communication & Presentation (clarity of proposition; structure of argument)
    - Oral and visual presentation. Communicate design solutions effectively using architectural presentation and techniques.

Student Responsibilities

It is important to recognised that the working within a studio environment is a privilege. Therefore, it is advised that students understand their responsibilities in respect to their studies and use of facilities can be found at: https://www.unitec.ac.nz/about-us/unitec-policies

Late Submissions and Affected Performance Consideration (APC)

https://www.unitec.ac.nz/current-students/study-support/affected-performance-consideration

Projects are due on the date, time, and place specified. Late submissions will be penalised in accordance with Unitec's submission guidelines. Please note that incomplete submissions may not be accepted for critiquing. Incomplete refers to substandard presentation materials and/or insufficient material to fully explain your scheme. Any sources not referenced may be considered as plagiarism.

We understand that circumstances beyond your immediate control can happen. To ensure your academic progress is not impacted by these circumstances, you can apply for an Affected Performance Consideration (APC). Note that this was previously known as Special Assessment Circumstances (SAC).

You can apply for Affected Performance Consideration (APC) if:

- You are/were unable to attend an examination, compulsory assessment or fixed time and place assessment activity due to illness, injury, bereavement or other critical circumstances.
- Your preparation for, or performance in an examination or any summative assessment has been seriously impaired due to circumstances beyond your control.

How to apply for an APC

Below you will find the steps on how to apply for an APC. You must apply within five working days after the due date of your assessment for it to be considered. Before applying, we encourage you to check with your course guide or lecturer about getting an extension if possible.

Follow these steps to apply:

- Read the Affected Performance Consideration Form
- Complete Part One of the form
- Gather appropriate supporting documents
- Email this form together with supporting evidence to tkk@unitec.ac.nz
- Your supporting documents must contain the contact details of the person/organisation named in the document.

Affected Performance Consideration (APC) Form (PDF, 195 KB) »
https://www.unitec.ac.nz/sites/default/files/public/documents/affected-performance-consideration-form.pdf

How the APC process works

Once you have submitted your APC request, your Academic Programme manager will review it and will notify you directly of the outcome.

Not satisfied with the APC outcome.

If you are not satisfied with the outcome, you can request for the Programme Academic Quality Committee (PAQC) to reconsider this decision.

When we are back on Campus…..Use of Studio space:

Please keep the studio tidy and clean. Dispose of all your rubbish, keep tables and floors tidy, and move back furniture back to where you found them. Unitec is not liable for the removal of your work if deemed to be a hazard. All unauthorised/non-compliant electronics and furniture will be removed without notice. The studio (or any other space at Unitec) is not a place for alcohol. Please refer to the 'Student alcohol and drug policy' of you are unsure of the rules. For further information please review Unitec's 'Code of conduct'.