



# BLAR12036 *Building Design 1*

## Term 2 - 2018

Profile information current as at 15/05/2024 11:05 am

All details in this unit profile for BLAR12036 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit provides students with an understanding of: Environmentally appropriate design and planning solutions for the built environment in relation to domestic and low-rise commercial buildings; Principles of design aesthetics - exposure to case studies intended to broaden students' appreciation of aesthetics. Students will develop their understanding of the fundamentals of the project briefing and design process through a design-based project. Students will be required to establish a mentoring relationship with an approved mentor to develop their understanding of the role of a professional building designer.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 2 - 2018

- Distance

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Group Discussion**

Weighting: 10%

#### 2. **Presentation and Written Assessment**

Weighting: 20%

#### 3. **Presentation and Written Assessment**

Weighting: 40%

#### 4. **Presentation and Written Assessment**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have Your Say Feedback

##### **Feedback**

The assessment items were great to give practical experience in the whole design process and to show how designs develop.

##### **Recommendation**

Authentic assessments will continue to be provided to enable students to gain practical experience in the whole design process.

#### Feedback from Have Your Say Feedback

##### **Feedback**

The format of this unit was very enjoyable, the feedback sessions offered to discuss our design projects with both the lecturer and fellow students was fantastic. They provided real opportunities to re-evaluate our ideas and thought process. Ample time was offered to all students to discuss their designs. The tone of the discussion and comments made by both lecturer and students were always encouraging, creating a safe environment to present our first design attempts.

##### **Recommendation**

Formative feedback will continue to be provided in safe environments created via live online sessions and forums to support students engaging in the design process.

#### Feedback from Have Your Say Feedback

##### **Feedback**

A basic AutoCAD or Revit course should also be taught to help students.

##### **Recommendation**

An introduction to drafting has now been incorporated into the Built Environment Communications unit. Investigations are ongoing in regards to possibilities for incorporation of a CAD unit into the degree.

## Unit Learning Outcomes

### **On successful completion of this unit, you will be able to:**

1. Understand the role of the building designer in developing an appropriate built environment.
2. Have increased your awareness of the issues involved in the design of domestic and low-rise commercial buildings.
3. Understand the role of sustainable design principles in providing appropriate outcomes for the client and the built environment.
4. Be inspired to actively pursue the qualities of good planning and aesthetic design.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Discussion - 10%	•	•	•	•
2 - Presentation and Written Assessment - 20%	•	•	•	•
3 - Presentation and Written Assessment - 40%	•	•	•	•
4 - Presentation and Written Assessment - 30%	•	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work	•	•	•	•
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence				
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Discussion - 10%	•	•	•	•	•	•		•		
2 - Presentation and Written Assessment - 20%	•	•	•	•	•	•	•	•		
3 - Presentation and Written Assessment - 40%	•	•	•	•	•	•		•		
4 - Presentation and Written Assessment - 30%	•	•	•	•	•	•		•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

Whilst there is no mandatory textbook for this unit it is strongly recommended that one of the following books is acquired as an ongoing resource for this unit and the other design related units in the Building Design courses:

"The Metric Handbook: Planning and Design Data", 2015, 5th edition by Pamela Buxton (Editor), published by Routledge.

or

"Neufert Architects' Data", 2012, 4th edition by Ernst and Peter Neufert, published by Wiley-Blackwell.

Students can access very small excerpts of these books via the unit Moodle site.

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Stephanie Flowers** Unit Coordinator  
[s.flowers@cqu.edu.au](mailto:s.flowers@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
What is the role of the building designer and what is the design process?		

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
How does the site influence the design of a building?		

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
How do I design approach, entrance and circulation within the building?		<b>Assignment 1</b> Due: Week 3 Monday (23 July 2018) 11:45 pm AEST

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review: Spatial relationships within a building		

**Week 5 - 06 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
How do I find a concept and form for a building?		<b>Assignment 2</b> Due: Week 5 Wednesday (8 Aug 2018) 11:45 pm AEST

**Vacation Week - 13 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 20 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
How do I design the exterior of a building?		

**Week 7 - 27 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Review: How do I apply all the theory to my design?		

**Week 8 - 03 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to commercial building design.		<b>Assignment 3</b> Due: Week 8 Wednesday (5 Sept 2018) 11:45 pm AEST

**Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Concept, circulation and spatial design for commercial buildings		

**Week 10 - 17 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Spatial relationships within the context of the built environment		

**Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Review: How do I apply all the theory to my design?		

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
End of Term Review		<b>Assignment 4</b> Due: Week 12 Wednesday (3 Oct 2018) 11:45 pm AEST

## Assessment Tasks

### 1 Assignment 1

**Assessment Type**

Group Discussion

**Task Description**

This assessment item will primarily address unit Learning Outcomes 1 and 3 with associated implications for learning outcomes 2 and 4. Your submission will be a team task (for each student) to be based on your written response to the briefing (in the Moodle Assessment block), the focus of which will relate to Topics 1 and 2. Further information regarding the assessment will be available on the unit Moodle site.

This is an introductory assessment that will prepare you for the 3 design assessments.

In the first part of this assessment you will research and analyse a small house in terms of aesthetics and sustainability. The house will then be discussed and critiqued with the group on a discussion forum using a prescribed communication process. You will have the opportunity to provide creative ideas as to how the small house can be improved.

**Assessment Due Date**

Week 3 Monday (23 July 2018) 11:45 pm AEST

**Return Date to Students**

Week 5 Tuesday (7 Aug 2018)

Students will be advised of any adverse circumstances that might delay this.

**Weighting**

10%

**Minimum mark or grade**

You must achieve 40% minimum in each assessment and an overall unit result of 50% to pass the unit.

**Assessment Criteria**

Marks will be allocated as specified in the assignment brief in the Assessment Block in Moodle.

Assessment Criteria are based on demonstration of the following:

- Comprehensive understanding of the role of the building designer in developing an appropriate built environment.
- Sound awareness of the issues involved in the design of domestic and low-rise commercial buildings.
- In depth understanding of the role of sustainable design principles in providing appropriate outcomes for the client and the built environment.
- Active pursuit of the qualities of good planning and aesthetic design.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Understand the role of the building designer in developing an appropriate built environment.
- Have increased your awareness of the issues involved in the design of domestic and low-rise commercial buildings.
- Understand the role of sustainable design principles in providing appropriate outcomes for the client and the built environment.
- Be inspired to actively pursue the qualities of good planning and aesthetic design.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice

## 2 Assignment 2

**Assessment Type**

Presentation and Written Assessment

**Task Description**

This assessment item will address the unit Learning Outcomes 2 and 3, and will provide an opportunity for students to demonstrate their preliminary development of the qualities relevant to learning outcomes 1 and 4.

Your submission will be a report containing your written and illustrated responses to the briefing, the focus of which will relate directly to Topics 1, 2 and 3. Full and detailed briefing for this assignment and the assignment rubric will be available from the Assessment Block in Moodle.

Further information regarding the assessment will be available on the unit Moodle site.

**Assessment Due Date**

Week 5 Wednesday (8 Aug 2018) 11:45 pm AEST

**Return Date to Students**

Week 7 Thursday (30 Aug 2018)

Students will be advised of any adverse circumstances that might delay this.

**Weighting**

20%

**Minimum mark or grade**

You must achieve 40% minimum in each assessment and an overall unit result of 50% to pass the unit.

**Assessment Criteria**

Assessment Criteria are based on demonstration of the following:

Marks will be allocated as specified in the assignment brief in the Assessment Block in Moodle.

- Comprehensive understanding of the role of the building designer in developing an appropriate built environment.
- Sound awareness of the issues involved in the design of domestic and low-rise commercial buildings.
- In depth understanding of the role of sustainable design principles in providing appropriate outcomes for the client and the built environment.
- Active pursuit of the qualities of good planning and aesthetic design.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Understand the role of the building designer in developing an appropriate built environment.
- Have increased your awareness of the issues involved in the design of domestic and low-rise commercial buildings.
- Understand the role of sustainable design principles in providing appropriate outcomes for the client and the built environment.
- Be inspired to actively pursue the qualities of good planning and aesthetic design.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

### 3 Assignment 3

**Assessment Type**

Presentation and Written Assessment

**Task Description**

This assessment item will address Learning Outcomes 1, 2, 3 and 4.

Your submission will be a report containing your written and illustrated responses to the assignment briefing, the focus of which will relate directly to Topics 4, 5, 6 and 7.

Full and detailed briefing for this assignment and the assignment rubric will be available from the Assessment Block in Moodle.

**Assessment Due Date**

Week 8 Wednesday (5 Sept 2018) 11:45 pm AEST

**Return Date to Students**

Week 10 Thursday (20 Sept 2018)

Students will be advised of any adverse circumstances that might delay this



**Weighting**

40%

**Minimum mark or grade**

You must achieve 40% minimum in each assessment and an overall unit result of 50% to pass the unit.

**Assessment Criteria**

Assessment Criteria are based on demonstration of the following:

Marks will be allocated as specified in the assignment brief in the Assessment Block in Moodle.

- Comprehensive understanding of the role of the building designer in developing an appropriate built environment.
- Sound awareness of the issues involved in the design of domestic and low-rise commercial buildings.
- In depth understanding of the role of sustainable design principles in providing appropriate outcomes for the client and the built environment.
- Active pursuit of the qualities of good planning and aesthetic design.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Understand the role of the building designer in developing an appropriate built environment.
- Have increased your awareness of the issues involved in the design of domestic and low-rise commercial buildings.
- Understand the role of sustainable design principles in providing appropriate outcomes for the client and the built environment.
- Be inspired to actively pursue the qualities of good planning and aesthetic design.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice

## 4 Assignment 4

**Assessment Type**

Presentation and Written Assessment

**Task Description**

This assessment item will address Learning Outcomes 1, 2, 3 and 4.

Your submission will be a report containing your written and illustrated responses to the assignment briefing, the focus of which will relate directly to Topics 8, 9, 10 and 11. Full and detailed briefing for this assignment and the assignment rubric will be available from the Assessment Block in Moodle.

Further information regarding the assessment will be available on the unit Moodle site.

**Assessment Due Date**

Week 12 Wednesday (3 Oct 2018) 11:45 pm AEST

**Return Date to Students**

22 October 2018

**Weighting**

30%

**Minimum mark or grade**

You must achieve 40% minimum in each assessment and an overall unit result of 50% to pass the unit.

**Assessment Criteria**

Marks will be allocated as specified in the assignment brief in the Assessment Block in Moodle.

Assessment Criteria are based on demonstration of the following:

- Comprehensive understanding of the role of the building designer in developing an appropriate built environment.
- Sound awareness of the issues involved in the design of domestic and low-rise commercial buildings.
- In depth understanding of the role of sustainable design principles in providing appropriate outcomes for the client and the built environment.
- Active pursuit of the qualities of good planning and aesthetic design.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Understand the role of the building designer in developing an appropriate built environment.
- Have increased your awareness of the issues involved in the design of domestic and low-rise commercial buildings.
- Understand the role of sustainable design principles in providing appropriate outcomes for the client and the built environment.
- Be inspired to actively pursue the qualities of good planning and aesthetic design.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem