



# BLAR12036 *Building Design 1*

## Term 2 - 2019

Profile information current as at 15/05/2024 05:40 pm

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

Building Design 1 will introduce you to creative design as a process of investigation, critical observation and experimentation. You will be introduced to the client briefing process as well as to basic aesthetic and sustainable design principles and their application to the design of low rise residential and commercial buildings. By engaging in a series of short design-based projects that involve critiquing, listening consciously, researching and creatively solving design problems, you will learn how to create spatial environments that are conducive to human well-being and that meet stakeholder requirements.

### 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

Pre-requisite: BLAR11049 Built Environment Communication and Skills

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 - 2019

- Online

### 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. **Portfolio**

Weighting: 20%

#### 2. **Portfolio**

Weighting: 40%

#### 3. **Portfolio**

Weighting: 40%

### 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" student feedback

##### **Feedback**

I particularly like the way that collaboration is encouraged to provide feedback for the evolving designs. I have learned just as much from the feedback received for my own work as I have listening to feedback given to other students.

##### **Recommendation**

The collaborative online feedback sessions will continue to be offered as well as the feedback forums.

#### Feedback from "Have Your Say" student feedback

##### **Feedback**

The feedback after assignments were excellent and a great learning tool. Pinpointed exactly what was good and what to work on for the next assignment.

##### **Recommendation**

Feedback will be provided in this format in future offerings as well.

#### Feedback from "Have Your Say" student feedback

##### **Feedback**

The weekly question tasks were directly relevant to the assignments. This subject 100% confirmed that building design is what I want to do.

##### **Recommendation**

Weekly activities that help with the assessments will continue to be offered.

#### Feedback from "Have Your Say" student feedback

##### **Feedback**

It would have helped if I had known how to use a computer program. It took vast amounts of hours to manually draw the required drawings.

##### **Recommendation**

A proposal in regards to the incorporation of CAD learning options for Building Design students is currently being reviewed.

## Unit Learning Outcomes

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

1. Develop spatial environments that are conducive to human well-being demonstrating experimentation and self-reflection
2. Critique designs through the lens of building design processes demonstrating research abilities, conscious communication skills and critical, creative insight into related thought and design processes
3. Design environmentally sustainable low rise residential and commercial buildings
4. Create aesthetic low rise residential and commercial buildings
5. Creatively solve design problems to meet stakeholder requirements.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Portfolio - 20%	•				•
2 - Portfolio - 40%	•	•	•	•	
3 - Portfolio - 40%		•	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Portfolio - 20%	•	•	•	•	•	•		•		
2 - Portfolio - 40%	•	•	•	•	•	•		•	•	
3 - Portfolio - 40%	•	•	•	•	•	•		•	•	

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### 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 - 15 Jul 2019

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

### Week 2 - 22 Jul 2019

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

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
How do I design approach, entrance and circulation within the building?		

### Week 4 - 05 Aug 2019

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

### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
How do I find a concept and form for a building?		<b>Assignment 1</b> Due: Week 5 Monday (12 Aug 2019) 11:45 pm AEST

### Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 26 Aug 2019**

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

**Week 7 - 02 Sep 2019**

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

**Week 8 - 09 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to commercial building design.		<b>Assignment 2</b> Due: Week 8 Monday (9 Sept 2019) 11:45 pm AEST

**Week 9 - 16 Sep 2019**

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

**Week 10 - 23 Sep 2019**

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

**Week 11 - 30 Sep 2019**

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

**Week 12 - 07 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
End of Term Review		

**Review/Exam Week - 14 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Assignment 3</b> Due: Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST

**Exam Week - 21 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Assignment 1

**Assessment Type**

Portfolio

**Task Description**

This assessment item will address the Unit Learning Outcomes 1 and 5.

You will develop a spatial environment that is conducive to human well-being to meet prescribed stakeholder requirements as per an interactive client briefing.

Your submission will be a document containing sketches and plans of your design and written responses to the assessment tasks, the focus of which will relate directly to Topics 1, 2, 3 and 4.

Weekly topic tasks will be available on the Weekly Activity Forum and are to be submitted as part of this assignment via the Moodle portal.

Full and detailed tasks 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 Monday (12 Aug 2019) 11:45 pm AEST

Submission via Moodle portal.

**Return Date to Students**

Week 7 Tuesday (3 Sept 2019)

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**

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:

- creative resolution of design problems to meet stakeholder requirements
- critical thinking and problem solving employing experimentation and self reflection

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submission via Moodle portal.

**Learning Outcomes Assessed**

- Develop spatial environments that are conducive to human well-being demonstrating experimentation and self-reflection
- Creatively solve design problems to meet stakeholder requirements.

**Graduate Attributes**

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

## 2 Assignment 2

**Assessment Type**

Portfolio

**Task Description**

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

You will develop a spatial environment that is conducive to human well-being with a focus on both aesthetic and environmentally sustainable design as per an interactive client briefing. You will provide feedback to fellow students on draft versions of their designs and gain feedback on your draft versions via the assignment forum.

Your submission will be a document containing sketches and plans of your design and written responses to the assessment tasks. This assessment builds on what you have learnt in Topics 1-4 and relates directly to Topics 5, 6 and 7. Full and detailed tasks for this assignment and the assignment rubric will be available from the Assessment Block in Moodle.

Weekly topic tasks will be available on the Weekly Activity Forum and are to be submitted as part of this assignment via the Moodle portal.

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

**Assessment Due Date**

Week 8 Monday (9 Sept 2019) 11:45 pm AEST

Submission via Moodle portal.

**Return Date to Students**

Week 10 Tuesday (24 Sept 2019)

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**

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:

- identification and creative resolution of design problems to develop spatial environments conducive to human well-being
- research and evaluation of site constraints in order to develop an environmentally sustainable building
- critical thinking and problem solving employing experimentation and self reflection to design an environmentally sustainable and aesthetic building
- constructive engagement in online discussion forums using a structured communication process when required
- use of conscious communication skills and critical, creative insight into related thought and design processes

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submission via Moodle portal.

**Learning Outcomes Assessed**

- Develop spatial environments that are conducive to human well-being demonstrating experimentation and self-reflection
- Critique designs through the lens of building design processes demonstrating research abilities, conscious communication skills and critical, creative insight into related thought and design processes
- Design environmentally sustainable low rise residential and commercial buildings
- Create aesthetic low rise residential and commercial buildings

**Graduate Attributes**

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

## 3 Assignment 3

**Assessment Type**

Portfolio

**Task Description**

This assessment item will address the Unit Learning Outcomes 2, 3, 4 and 5.

You will develop a spatial environment that meets stakeholder requirements with a focus on both aesthetic and environmentally sustainable design. You will provide feedback to fellow students on draft versions of their designs and gain feedback on your draft versions via the assignment forum.



Your submission will be a document containing sketches and plans of your design and written responses to the assessment tasks. This assessment builds on what you have learnt in Topics 1-7 and relates directly to Topics 8, 9, 10 and 11. Full and detailed tasks for this assignment and the assignment rubric will be available from the Assessment Block in Moodle.

Weekly topic tasks will be available on the Weekly Activity Forum and are to be submitted as part of this assignment via the Moodle portal.

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

**Assessment Due Date**

Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST

Submission via Moodle portal.

**Return Date to Students**

Submissions will be returned Tuesday 29 October 2019 unless otherwise advised

**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**

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:

- identification and creative resolution of design problems to develop spatial environments that meet stakeholder requirements
- research and evaluation of site constraints in order to develop an environmentally sustainable building
- critical thinking and problem solving to design an environmentally sustainable and aesthetic building
- constructive engagement in online discussion forums using a structured communication process when required
- use of conscious communication skills and critical, creative insight into related thought and design processes

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submission via Moodle portal.

**Learning Outcomes Assessed**

- Critique designs through the lens of building design processes demonstrating research abilities, conscious communication skills and critical, creative insight into related thought and design processes
- Design environmentally sustainable low rise residential and commercial buildings
- Create aesthetic low rise residential and commercial buildings
- Creatively solve design problems to meet stakeholder requirements.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice
- Social Innovation

## 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