



# BLAR13046 *Built Environment 2*

## Term 3 - 2021

Profile information current as at 27/04/2024 03:39 pm

All details in this unit profile for BLAR13046 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

In this unit, you will explore the roles and responsibilities of the building design professional in relation to the design and planning of the built environment. In this unit you will: Provide an introduction to the development of both urban and regional Australia in terms of infrastructure provision and built environment outcomes; Develop an understanding of how the application of social innovation in the decision-making process can positively affect outcomes for both urban and regional environments; Provide background to the need for triple bottom line decision making in the planning and design process; Develop an understanding of the impact of how current trends can reduce the environmental footprint associated with the development of the built environment. N.B. Students are strongly advised to attempt this unit within their final year of equivalent full-time study to ensure an adequate level of entry knowledge.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prerequisites: BLAR11045 Built Environment 1 and BLAR12036 Building Design 1 and BLAR12050 Contract Documentation

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 3 - 2021

- 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. **Written Assessment**

Weighting: 30%

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

Weighting: 70%

### 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 Student Feedback

**Feedback**

The strong focus on both positive and negative feedback on draft design versions was very helpful to improve the design for the final submission.

**Recommendation**

The provision of feedback in a constructive manner on draft designs will continue to be a focus of this unit.

#### Feedback from Student Feedback

**Feedback**

Participating in the shared presentations, seeing and discussing students' design work was very informative and encouraged the development of design ideas.

**Recommendation**

Presentations will continue to form a part of the unit to stimulate discussion and development of design ideas.

#### Feedback from Student Feedback

**Feedback**

The assessment task prepares students for working as a building designer.

**Recommendation**

The assessment task for this capstone unit simulates the work of professional building designers.

## Unit Learning Outcomes

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

1. Develop project proposals based on the optimum use of the site for a parcel of land which are compliant with a local authority's development plan
2. Prepare a project feasibility study incorporating 'triple bottom line (TBL)', social innovation and sustainability principles and the use of these metrics to justifying the preferred design option
3. Select building materials and construction techniques which have a low impact on the natural environment
4. Solve independently routine and unfamiliar problems using information, technology, logic and ethical decision making
5. Use appropriate modes of communication and practice personal and interpersonal skills to effectively communicate project proposals and design outcomes.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks                                    | 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 - Written Assessment - 30%                  | •                   | • | • | • |   | • |   |   | • |    |
| 2 - Presentation and Written Assessment - 70% | •                   | • | • | • |   | • |   |   | • |    |

## 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)
- Microphone and headset
- Webcam

## 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 - 08 Nov 2021

| Module/Topic                         | Chapter | Events and Submissions/Topic |
|--------------------------------------|---------|------------------------------|
| Investigate options for your project |         |                              |

### Week 2 - 15 Nov 2021

| Module/Topic            | Chapter | Events and Submissions/Topic |
|-------------------------|---------|------------------------------|
| Site/s and their zoning |         |                              |

### Week 3 - 22 Nov 2021

| Module/Topic  | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Research design strategies for chosen project types |         |                              |

### Week 4 - 29 Nov 2021

| Module/Topic   | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Evaluate spatial needs in light of social innovation |         |                              |

### Term Break - 06 Dec 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

### Week 5 - 13 Dec 2021

| Module/Topic                            | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Simple PSM costs of your building types |         |                              |

### Week 6 - 20 Dec 2021

| Module/Topic   | Chapter | Events and Submissions/Topic                                       |
|--|---------|--|
| Make choices and justify   |         |  |
| <b>Christmas Break - 27 Dec 2021</b>                               |         |  |
| Module/Topic   | Chapter | Events and Submissions/Topic                                       |
| <b>Week 7 - 03 Jan 2022</b>  |         |  |
| Module/Topic   | Chapter | Events and Submissions/Topic                                       |
| Detailed site planning   |         | <b>Assignment 1</b> Due: Week 7 Tuesday (4 Jan 2022) 11:45 pm AEST |
| <b>Week 8 - 10 Jan 2022</b>  |         |  |
| Module/Topic   | Chapter | Events and Submissions/Topic                                       |
| Consider climate appropriate roof type, structure and materials    |         |  |
| <b>Week 9 - 17 Jan 2022</b>  |         |  |
| Module/Topic   | Chapter | Events and Submissions/Topic                                       |
| Finalise spatial organisation in both floor plan and cross section |         |  |
| <b>Week 10 - 24 Jan 2022</b>                                       |         |  |
| Module/Topic   | Chapter | Events and Submissions/Topic                                       |
| Reflect on your design and look for ways to improve the design     |         |  |
| <b>Week 11 - 31 Jan 2022</b>                                       |         |  |
| Module/Topic   | Chapter | Events and Submissions/Topic                                       |
| Finalise plans and prepare final detailed costings                 |         |  |
| <b>Week 12 - 07 Feb 2022</b>                                       |         |  |
| Module/Topic   | Chapter | Events and Submissions/Topic                                       |
| Submission and Presentation of Final Design                        |         | <b>Assignment 2</b> Due: Week 12 Monday (7 Feb 2022) 11:45 pm AEST |

## Assessment Tasks

### 1 Assignment 1

#### Assessment Type

Written Assessment

#### Task Description

The focus of Assignment 1 will be 'project based' building design. Please refer the Assessment Block in Moodle for detailed briefing of the assignment.

#### Assessment Due Date

Week 7 Tuesday (4 Jan 2022) 11:45 pm AEST

#### Return Date to Students

Week 9 Wednesday (19 Jan 2022)

#### Weighting

30%

#### Minimum mark or grade

Must achieve overall unit result of 50% to pass.

#### Assessment Criteria

The marking criteria for this assessment are:

- Develop clear and thoroughly considered project proposals based on the optimum use of the site for a parcel of

- land which are compliant with the local authority's development plan
- Develop project proposals that are based on Triple Bottom Line principles with a particular focus on social innovation and environmental sustainability
- Depth of research and analysis of design strategies in regards to Social Innovation and Environmental Sustainability
- Effectively and independently solve routine and unfamiliar problems using information, technology, logic and ethical decision making
- Utilise personal and interpersonal communication skills (verbal and non verbal) in a manner that is constructive, respectful and appropriate to the situation

More detailed information available in the Assessment briefing and Marking Rubric available on the Moodle site.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submission via Moodle submission portal

### Learning Outcomes Assessed

- Develop project proposals based on the optimum use of the site for a parcel of land which are compliant with a local authority's development plan
- Prepare a project feasibility study incorporating 'triple bottom line (TBL)', social innovation and sustainability principles and the use of these metrics to justifying the preferred design option
- Solve independently routine and unfamiliar problems using information, technology, logic and ethical decision making
- Use appropriate modes of communication and practice personal and interpersonal skills to effectively communicate project proposals and design outcomes.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Social Innovation

## 2 Assignment 2

### Assessment Type

Presentation and Written Assessment

### Task Description

The focus of Assignment 2 is the final development of the project proposal from Assignment 1. Please refer the Assessment Block in Moodle for detailed briefing of the assignment.

### Assessment Due Date

Week 12 Monday (7 Feb 2022) 11:45 pm AEST  
Presentation of Final Plans to be held in Week 12

### Return Date to Students

22 February 2022

### Weighting

70%

### Minimum mark or grade

Must achieve overall unit result of 50% to pass.

### Assessment Criteria

- Develop clear and thoroughly considered project proposals based on the optimum use of the site for a parcel of land which are compliant with the local authority's development plan
- Develop project proposals that are based on Triple Bottom Line principles with a particular focus on social

innovation and environmental sustainability

- Depth of research and analysis of design strategies in regards to social innovation and environmental sustainability
- Application of research and analysis to the design using creativity and constructive problem solving to enhance social innovation and environmentally sustainable design outcomes
- Effectively and independently solve routine and unfamiliar problems using information, technology, logic and ethical decision making
- Utilise personal and interpersonal communication skills (verbal and non verbal) in a manner that is constructive, respectful and appropriate to the situation

More detailed information available in the Assessment briefing and Marking Rubric available on the Moodle site.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submission via Moodle submission portal

### **Learning Outcomes Assessed**

- Develop project proposals based on the optimum use of the site for a parcel of land which are compliant with a local authority's development plan
- Prepare a project feasibility study incorporating 'triple bottom line (TBL)', social innovation and sustainability principles and the use of these metrics to justifying the preferred design option
- Select building materials and construction techniques which have a low impact on the natural environment
- Solve independently routine and unfamiliar problems using information, technology, logic and ethical decision making
- Use appropriate modes of communication and practice personal and interpersonal skills to effectively communicate project proposals and design outcomes.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- 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