

ENP101

# Introduction to Urban Design & Town Planning - Studio I

School: School of Law and Society

2024 Semester 1

 UniSC Sunshine Coast  
UniSC Moreton Bay

 BLENDED  
LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

This course will introduce you to the underlying theories and principles of urban design and town planning. It seeks to equip you with the foundation knowledge, language and visualisation skills required for understanding the planning and design of environmentally sustainable, economically viable, safe and resilient communities. The course and its content will allow you to better understand how planning and design principles and practices have developed overtime, including the implications of ethics within the planning profession and an examination of future directions.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On campus studio workshop	3hrs	Week 1	11 times

### 1.3. Course Topics

- Key concepts in Urban Planning and Design
- Understanding place
- Urban infrastructure and development
- Urban Planning and Design processes
- Introduction to Sketch Up
- Masterplan development
- Site design
- Urban design details

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Competencies from multiple Professional Bodies (see below) *
1 Describe a range of media and be able to discuss when best to use them.	Knowledgeable Creative and critical thinker Empowered	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2, 3.6.1, 3.6.2, 3.6.3, 11, 11.1.1, 11.1.2, 11.1.3, 11.1.4, 11.1.5, 11.1, 11.2, 11.3
2 Understand the different requirements and conventions of urban design-orientated drawing and identify appropriate graphic representation techniques for communicating urban design and town planning concepts.	Knowledgeable Creative and critical thinker Empowered	1, 1.4, 1.7, 1.8, 2.2.2, 2.2.9, 2.2, 3.6.1, 3.6.2, 3.6.3, 3.6, 11, 11.1, 11.2, 11.3
3 Identify and use current policies, knowledge, evidence, concepts and theory related to urban design and town planning.	Knowledgeable Empowered	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11, 2.2.1, 2.2.10, 2.2.11, 2.2.2, 2.2.3, 2.2.9, 2.2, 11, 11.1.1, 11.1.2, 11.1.3, 11.1.4, 11.1.5, 11.1, 11.2, 11.3

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>PLANNING INSTITUTE OF AUSTRALIA</b>	
1	Generic Capabilities and Competencies
1.1	Recognise the need for, locate and be able to use credible information to develop new skills and knowledge
1.2	Perform critical analysis and synthesis
1.3	Develop and evaluate arguments
1.4	Apply creative thinking processes to complex problems
1.5	Make meaningful new connections between challenging, contradictory or unlikely elements
1.6	Think strategically and apply planning concepts, skills and knowledge in a range of spatial settings
1.7	Write and present with clarity, cohesion, logic, structure, relevance, accuracy and precision of expression in a range of contexts
1.8	Effectively use voice, body-language, structure, word choice, graphics, and presentation technologies, across a range of media, appropriate to the knowledge base and cultural background of the audience
1.11	Awareness of challenges and opportunities posed by operating in diverse and globally oriented settings
2.2.1	Knowledge of relevant aspects of the history of planning in Australia and internationally and of different planning approaches in their historical and comparative context
2.2.2	Knowledge of planning theories and capacity to critically apply these theories when undertaking planning, including theories that recognise Aboriginal and Torres Strait Islander peoples' and Indigenous peoples' rights, interests, laws, perspectives and knowledge systems
2.2.3	Knowledge and theories of urban and regional planning and environmental planning and design, including but not restricted to principles of land use, urban form, infrastructure systems, ecological systems, global trends and emerging issues, climate change, transport, the integration of land use and transport, heritage conservation, landscape and human settlement patterns
2.2.4	Knowledge of the main types of plan-making processes and implementation techniques including strategic planning, statutory planning, urban design and place-making together with the capacity to select appropriate processes and implementation methods according to the scale and circumstance of intervention
2.2.9	Capacity to prepare plans and urban designs to address and manage land use and development issues and opportunities
2.2.10	Capacity to review, evaluate and monitor planning processes

CODE	COMPETENCY
2.2.11	Capacity to critically evaluate and assess plans, planning tools, built environment proposals, and likely outcomes
2.2	Plan Making, Land use Allocation and Management, and Urban Design
3.6.1	Knowledge of the role of urban design as a discipline in the improvement and management of the public realm and urban spaces and places.
3.6.2	Capacity to read and understand drawings and plans, including visualisation of the items represented, and to recognise and be able to critique inadequate drawings and representations.
3.6.3	Capacity to produce basic urban design plans at a level showing understanding of the main components of urban design plan production and implementation.
3.6	Urban Design

#### EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS

11	Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient and sustainable
11.1.1	The learner understands basic physical, social and psychological human needs and is able to identify how these needs are currently addressed in their own physical urban, peri-urban and rural settlements.
11.1.2	The learner is able to evaluate and compare the sustainability of their and other settlements' systems in meeting their needs particularly in the areas of food, energy, transport, water, safety, waste treatment, inclusion and accessibility, education, integration of green spaces and disaster risk reduction.
11.1.3	The learner understands the historical reasons for settlement patterns and while respecting cultural heritage, understands the need to find compromises to develop improved sustainable systems.
11.1.4	The learner knows the basic principles of sustainable planning and building, and can identify opportunities for making their own area more sustainable and inclusive.
11.1.5	The learner understands the role of local decision-makers and participatory governance and the importance of representing a sustainable voice in planning and policy for their area.
11.1	Cognitive learning objectives for "Sustainable Cities and Communities"
11.2	Socio-emotional learning objectives for "Sustainable Cities and Communities"
11.3	Behavioural learning objectives for "Sustainable Cities and Communities"

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Reflection and review of all content is encouraged in weekly interactive tutorials, and feedback will be given in class.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative	Individual	25%	Approximately 10 A3 sheets	Week 4	Online Submission
All	2	Artefact - Creative	Individual	35%	Approximately 10 A3 sheets	Week 7	Online Submission
All	3	Artefact - Professional	Individual	40%	A3 illustrated portfolio.	Week 12	Online Submission

All - Assessment Task 1: Drawing and Creativity Portfolio

<b>GOAL:</b>	The aim of this project is to enhance your drawing skills by expanding your repertoire. Guidance will be provided to explore and record new techniques, achieved by analyzing works of art and generating your own unique gestures.	
<b>PRODUCT:</b>	Artefact - Creative	
<b>FORMAT:</b>	A3 landscape oriented portfolio of creative drawings and techniques applied to urban design	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Level of drawing and graphic experimentation <span style="float: right;">1 2</span>
	2	Engagement with and analysis of source drawings <span style="float: right;">1 2</span>
	3	Execution and expressiveness of drawings in individual style <span style="float: right;">1 2</span>
	4	Quality of final portfolio (including layout and spelling) and class presentation <span style="float: right;">2</span>

All - Assessment Task 2: Technical Design Portfolio

<b>GOAL:</b>	The aim of this project is to develop your graphic communication skills and technical drawing ability. You are asked to present concepts for a given project site through the development and production of a series of technically precise drawings. You will compile these into a portfolio document to be submitted at the completion of the module.	
<b>PRODUCT:</b>	Artefact - Creative	
<b>FORMAT:</b>	A3 landscape oriented portfolio of technical drawings applied to urban design	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Completeness of exercises <span style="float: right;">1 2</span>
	2	Technical precision and accuracy of drawings (scale, hierarchy etc.) <span style="float: right;">2</span>
	3	Execution of drawings (high level/finished presentation graphics) <span style="float: right;">1 2</span>
	4	Quality of syntax and mechanics, including the layout and presentation of the report. <span style="float: right;">2</span>

### All - Assessment Task 3: Urban Planning and Design proposal

<b>GOAL:</b>	The aim of this project is to apply your graphic communication skills and technical drawing ability. To enable you to visually communicate your design ideas through a set of diagrams, drawings and visuals. You are asked to present concepts for a given project site through the development and production of a series drawings and considering relevant urban design and town-planning related policies.		
<b>PRODUCT:</b>	Artefact - Professional		
<b>FORMAT:</b>	A3 landscape oriented portfolio drawings that communicate your urban design intent and concepts		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Clear contextualisation of the site and its opportunities and constraints	2 3
	2	Completeness of analysis and drawings to communicate urban planning and design ideas	2 3
	3	Appropriate development of the chosen concept into a design proposal	2 3
	4	Quality of presentation (including layout and spelling)	2

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	James Richards	2013	Freehand Drawing and Discovery: Urban Sketching and Concept Drawing for Designers	n/a	John Wiley & Sons

### 8.2. Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day

- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

## 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10.General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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