

# ENP106 Planning and Design for Health and Wellbeing

School: School of Law and Society

2026 | Trimester 2

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 [unisc.edu.au](http://unisc.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 contemporary key challenges to gaining a holistic understanding of urban design and planning for health and wellbeing. You will apply theories, concepts and relevant research to design and planning of the environment in a relational sense. Topics such as healthy communities, urban health, food sensitive design, social and economic dimensions, equity in global and local contexts will be explored. You also engage in the acquisition of soft skills that position you as a conscious, self-reflective and empowered agent for transformative change.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – pre-recorded and curated content associated with key readings and activities	1hr	Week 1	11 times
<b>Tutorial/Workshop 1</b> – Tutorial with qualified inputs, interactive learning activities and collaborative group work.	2hrs	Week 1	11 times

### 1.3. Course Topics

- Salutogenic environments for human health and wellbeing
- Mental health
- Urban health
- Community health
- Food sensitive urban design
- System analysis (transport, open space, land use patterns)
- Biophilic design
- Planning and design policy & strategies
- Sustainment in the age of the Anthropocene and beyond

## 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...	Education for Sustainable Development Goals
1 Demonstrated knowledge of contemporary challenges that are critical to the concepts of urban design and planning for health and wellbeing, healthy communities, and the impact of the environment on human social and biophysical health.	Knowledgeable	3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.2.1, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.1, 3.2, 3.3, 4.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 4.2.5, 5, 11, 11.1.1, 11.1.2, 11.1.3, 11.1.4, 11.1.5, 11.2.1, 11.2.2, 11.2.3, 11.2.4, 11.2.5, 11.3.1, 11.3.2, 11.3.3, 11.3.4, 11.3.5, 11.1, 11.2, 11.3, 17, 17.2.4, 17.3.2, 17.3
2 Critique of relevant concepts, policies, and relevant research findings within local and/ or global contexts.	Creative and critical thinker	3, 11, 11.3.2, 11.3.3, 11.3, 17, 17.1.3, 17.2.3, 17.2.4
3 Synthesis of theory, research and frameworks through application within a collaborative context to deepen your understanding and critical self- reflection	Creative and critical thinker Ethical Engaged Sustainability-focussed	3, 3.1.3, 3.2.3, 3.3.1, 3.3.3, 3.1, 3.2, 3.3, 11, 11.1.1, 11.1.2, 11.1.5, 11.2.2, 11.2.3, 11.2.5, 11.3.1, 11.3.2, 11.3.3, 11.3.4, 11.3.5, 11.1, 11.3
4 Communicate using written, oral and digital media for a range of audience	Empowered	

### \* Competencies by Professional Body

CODE	COMPETENCY
<b>EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS</b>	
3	Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages
3.1.1	The learner knows conceptions of health, hygiene and well-being and can critically reflect on them, including an understanding of the importance of gender in health and well-being.
3.1.2	The learner knows facts and figures about the most severe communicable and noncommunicable diseases, and the most vulnerable groups and regions concerning illness, disease and premature death.
3.1.3	The learner understands the socio-political-economic dimensions of health and wellbeing and knows about the effects of advertising and about strategies to promote health and well-being.
3.1.4	The learner understands the importance of mental health. The learner understands the negative impacts of behaviours like xenophobia, discrimination and bullying on mental health and emotional well-being and how addictions to alcohol, tobacco or other drugs cause harm to health and well-being.
3.1.5	The learner knows relevant prevention strategies to foster positive physical and mental health and well-being, including sexual and reproductive health and information as well as early warning and risk reduction.
3.2.1	The learner is able to interact with people suffering from illnesses, and feel empathy for their situation and feelings.
3.2.3	The learner is able to encourage others to decide and act in favour of promoting health and well-being for all.
3.2.4	The learner is able to create a holistic understanding of a life of health and well-being, and to clarify related values, beliefs and attitudes.

CODE	COMPETENCY
3.2.5	The learner is able to develop a personal commitment to promoting health and well-being for themselves, their family and others, including considering volunteer or professional work in health and social care.
3.3.1	The learner is able to include health promoting behaviours in their daily routines.
3.3.2	The learner is able to plan, implement, evaluate and replicate strategies that promote health, including sexual and reproductive health, and well-being for themselves, their families and others.
3.3.3	The learner has the capacity to perceive when others need help and to seek help for themselves and others.
3.3.4	The learner is able to publicly demand and support the development of policies promoting health and well-being.
3.1	Cognitive Learning objectives for “Good Health and Well-Being”
3.2	Socio-emotional Learning objectives for “Good Health and Well-Being”
3.3	Behavioural Learning objectives for “Good Health and Well-Being”
4.1.4	The learner understands the important role of culture in achieving sustainability.
4.1.5	The learner understands that education can help create a more sustainable, equitable and peaceful world.
4.2.1	The learner is able to raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, ESD and related approaches
4.2.2	The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities.
4.2.3	The learner is able to recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development.
4.2.5	The learner is able to engage personally with ESD.
5	Gender Equality: Achieve gender equality and empower all women and girls
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.
11.2.1	The learner is able to use their voice, to identify and use entry points for the public in the local planning systems, to call for the investment in sustainable infrastructure, buildings and parks in their area and to debate the merits of long-term planning.
11.2.2	The learner is able to connect with and help community groups locally and online in developing a sustainable future vision of their community.
11.2.3	The learner is able to reflect on their region in the development of their own identity, understanding the roles that the natural, social and technical environments have had in building their identity and culture.
11.2.4	The learner is able to contextualize their needs within the needs of the greater surrounding ecosystems, both locally and globally, for more sustainable human settlements.
11.2.5	The learner is able to feel responsible for the environmental and social impacts of their own individual lifestyle.
11.3.1	The learner is able to plan, implement and evaluate community-based sustainability projects.

CODE	COMPETENCY
11.3.2	The learner is able to participate in and influence decision processes about their community.
11.3.3	The learner is able to speak against/for and to organize their voice against/for decisions made for their community.
11.3.4	The learner is able to co-create an inclusive, safe, resilient and sustainable community.
11.3.5	The learner is able to promote low carbon approaches at the local level.
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”
17	Partnerships for the Goals: Strengthen the implementation and revitalize the global partnership for sustainable development
17.2.4	The learner is able to create a vision for a sustainable global society.
17.3.2	The learner is able to contribute to facilitating and implementing local, national and global partnerships for sustainable development.
17.1.3	The learner knows the concepts of global governance and global citizenship.
17.2.3	The learner is able to take ownership of the SDGs.
17.3	Behavioural learning objectives for “Partnerships for the Goals”

## 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

### 5.5. Microcredential Information

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

Feedback is provided both within text and general comments to build scholarly skills from week 1 - week 3 for the first assessment task. Students are able to seek ongoing feedback through face-to-face (zoom) discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope. Timely and detailed feedback is provided for each assessment.

### 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	Literature Review (or component)	Individual	40%	2000 words (excluding references), 2-3 minute presentation	Week 7	Online Assignment Submission with plagiarism check
All	2	Artefact - Creative, and Written Piece	Group	40%	3-5 minute long digital video recording.	Week 12	Online Submission
All	3	Journal	Individual	20%	One image and 200 words for each course week 2 to week 12.	Week 12	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Literature review

<b>GOAL:</b>	The aim is to better understand critical concepts related to urban design and planning for human health and wellbeing. You are required to produce a literature review paper that synthesis key themes and references related to a particular issue or concept regarding urban health.		
<b>PRODUCT:</b>	Literature Review (or component)		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	Oral and written piece		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Critical thinking and constructive argument in the research process	1 2 3
	2	Quality of evidence, level of reasoning and clear explanation	1 3
	3	Enhanced written communication, visual presentation, spelling and grammar, referencing and academic standard skills	1 2 4
<b>GENERIC SKILLS:</b>	Communication, Information literacy		

### All - Assessment Task 2: Recorded creative work

<b>GOAL:</b>	Collaboratively establish a critical evaluation of the chosen topic using examples from an urban environment case study.		
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	Your group will develop a recorded creative piece of work based on a chosen SDG linked to design and planning health and wellbeing.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Quality, teamwork and task management with technology used	3
	2	Evidence of theory and research related to theoretical concepts	1 2 3
	3	Visual presentation, spelling and grammar	1 3 4
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

### All - Assessment Task 3: Observations journal

<b>GOAL:</b>	As a reflective emerging talent you will need to actively engage in a deep internal journey that consists of observations, critical remarks, and feeling in order to shape and articulate your professional ethics, level of empathy and daily practice as human being.		
<b>PRODUCT:</b>	Journal		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	Each week write an individual piece (ideally in the evening after class) into your journal and accompany it by an creative image.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Reflective practice	1 2 3 4
	2	Teamwork	2 3
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy		

## 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

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Electronic devices (laptop, padlets)  
Practical clothing (sun smart)

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

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. 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:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty  
From 15 minutes to 30 minutes: 20% penalty  
More than 30 minutes: 100% penalty

### 10.4. 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>

### 10.5. 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.

## 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)