UniSC

COURSE OUTLINE

ENP255 Public Space Planning and Design - Studio II

School: School of Law and Society

2024 | Semester 1

UniSC Sunshine Coast	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 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 provide theoretical and practical techniques for understanding and interpreting urban form and urban design in metropolitan and regional settings. The course is valuable to a range of disciplines because it focuses on exploring issues relating to growth and design of cities and their social and cultural character. You will use a case study project to explore issues around urbanism and apply principles of urban design. From this project you will learn to undertake site analyses; develop design concepts; and establish design details that interpret local and regional context.

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 Town Planning and Urban Design
- Current drivers for Town Planning and Urban Design
- Town Planning and Urban Design processes
- Urban ecosystems
- Landscape infrastructure
- Urban climate considerations for Town Planning and Urban Design
- Sketch Up 3D modelling

2.   What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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 Identify and describe the key concepts and definitions in urban design	Knowledgeable	1, 1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 1.9, 2.1.1, 2.1.2, 2.1.3, 2.1, 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6, 11, 11.1.1, 11.2.1, 11.3.1
2 Apply the main principles of urban design - looking at the relationships between economic, social and environmental parameters	Creative and critical thinker Empowered	2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.3.1, 3.3.2, 3.3.3, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.2, 3.3, 3.4, 3.5, 11, 11.1.2, 11.2.2, 11.3.1, 11.3.2, 11.3.4
3 Synthesise various forms of data to identify problems and opportunities and formulate a vision, goals, objectives and solutions to resolve issues.	Creative and critical thinker	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2.1, 2.2.10, 2.2.11, 2.2.2, 2.2.3, 2.2.4, 2.2, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.3, 3.4, 3.5, 3.6
4 Develop and communicate design based solutions which reflect the principles of urban design and respond to requirements of the case study site.	Creative and critical thinker	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2.1, 2.2.10, 2.2.11, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.2, 3.3, 3.4, 3.5, 3.6
5 Communicate in a professional manner via verbal, written and graphic media	Empowered	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12

* Competencies by Professional Body

CODE	COMPETENCY
PLANNING INSTITUTE OF AUSTRALIA	
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
1.9	Work as a team member, with commitment to shared goals, team processes and appropriate interpersonal skills, including respect, reliability, mutual supportiveness and time management
1.10	Operate in a manner that recognises the position of Aboriginal and Torres Strait Islander peoples as the first peoples of Australia, the relationship of those peoples to planning practice in historical and contemporary terms; and compliance to the maximum extent possible with accepted international standards of best practice working with Indigenous communities
1.11	Awareness of challenges and opportunities posed by operating in diverse and globally oriented settings

CODE	COMPETENCY
1.12	Work in diverse employment situations requiring the application of the theory, knowledge and practice of planning
2.1.1	Knowledge of unique and special position of Aboriginal and Torres Strait Islander peoples, and Indigenous peoples, their rights and interests, knowledge, culture and traditions, and the appropriate protocols of respect and recognition for engaging with them on matters affecting their rights and interests
2.1.2	Knowledge of the diversity of populations served, including the cultures of ethnic groups in Australia, other groups with special needs, including children and older people, and a capacity to engage meaningfully with diverse groups
2.1.3	Knowledge of the development of planners' roles over time and in various contexts including the challenges and requirements of contemporary circumstances
2.3.1	Capacity to interpret and use land tenure systems and relevant acts and case law to undertake typical plan-making and implementation actions with regard to planning law requirements
2.3.2	Knowledge of wider legal and related governmental principles and frameworks underpinning planning, including Aboriginal and Torres Strait Islander law, lore, governance systems and customs.
2.3.3	Knowledge of statutory processes associated with plan making, implementation and administration.
2.3.4	Knowledge of the principles and practices of legal interpretation and the drafting of legislation and regulations.
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
2.2.10	Capacity to review, evaluate and monitor planning processes
2.2.11	Capacity to critically evaluate and assess plans, planning tools, built environment proposals, and likely outcomes
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
2.2.5	Knowledge of key legal principles and practices in plan making and implementation, including an understanding of native title as a specific land tenure in Australian land and environmental law
2.2.6	Knowledge of the main processes and forms of governance relevant to planning and of the influence of politics upon these, and the related capacity to design and implement workable and democratic participatory processes in association with communities and other stakeholders
2.2.7	Capacity to perform key planning tasks via strategic and statutory frameworks
2.2.8	Capacity to gather qualitative and quantitative data relevant to different planning circumstances including global trends and emerging issues, to analyse it and to communicate its relevance and any shortcomings of findings
2.2.9	Capacity to prepare plans and urban designs to address and manage land use and development issues and opportunities
2.1	Professional and Ethical Planning Practice
2.2	Plan Making, Land use Allocation and Management, and Urban Design
2.3	Governance, Law, Plan implementation and Administration
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.

CODE	COMPETENCY
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.
3.6.4	Capacity to write policy and draft controls relevant to achievement of urban design outcomes.
3.2.1	Knowledge of the spatial-economic underpinnings of urban regions and cities including the economic principles of land use distribution.
3.2.2	Knowledge of the fundamentals of the economics of development including land and property development
3.2.3	Knowledge of the fundamentals of market feasibility, commercial decision making, comparative advantage and property markets.
3.2.4	Capacity to analyse spatial economic plans at a basic level.
3.3.1	Knowledge of the main principles of sustainable development, ecological systems, resilience and key issues including climate change.
3.3.2	Knowledge of natural hazards and planning approaches to managing those hazards.
3.3.3	Capacity to undertake and use environmental impact assessments.
3.4.1	Knowledge of the main sources of information about communities, including census and survey data.
3.4.2	Ability to undertake basic primary and secondary data gathering and analysis utilising quantitative and qualitative methods
3.4.3	Knowledge of basic demographic statistics, analysis and presentation
3.4.4	Working knowledge of principles and issues of social impact analysis
3.4.5	Recognition of social and cultural diversity and the capacity to assess the equity, health and social inclusion aspects of urban and regional plans and practices.
3.5.1	Knowledge of the relationship and integration between transport and land use.
3.5.2	Knowledge of the principles of transport planning and modelling
3.5.3	Knowledge of various transport modes and their operation.
3.5.4	Capacity to understand and critique key concepts in transport economics and project planning.
3.3.4	Capacity to produce basic environmental plans at a level demonstrating understanding of broader principles and policy implementation.
3.3.5	Capacity to practically and critically link plans into wider frameworks of environmental action and influence at a variety of scales.
3.4.6	Capacity to produce basic social plans – including planning for social infrastructure and remediation of socio-spatial disparities - at a level demonstrating understanding of the main components of social plan production and implementation
3.5.5	Capacity to critique plans and design proposals, according to sustainable transport planning principles, linking these with other forms of planning and urban change influences
3.5.6	Capacity to contribute to the production of transportation plans and policies at a sufficient level to demonstrate a good understanding of the main components of transport plan production and implementation.
3.2.5	Capacity to produce basic spatial economic plans and development strategies at a level demonstrating understanding and use of relevant market related concepts.
3.2.6	Capacity to link economic understandings with other ethical and practical dimensions of planning, such as socio-spatial disparities associated with globalisation.
3.2	Economic Planning
3.3	Environmental Planning
3.4	Social Planning
3.5	Transport Planning

CODE	COMPETENCY
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.
11.2.1	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.
11.3.1	The learner is able to plan, implement and evaluate community-based sustainability projects.
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.
11.2.2	The learner is able to connect with and help community groups locally and online in developing a sustainable future vision of their community.
11.3.2	The learner is able to participate in and influence decision processes about their community.
11.3.4	The learner is able to co-create an inclusive, safe, resilient and sustainable community.

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	Report	Group	30%	1400 words (+-10%) plus illustrations	Week 4	Online Submission
All	2	Portfolio	Individual	30%	8 illustrated A3 sheets with supporting text	Week 8	Online Submission
All	3	Portfolio	Individual	40%	8 A3 sheets (including illustrations - maps, diagrams, drawings, photos - and supporting text)	Week 12	Online Submission

All - Assessment Task 1: Site, Local and Regional Analyses

GOAL:	This task will enable you to identify the opportunities and constraints for planning and designing a specific site. You will be able to do this through the understanding of natural, sociocultural and environmental processes; urban and regional economies; and social and demographic parameters of the case study site and local and regional communities.
PRODUCT:	Report
FORMAT:	This assessment can be handed in A4 or A3 formats. It requires you to prepare a site analysis and background report on the case study site. This will provide the basis for justifying any proposed changes through your vision, concept design and details in Assessments 2 and 3. As a team, you will: - Collect the background data and information regarding the general influences and characteristics of the site and its urban context, including planning scheme provisions. - Establish the relationships and key elements affecting the case study site. - Interpret and draw conclusions using methods of analysis.

CRITERIA:	No.		Learning Outcome assessed
	1	Clarity and accuracy of the site description, including its characteristics within the urban context.	①
	2	Analysis and interpretation of key elements and urban design principles	② ③
	3	Creativity and insights into the interpretation of the data, including potential strengths and opportunities; and weaknesses and threats	③
	4	Quality of syntax; mapping and graphics to illustrate your analysis (visual and text integration)	④ ⑤
	5	The use of appropriate media and presentation (scale, legend, graphics)	④ ⑤
	6	Use of referencing, lecture and tutorial materials and discussion	① ② ③
	7	Word limit: 1400 / student +/- 10 percent	⑤

All - Assessment Task 2: Town Planning and Urban Design concepts

GOAL:	Building from Assessment 1 you will develop three concepts (planning and design scales) for the case study site. Ultimately you will create a vision statement supported by illustrated concepts of urban form and structure (you are expected to present perspectives, photos, sketches, sketch-up models etc)
PRODUCT:	Portfolio
FORMAT:	This is a portfolio submission which demonstrates your understanding and interpretation of the site (based on Assessment 1) translated into the development of three concepts. It should present: - A cover with your name, student ID and project title - At least one sheet for each concept (illustrations and analysis) - Justification of the chosen ('best') concept to be developed in Assessment 3. This is also a visual sheet which should communicate primarily through illustrations, supported by text.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Site introduction and analysis	1 2 3
	2	Use of precedents - identification and analysis	1 3
	3	Definition of goal and objectives	2 3 4
	4	Creative exploration of possibilities/concepts; analysis of concepts' appropriateness, and definition and initial development of the 'best' design concept	2 3 4
	5	Quality of final portfolio (including layout and spelling) and class presentation	4 5

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

GOAL:	Building on Assessment 2 you will create a vision statement supported by illustrated concepts of urban form and structure.
PRODUCT:	Portfolio
FORMAT:	Your role is to develop and justify urban design solutions for the case study site. This project has a written component but is primarily a document that uses plans, maps, images, graphics and captions to convey the message. The development of your design should be based on readings used in this course and material on reserve in the Library. Your design solution will include: - Vision/goals/objectives and key policy actions for the site - Analysis of site, local and regional context (Assessment 1) - Delivery of a detailed design solution for a key aspect of the chosen concept design (chosen from Assessment 2) - Implementation and expected outcomes, including criteria to monitor long term outcomes for the community

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Consideration of the site, local and regional analyses	2 3
	2	Demonstrated understanding of urban design principles and appropriate urban structure	1 2
	3	Appropriateness and integration of the vision/goals/objectives and key policy actions	2 3 4
	4	Creativity and innovation in the development of the vision and design	2 4
	5	Appropriateness of design proposal implementation (masterplan and site design, including plan, sections, elevations etc.) (both 1:2000 masterplan and 1:500 site design)	2 4
	6	Quality of syntax - mapping and graphics to illustrate your analysis and ideas	4
	7	Quality of final project (including layout and spelling) and class presentation	4 5

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

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

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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email 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 or email 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.

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 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 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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au