

# ENP336 Strategic Infrastructure Planning

**School:** School of Law and Society

2025 | Semester 2

UniSC Sunshine Coast

**BLENDED  
LEARNING**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*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 focus on the planning and provision of infrastructure in the strategic planning context. You will consider the principles, complexities and processes necessary for delivering various types of necessary physical and social infrastructures. You will consider the relationship between influences like population and employment growth and the correlation between the demand and provision of infrastructure. The criticality of planning for infrastructure will be explored including the impacts of limited infrastructure planning on achieving liveable and sustainable communities.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – 2hrs/week for 8 weeks (accessed online)	2hrs	Week 1	8 times
<b>Learning materials</b> – Resources, material and exercises curated on Canvas page	1hr	Week 1	11 times
<b>Tutorial/Workshop 2</b> – Intensive group work (face-to-face encounters) as part of the course.	2hrs	Week 1	3 times

### 1.3. Course Topics

Planning for social and physical infrastructure.

Transport planning and design (including active mobility and public transport networks).

Technical/ social infrastructure planning.

Infrastructure systems (cycle management, decentralised solutions).

Governance provision (e.g. public private partnership).

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 Identify the range of infrastructures that contribute to the operation and facilitation of regional and urban systems.	Knowledgeable Sustainability-focussed	11
2 Identify and describe the issues around supply and demand of infrastructures, including details of a range of demand management strategies.	Empowered	11
3 Carry out research into different infrastructures, link them to the UN Sustainable Development Goals (SDGs) and communicate findings across a range of regional and urban contexts and organisations.	Creative and critical thinker Sustainability-focussed	11
4 Perform critical analysis and synthesis with both qualitative and quantitative data in reports.	Creative and critical thinker Empowered	11

\* Competencies by Professional Body

CODE	COMPETENCY
EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS	
11	Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient and sustainable

### 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	1a	Oral and Written Piece	Group	10%	15 minute presentation & draft report (approx. 1000 words excluding references, appendix)	Week 3	Online Assignment Submission with plagiarism check
All	1b	Report	Group	40%	3000 words (excluding references, appendix)	Week 7	Online Assignment Submission with plagiarism check
All	2	Report	Individual	40%	2000 words (excluding references, appendix).	Week 12	Online Assignment Submission with plagiarism check and in class
All	3	Oral and Written Piece	Individual	10%	15 minute presentation	Week 13	Online Assignment Submission with plagiarism check and in class

#### All - Assessment Task 1a: Draft project report and presentation

GOAL:	As a group you will provide the client (council) with a scoping report of a SWOT (strength, weaknesses, opportunities and threats) analysis of different transport and mobility modes from a vulnerable road user perspective (using a range of datasets including travel demand data, qualitative user behaviour data). The oral presentation conveys a compelling synopsis of the findings.										
PRODUCT:	Oral and Written Piece										
FORMAT:	Your group will produce a draft scoping study that will be closely aligned with related strategies of the council area subject to interrogation.										
CRITERIA:	No.							Learning Outcome assessed			
	1	the depth of understanding of infrastructure planning concepts and their application						1	2	3	4
	2	the quality of critical analysis of strategies and policies						1	2	3	4
	3	the level of professional credibility through use of appropriate academic, technical, and policy references providing evidence, and succinct quality writing and presentation						1	2	3	4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy										

**All - Assessment Task 1b:** Technical project report

<b>GOAL:</b>	As a group you will provide the client (council) with a scoping report of a SWOT (strength, weaknesses, opportunities and threats) analysis of different transport and mobility modes from a vulnerable road user perspective (using a range of data sets including travel demand data, qualitative user behaviour data.		
<b>PRODUCT:</b>	Report		
<b>FORMAT:</b>	You will develop a progressive scoping study for an Integrated Transport and Mobility Strategy to ensure people can move safely around the case study area. This final scoping study needs to be closely aligned with related strategies of the council area subject to interrogation. The aim of this technical report is to assist in the decision-making process that delivers a sustained performance of key transport and mobility modes in a resilient, sustainable and progressive fashion for a low carbon future.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	the depth of understanding of infrastructure planning concepts and their application	1 2 3 4
	2	the quality of critical analysis of strategies and policies	1 2 3 4
	3	the level of professional credibility through use of appropriate academic, technical, and policy references providing evidence, and succinct quality writing	1 2 3 4
<b>GENERIC SKILLS:</b>	Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

**All - Assessment Task 2:** Technical report

<b>GOAL:</b>	The goal is to use demographic, spatial, and technical information and literature to critically analyse options for water or energy supply for a nominated case study area.		
<b>PRODUCT:</b>	Report		
<b>FORMAT:</b>	<p>Topic: Resilient and regenerative solutions to water or energy infrastructure provision on the Sunshine Coast for a proposed development.</p> <p>Undertake a comparative analysis of a distributed and a centralised mechanism for delivery of either water or energy infrastructure on Sunshine Coast.</p> <p>You are expected to refer to at least 6 journal articles and 2 technical reports in your report.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	The clarity, understanding, critical analysis of literature and relevance of the development strategy in context of the project vision, aims and objectives.	3 4
	2	The quality, comprehensiveness, and accuracy of the GIS model input data.	3 4
	3	The findings and recommendations of your report.	3 4
	4	Quality of syntax; mapping and graphics to illustrate your analysis.	3 4
<b>GENERIC SKILLS:</b>	Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

### All - Assessment Task 3: Strategic infrastructure presentation

<b>GOAL:</b>	To allow you to reflect on, demonstrate and evaluate your own knowledge of key concepts, SDG's, definitions, theories and principles applied in the professional world context while effectively communicating your findings to an audience relevant to infrastructure planning.		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	You will present key findings of your technical report to a captured audience. With this presentation you will demonstrate capability to apply professional terminology, knowledge, critical thinking using relevant theories and concepts for strategic infrastructure planning.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Ability to correctly identify and apply terminology, knowledge, concepts and theories related to strategic infrastructure planning.	1 2 4
	2	The depth of understanding of policy and planning concepts demonstrated	1 2 3 4
	3	The quality of critical analysis, writing with supporting evidence and appropriate academic referencing	1 2 3 4
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies, 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

laptop or other electronic device

## 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:

- (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. 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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)