COURSE OUTLINE

ENP355 Neighbourhood Planning and Design - Studio III

School: School of Law and Society

2026 | Trimester 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 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

You will gain practical experience in planning and urban design, both individually and in small groups, as you work on the development or redevelopment of an urban area at the neighbourhood scale. The course materials and assessment incrementally build knowledge to allow you to develop design skills and capabilities within the context of strategic planning and urban design frameworks. There will be a focus on spatial analysis, urban form, and designing and delivering mixed use communities. Your design and justification will be developed to professional standards for presentation to a client.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – 3 hour workshop each week	3hrs	Week 1	11 times
Fieldwork – Fieldtrip to be advised by Course Coordinator	8hrs	Week 4	Once Only

1.3. Course Topics

Community and site context and analysis
Place-making, social opportunities and human scale
Urban design principles and practice – “marketing places”
Urban feasibility, including planning scheme and policy requirements
Concept design for community development
Consolidating planning and design practice

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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Planning Institute of Australia
1 Understand and identify natural and cultural environmental processes; urban and regional economies; and social and demographic parameters.	Sustainability-focussed	2.1.6, 3.1.1, 3.4.5, 3.5.4, 3.6.2, 3.4
2 Recognise and apply relevant planning legislation and policy as it relates to the project site.	Engaged	2.3.1, 2.3.2, 2.3.4, 2.3.6, 3.1.3
3 Synthesise various forms of data to identify problems and opportunities and formulate objectives and solutions to resolve issues.	Sustainability-focussed	2.1.4, 2.2.8, 3.4.1, 3.4.2
4 Communicate in a professional manner via verbal, written and graphic media	Empowered	2.1.11, 2.1.7, 2.2.8, 2.1

* Competencies by Professional Body

CODE	COMPETENCY
PLANNING INSTITUTE OF AUSTRALIA	
2.1.6	Capacity to make appropriate choices in ethically ambiguous situations based on knowledge of social, economic, environmental, and cultural aspects of planning
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.
2.3.4	Knowledge of the principles and practices of legal interpretation and the drafting of legislation and regulations.
2.3.6	Capacity to act in typical planning roles using planning law, such as giving basic advice about fundamental principles to lay people and other professionals.
2.1.4	Knowledge of and capacity to use relevant technical tools for data collection, analysis and mapping, and have knowledge of quantitative methods, spatial mapping, relevant digital software, and geographic information systems (GIS)
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
2.1.11	Capacity to communicate in written, oral, and graphical form about planning issues, development proposals and actions via a range of media to various audiences in a manner appropriate to the situation
2.1.7	Capacity to work productively as an individual or in a team, with other planners, or with multidisciplinary and diverse groups, including lay people, while representing and maintaining professional opinions and standards
2.1	Professional and Ethical Planning Practice
3.1.1	Ability to understand the different cultural beliefs and assumptions built into various theories and methods of planning practice, the ways those methods and assumptions have been used to marginalise and dispossess Indigenous peoples, the contribution Indigenous perspectives and theories are able to make to mainstream theories, and how their rights may be better recognised and accommodated through planning systems.

CODE	COMPETENCY
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.
3.5.4	Capacity to understand and critique key concepts in transport economics and project planning.
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.
3.1.3	A sound working knowledge of how Aboriginal and Torres Strait Islander peoples' rights and interests are recognised and protected under Australian law including through land rights schemes, cultural heritage and its protection, joint management arrangements, and native title legislation.
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	Social Planning

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

ENP255

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

ENP704

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

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

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	Individual	30%	1200 words	Week 4	In Class
All	2	Report	Group	35%	1300 words / student	Week 8	In Class
All	3	Artefact - Creative, and Oral	Individual	35%	1000 words and 1 x A1 design board	Week 12	In Class

All - Assessment Task 1: Community and Regional Analysis

GOAL:	This task will enable you to understand and identify natural and cultural environmental processes; urban and regional economies; and social and demographic parameters of the case study site and community.
PRODUCT:	Report
AUTHORSHIP STATEMENT:	
FORMAT:	You will prepare a a written and illustrated community analysis report. This will include factual, descriptive and illustrated site, local and regional analysis, including data collected form the field trip. Considerations to be presented will include: - Identification of all relevant stakeholders - Location and community context, including planning scheme provisions - Social, economic, environmental and transport attributes and the range of spatial and physical features influencing site development - Interpretation and analyses of the relevant opportunities and challenges across site, local and regional scales
CRITERIA:	

No.		Learning Outcome assessed
1	Accuracy and coverage of your planning provision analysis	2
2	Accuracy and coverage of your stakeholder identification	1
3	Accuracy and coverage of your analysis including social, environmental, economic and transport factors	1
4	Creativity and insights into the interpretation of the data, including potential strengths and opportunities; and weaknesses and threats	3
5	Quality of syntax; mapping and graphics to illustrate your analysis	4

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 2: Vision and Concept Plans

GOAL:	Building from your community analysis you will develop a vision and a number of development concepts for the case study site and community.
PRODUCT:	Report
AUTHORSHIP STATEMENT:	
FORMAT:	In groups, you will develop a vision showing evolution from, and relationship to, the community analysis and the client needs. You will also develop concepts for the case study site including the identification of lot yield and how they meet government development criteria including density requirements. They will respond to urban design principles and identify the elements of urban structure required to support the vision. This report has a written component but is primarily a document that uses plans, maps, images, graphics and captions to convey the vision.

CRITERIA:

No.		Learning Outcome assessed
1	The appropriateness, creativity and innovation of the vision and concepts in consideration of the community analyses	1
2	Demonstrated understanding of urban design principles and appropriate urban structure	2
3	Appropriateness and integration of the vision/goals/objectives and key policy actions	3
4	Demonstrated consideration of how the concepts relate to surrounding urban and regional environments	1
5	The approaches to the implementation and strategic policy integration of the concepts	2
6	Quality of syntax; mapping and graphics to illustrate your analysis	4

GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy

All - Assessment Task 3: Detailed Design & Presentation

GOAL:	This task is will enable you to understand how principles of urban design, and the concepts you have developed are represented at the human scale. You will also be required to present and communicate your understanding and ideas in a creative, engaging and professional way
PRODUCT:	Artefact - Creative, and Oral
AUTHORSHIP STATEMENT:	
FORMAT:	Individually you will prepare a detailed design of a site from your concepts. This document has a written component but is primarily a document that uses plans, maps, images, graphics and captions to convey the message. For the presentation component you will produce an A1 board presenting your design outcome

CRITERIA:

No.		Learning Outcome assessed
1	The appropriateness of the detailed design in consideration of the vision and concepts	1
2	Demonstrated understanding of urban design principles and the importance of detail in establishing 'place'	3
3	Address the planning and design provisions required to establish your design detail	2
4	Creativity and innovation in the development of the detail	3
5	Quality of A1 design boards and presentation to communicate the project intent and outcomes	4

GENERIC SKILLS:	Communication, Organisation, 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

Nil

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