UniSC

COURSE OUTLINE

ENP365 Participation and Conflict Resolution

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 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 provides a theoretical basis, case studies, and practical skills in participatory decision-making. Planners and planning assistants regularly organise and lead participatory decision-making processes at various levels within institutions and between public and private institutions, and the general public. Professional skills such as facilitation, consultation, participation and negotiation are required in a range of contexts including management, collaborative planning, decision-making; policy development and strategic planning; resolving multi-party differences, and compliance.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – The course is provided in two intensive sessions: Tute #1 is 3 days x 6 hours each in Orientation week on Participation and engagement processes.	18hrs	Orientation week	Once Only
Tutorial/Workshop 2 – The course is provided in two intensive sessions: Tute#2 is 3 days x 6 hours each in mid-semester break on Conflict resolution	18hrs	Break week	Once Only

1.3. Course Topics

community and stakeholder engagement and participation

facilitation, collaborative planning

group decision-making

negotiation and conflict resolution

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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Apply relevant regional and urban planning methodologies in the formation of a stakeholder consultation plan	Knowledgeable Engaged
2 Facilitate and participate in group consultation practices. Effectively use voice, body-language, structure, word choice, graphics, and presentation technology appropriate to the audience. Work effectively as a team member.	Knowledgeable Empowered Engaged
3 Communicate and demonstrate equity, professional practice ethics and consideration of future generations	Knowledgeable Ethical Sustainability-focussed
4 Explain and describe relevant aspects of sources of conflict and methods of conflict resolution in the planning and environment context	Knowledgeable Empowered Ethical Engaged
5 Demonstrate critical analysis of conflict and problem-solving skills in relation to conflict resolution through scenarios/case studies and role plays	Creative and critical thinker Empowered Ethical Engaged

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

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	Group	40%	3000 words	Week 8	Online Submission
All	2	Oral	Group	20%	10 minute presentation, 5 minutes for questions	Week 8	In Class
All	3	Report	Individual	40%	2500 words	Refer to Format	Online Submission

All - Assessment Task 1: Stakeholder analysis and consultation plan-report

GOAL:	The class will either undertake or evaluate a participation exercise on a project provided at beginning of semester. The goal is to undertake a stakeholder analysis and consultation plan that illustrates how the purpose of consultation will be met or was met, through consideration of diverse stakeholders' views and information. Then, to engage with a group external to the university to identify their views, values and information pertinent to a planning project. In project teams of 3, you will organise and carry out consultation with one or more identified stakeholder groups, document and analyse input to a planning project and prepare a report evaluating the process used and outcomes of consultation.
PRODUCT:	Report
FORMAT:	Report with tables. The report is to include a discussion on project team dynamics referring to concepts introduced in the course. Group report in two parts: A. Consultation project; B: Team dynamics. Presentation (assessment 2) is re part A only.

CRITERIA:	No.		Learning Outcome assessed
	1	Explanation of process and outcomes of consultation demonstrating organisation skills and good practice communication with stakeholder group.	① ② ③
	2	Consultation process ensured incorporation of community values and cultural, gender and multi-generational diversity and equity.	① ② ③
	3	Critical analysis of project team dynamics illustrating commitment to shared goals, team processes and appropriate interpersonal skills, including respect, reliability, mutual supportiveness and time management.	② ③
	4	Communicate findings with clarity, cohesion, logic, structure, relevance, accuracy and precision of expression.	② ③

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

All - Assessment Task 2: Presentation on group consultation

GOAL:	Each project team will provide a compelling presentation summarising the outcomes of consultation
PRODUCT:	Oral
FORMAT:	Oral and visual presentation on group consultation.

CRITERIA:	No.		Learning Outcome assessed
	1	Demonstration of communication and organisation skills in presentation through quality, structure, and graphics.	① ② ③

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

All - Assessment Task 3: Conflict analysis of a case study

GOAL:	To analyse the source and components of a planning or environmental conflict and critically assess how to resolve it. Describe the project and source of conflict; parties to the dispute and their issues and interests; and identify techniques used or recommended to resolve the conflict. Reference should be made to concepts and literature included in this course. Note: Those students enrolled in other degrees than Planning need to select a case-study relevant to their discipline. All students should confirm with the course coordinator that their topic is suitable.
PRODUCT:	Report
FORMAT:	Standard planning report format. Refer to Canvas for further information.

CRITERIA:	No.		Learning Outcome assessed
	1	Demonstration of critical analysis of the conflict and issues/interests of the parties	④ ⑤
	2	Evidence of understanding and application of conflict resolution concepts identified in readings	④ ⑤
	3	Quality of written communication	③ ④

GENERIC SKILLS:	Communication, Problem solving, Organisation

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

Lists of required and recommended readings may be found for this course on the Canvas site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

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 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