UniSC

COURSE OUTLINE

ENP455 Community Planning and Design - Studio IV

School: School of Law and Society

2023	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 allow you to work on a practical project to apply planning knowledge and skills learned in the previous years. You will work in teams to assist a case study community to develop a variety of planning proposals which deal with issues and opportunities identified by the community and you. You will define the issues; offer options for action; prepare community focussed planning solutions; and present their findings back to the case study community.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On Campus Workshop 6 hours per week	6hrs	Week 1	13 times
Fieldwork – Fieldtrip to be advised by Course Coordinator	6hrs	Week 4	Once Only

1.3. Course Topics

Analysis and synthesis with both qualitative and quantitative data.
Site, local and regional analyses and interpretation.
Develop and evaluate planning proposals in line with statutory provisions.
Communicate project intentions and findings to all relevant communities

2. What level is this course?

> 400 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?

> 24 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 Apply theoretical knowledge and skills to a particular planning context on the Sunshine Coast.	Empowered	1.6, 2.1.4, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6
2 Work as a team member within diverse settings, with commitment to shared goals, team processes and appropriate interpersonal skills, including respect, reliability, mutual supportiveness and time management.	Ethical Engaged	1.9, 1.12, 2.1.7, 3.1.2
3 Understand community needs and issues, carry out analysis and present possibilities for solutions back to the community.	Engaged Sustainability-focussed	1.1, 1.2, 1.6, 1.7, 1.8, 2.1.6, 3.4.1, 3.4.2, 3.4.5, 3.4.6
4 Develop creative solutions and plans to deal with community issues.	Creative and critical thinker	1.4, 2.1.9, 2.2.9, 3.4.6, 3.6.3
5 Effectively communicate with community representatives and professional planners about their planning proposals using written, graphics and verbal communication.	Engaged	2.1.11, 2.1.4, 2.2.8, 2.2.9, 3.2.5

* Competencies by Professional Body

CODE	COMPETENCY
PLANNING INSTITUTE OF AUSTRALIA	
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
1.4	Apply creative thinking processes to complex problems
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
1.12	Work in diverse employment situations requiring the application of the theory, knowledge and practice of planning
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)
2.2.2	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

CODE	COMPETENCY
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
2.1.7	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
2.1.6	Capacity to make appropriate choices in ethically ambiguous situations based on knowledge of social, economic, environmental, and cultural aspects of planning
2.1.9	Capacity to apply and develop planning knowledge to identify problems, devise ways to investigate and solve these problems drawing on research-based evidence, and producing solutions as the basis for appropriate action
2.2.9	Capacity to prepare plans and urban designs to address and manage land use and development issues and opportunities
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
2.2.8	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
3.1.2	Capacity to engage respectfully with the full range of Aboriginal and Torres Strait Islander people's rights and interests and their special place as the first peoples of Australia.
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
3.4.5	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.
3.4.6	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
3.6.3	Capacity to produce basic urban design plans at a level showing understanding of the main components of urban design plan production and implementation.
3.2.5	Capacity to produce basic spatial economic plans and development strategies at a level demonstrating understanding and use of relevant market related concepts.

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

ENP355, ENP336 and ENP365 and enrolled in Program AR404 or AR406

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 entire Program content is encouraged in weekly interactive workshops, 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	Individual	30%	2000 words	Week 4	In Class
All	2	Artefact - Professional, and Written Piece	Individual	35%	1500 words	Week 7	In Class
All	3	Artefact - Creative, and Oral	Group	35%	2000 words / student	Week 12	In Class

All - Assessment Task 1: Topic Report, Client Brief and Project Timeline

GOAL:	You will undertake background research to clearly understand the key issues and baseline conditions of your case study community. You will also be consulting with that community and a range of government and private stakeholders to better appreciate their interests.
PRODUCT:	Report
FORMAT:	You provide a topic report which will identify key research and include consultation with the community and a range of identified stakeholders around topic areas such as: - Governance and Management - Community and Social Development - Transport and Access - Landscape and Built Form - Ecology and Nature - Economic Development & Innovation - Infrastructure & Land Use

CRITERIA:

No.		Learning Outcome assessed
1	The clarity and accuracy of the baseline data collection	1
2	The analyses of your topic area across a range of spatial scales	1
3	Extent to which the topic report reflects community and stakeholder concerns and issues	3
4	Extent to which group records and recognises the variety of polices, plans, strategies and legislation which impact the community	2
5	Quality of syntax; mapping and graphics to illustrate your analysis (visual and text integration)	4 5

GENERIC SKILLS:	Communication, Collaboration, Organisation, Information literacy

All - Assessment Task 2: Key Topic Issues and Options Report

GOAL:	This report will identify key issues, around your previous topic area in consideration of all other topic areas. You will develop a range of options for actions which will assist in the management and / or promotion of each of those issues.
PRODUCT:	Artefact - Professional, and Written Piece
FORMAT:	You will work individually to identify key issues (related to your topic area) and prepare possible options for action in dealing with those issues. The report will include an introduction and background to the topic area before introducing each of the issues in turn. Each issue will be analysed using appropriate methods, and also considered in the context of current statutory and policy frameworks. This task will support the establishment of key actions and will also contain examples of best practice from either a national or international perspective.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Clarity and accuracy of the issue description, including its characteristics within the community context	①
	2	Coherent, sequential, logical development of possible options for action considering the other topic areas	③ ④
	3	Originality and insight in developing options for action, and the relationship to statutory and policy frameworks	④
	4	Use of relevant examples from the community to illustrate future possibilities in the group's topic area	③
	5	Ability to demonstrate an understanding of key issues at the site, local, regional and national scale	①
	6	Quality of syntax; mapping and graphics to illustrate your analysis (visual and text integration)	⑤
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

All - Assessment Task 3: Final Community Plan and Presentation

GOAL:	You will now produce a Community Plan which delivers significant change for the community and provides a vision of future direction
PRODUCT:	Artefact - Creative, and Oral
FORMAT:	You will form into groups to prepare the final report and presentation to community representatives. You will use the knowledge collected by all the topic groups (Assessments 1 and 2) to prepare the final report and presentation to the community.
	You will be required to develop a vision and articulate how that vision will deliver a preferred future for the community.
	It will be necessary to consider the implementation arrangements and the evaluation and monitoring arrangements of your community plan.
	The final presentation should consist of a written and illustrated report which details the required planning scheme and strategic document amendments. You will be required to create an A1 design board per student and also present your findings to invited guests.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	The relevance and capacity of the vision to deliver future community direction	3
	2	The consideration of the implications of no change in a community context	4
	3	Creativity and insights into the interpretation of all the of Assessment 1 and 2 topic reports, where relevant	4
	4	Ability to make use of key ideas from theory and practice and articulate appropriate changes to planning scheme and strategic documents	1 2
	5	Quality of the report writing, mapping, graphics to illustrate your analysis (visual and text integration)	5
	6	Coherence and quality of the A1 design boards and the community presentations	5

GENERIC SKILLS:	Communication, Collaboration, 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:

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