UniSC

COURSE OUTLINE

ENP460 Planning Practicum

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

You are placed in planning organisations in which staff commit to a mentoring program supporting you while you work for a period of 4 - 5 weeks (160 hours). Before your placement, you will consider what issues you need to think about while on placement. These issues will then be reconsidered in post placement sessions in which students share their experiences with each other. The course will build your skills as a reflective practitioner in the planning discipline and familiarise you with workplace practices you need to think about while on placement.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On Campus Workshop - 12 hours over 2 days	12hrs	Orientation week	Once Only
Placement – Work Placement	160hrs	Not applicable	Once Only
Tutorial/Workshop 2 – On Campus Workshop - 6 hours over 1 day	6hrs	Week 13	Once Only

1.3. Course Topics

- Town Planning and Urban Design practice
- Practicum/internship requirements and experience
- Reflective planning practice
- Professional time management
- PIA Code of Conduct and Professional Ethics

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	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...	Planning Institute of Australia
1 Apply theoretical and technical planning skills to unfamiliar circumstances	Engaged	2.1.1, 2.1.11, 2.1.7, 2.2.6, 2.1, 2.2
2 Work in a diverse employment situation requiring application of planning theory, knowledge and skills and reflect on personal values, professional practice and legal and theoretical perspectives	Engaged	1.8, 1.9, 1.10, 1.12, 2.1.4, 2.1.7, 2.2.2, 2.2.3, 2.2.5, 2.2.7, 2.1, 2.3, 3.1, 3.2, 3.4, 3.5, 3.6
3 Critique plans, planning tools and built environment proposals	Engaged	2.2.9, 2.2, 3.5.4, 3.5.5, 3.6.2
4 Demonstrate behaviour and knowledge of personal and professional ethical standards	Ethical	2.1.6, 2.1.7, 2.3.6, 2.1, 3.1.4, 3.2.6

* Competencies by Professional Body

CODE	COMPETENCY
PLANNING INSTITUTE OF AUSTRALIA	
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
1.12	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
2.1.11	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
2.2.6	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
2.1.4	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

CODE	COMPETENCY
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
2.2.5	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
2.2.7	Capacity to perform key planning tasks via strategic and statutory frameworks
2.2.9	Capacity to prepare plans and urban designs to address and manage land use and development issues and opportunities
2.1.6	Capacity to make appropriate choices in ethically ambiguous situations based on knowledge of social, economic, environmental, and cultural aspects of planning
2.3.6	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	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
3.5.4	Capacity to understand and critique key concepts in transport economics and project planning.
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
3.6.2	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.
3.1.4	Knowledge and understanding of the protocols for engaging with Aboriginal and Torres Strait Islander peoples including an understanding of the concept of free, prior and informed consent as set out by the Australian Human Rights Commission and best practice ethical guidelines.
3.2.6	Capacity to link economic understandings with other ethical and practical dimensions of planning, such as socio-spatial disparities associated with globalisation.
3.1	Aboriginal and Torres Strait Islander peoples' and Indigenous peoples' rights, interests and planning approaches
3.2	Economic Planning
3.4	Social Planning
3.5	Transport Planning
3.6	Urban Design

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, ENP365, ENP311, ENP411 and enrolled in Program AR406

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

You must demonstrate that you have completed a substantial part of the BRUP program so you may reflect on your experiences linking both theory and practice to critique your own knowledge and level of achievement.

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 and scope

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	Plan	Individual	30%	1000 - 1500 words	Week 3	Online Submission
All	2	Journal	Individual	50%	2500 - 3000 words	Week 13	Online Submission
All	3	Oral and Written Piece	Individual	20%	750 - 1000 words	Week 13	In Class
All	4	Code of Conduct	Individual	0%	n/a	Throughout teaching period (refer to Format)	To Supervisor

All - Assessment Task 1: Set of Criteria for assessing learning experience

GOAL:	To discuss why reflective practice is important; and To develop a set of criteria based on knowledge gained in planning theory and professional practice which can then be used to reflect on your practicum experience.		
PRODUCT:	Plan		
FORMAT:	Working as a reflective practitioner - Derivation of a set of criteria for discussing various aspects of professional practice in your learning journal, based on the criteria listed in the learning journal assessment guide.		
CRITERIA:	**No.**		**Learning Outcome assessed**
	1	The extent to which you consider the importance of reflective practice	① ④
	2	The extent to which your criteria reflect theoretical ideas about "good practice"	① ② ③
	3	Consideration of the influence of institutional context for the organisation (e.g. legal requirements, organisational structure and role of the planner in a public institution or in a private consultancy)	② ④
	4	Consideration of the influence of theory on tasks carried out during your practicum.	① ②
GENERIC SKILLS:	Communication, Organisation, Information literacy		

All - Assessment Task 2: Learning Journal

GOAL:	To apply planning theory, knowledge and skills to reflect on your experience gained in the practicum from an ethical, legal and theoretical perspective.
PRODUCT:	Journal
FORMAT:	You will complete a diary of daily activities and a reflexive report analysing the implications of your experience in terms applying knowledge gained at University.You will maintain a diary while working in the planning organisation.Reflections about practice may include commentary on links between practice and theory, the influence of the institutional context on the nature of planning and insights about your experience and observations. Assessment will also be influenced by the verbal mentor reports which will be used to structure particular discussions in the post placement workshop.

CRITERIA:	No.		Learning Outcome assessed
	1	Links to planning theory and other core planning knowledge and skills	① ② ③ ④
	2	Understanding of organisation's institutional context and other influences on the planning role.	① ② ④
	3	Verbal mentor report	④
	4	Learning journey insights	① ② ③ ④
	5	Presentation and quality of syntax	④

GENERIC SKILLS:	

All - Assessment Task 3: Post placement presentation and discussion

GOAL:	To discuss and compare experiences in the practicum to present highlights and issues
PRODUCT:	Oral and Written Piece
FORMAT:	Talk for 10-15 minutes about the highlights of your experience and any issues that arose.You will make a Post Placement verbal presentation and participate in discussions about the student experiences.Your group will then discuss any issues raised in the workshop. Topics may be drawn from mentor reports, lecturer's observations of students working, and student summary and prioritisation of issues.

CRITERIA:	No.		Learning Outcome assessed
	1	Coherence of your discussion about issues raised in learning journals and by planning mentors	① ② ④
	2	Ideas for future application when working as a planner (e.g. Council practice).	① ② ③
	3	Awareness of the general ethical and public responsibilities of the planner based on discussion about various issues faced by you while on the practicum	② ④
	4	Personal insights into the link between your education and work as planners	① ② ③ ④

GENERIC SKILLS:	

All - Assessment Task 4: Code of Conduct

GOAL:	This task enables you to become familiar with the code of conduct for your discipline and work within its guidelines during a work integrated learning (WIL) experience
PRODUCT:	Code of Conduct
FORMAT:	During your WIL experience you are required to complete the required hours of work experience.To be eligible to pass, you are required to complete the internship satisfactorily according to the criteria below. See Canvas for your discipline specific Code of Conduct.

CRITERIA:	No.		Learning Outcome assessed
	1	Behaviour that is in accordance with the discipline code of conduct	① ② ④
	2	Adherence to the discipline code of conduct	④
	3	Completion of the required hours	②

GENERIC SKILLS:	

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