

**ENP470 Planning Project**

School: School of Law and Society

2026 | Trimester 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](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 enables you to work on an individual research project. You will apply planning knowledge and skills learned in the previous years to define the research problem, undertake a literature review, do some field research and develop options to solve a planning problem. The research needs to be presented in an individual report.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Learning materials will be made available one week in advance, they may include formative quizzes, readings, short videos, podcasts, other interactive exercises.	1hr	Week 1	11 times
<b>Tutorial/Workshop 1</b> – Face-to-face tutorials based on exercises and discussions focused on the assignments students need to complete in preparation for their honours thesis.	2hrs	Week 1	11 times

### 1.3. Course Topics

- Planning and undertaking a research project, including defining the problem, undertaking a literature review and field research, developing options to solve a planning problem.
- Application of planning knowledge and skills
- Research-related human ethics considerations
- Writing a research thesis

## 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 (taught over 2 delivery periods)

#### 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...	Competencies from multiple Professional Bodies (see below) *
1 Identify how research can contribute to planning theory and practice.	Creative and critical thinker Empowered	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.11, 11, 11.1, 11.2, 11.3
2 Justify how research process including proposed research methods contributes to solving a planning problem.	Knowledgeable Sustainability-focussed	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
3 Critically analyse literature and use theoretical concepts and empirical data to justify research need, methods, and contribution.	Knowledgeable Creative and critical thinker Engaged	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
4 Undertake data gathering according to well-developed methods appropriate to your research question.	Creative and critical thinker Empowered Engaged	2.2.8, 3.4.2
5 Presentation of comprehensive research report.	Knowledgeable Creative and critical thinker Empowered	1, 1.4, 1.5, 1.6, 1.7, 1.8

##### \* Competencies by Professional Body

CODE	COMPETENCY
<b>PLANNING INSTITUTE OF AUSTRALIA</b>	
1	Generic Capabilities and Competencies
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
1.3	Develop and evaluate arguments
1.4	Apply creative thinking processes to complex problems
1.5	Make meaningful new connections between challenging, contradictory or unlikely elements
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
1.11	Awareness of challenges and opportunities posed by operating in diverse and globally oriented settings
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
3.4.2	Ability to undertake basic primary and secondary data gathering and analysis utilising quantitative and qualitative methods
<b>EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS</b>	
11	Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient and sustainable
11.1	Cognitive learning objectives for "Sustainable Cities and Communities"
11.2	Socio-emotional learning objectives for "Sustainable Cities and Communities"
11.3	Behavioural learning objectives for "Sustainable Cities and Communities"

## 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 and ENP336 and ENP365 and SCS225 and enrolled in 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

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	1a	Oral and Written Piece	Individual	25%	Written piece: 4000 words (+/- 10%), not including reference list. Presentation: 5-10 minutes.	Delivery Period 1 - Week 7	Online Assignment Submission with plagiarism check and in class
All	2a	Practical / Laboratory Skills	Individual	5%	1000-2000 word report	Delivery Period 2 - Week 8	Online Assignment Submission with plagiarism check
All	2b	Written Piece	Individual	50%	7,000-10,000 words (the word count does not include the reference list).	Delivery Period 2 - Week 12	Online Submission
All	2c	Oral	Individual	10%	3 to 8 minutes	Delivery Period 2 - Week 12	Online Assignment Submission with plagiarism check

**All - Assessment Task 1a:** Project proposal and presentation

GOAL:	To prepare and present a project proposal for the Honours thesis. This document should present a problem statement, research question(s), literature review, research methodology, expected outcomes and a schedule for the completion of the project. You will also present your research proposal in class and receive feedback.			
PRODUCT:	Oral and Written Piece			
FORMAT:	Written piece submitted on Canvas, and class presentation.			
CRITERIA:	No.	Learning Outcome assessed		
	1	Topic background and study justification	1	2 3
	2	Knowledge of the literature (from academic and practice-based sources) and identification of research gap	1	2 3
	3	Knowledge of and support for chosen methods of data collection and analysis	2	3
	4	Use of relevant referencing	3	
	5	Timeline of the study	4	5
GENERIC SKILLS:	Communication, Collaboration, Problem solving			

**All - Assessment Task 2a:** Progress report

GOAL:	To carry out fieldwork, gathering data to support analysis		
PRODUCT:	Practical / Laboratory Skills		
FORMAT:	You will prepare a report highlighting the data collected and analysed to date relevant to the research questions. The report is 1000-2000 word long and highlights the progress of the work.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Explanation and justification of methods of data collection	1 2 3
	2	Key insights about your research topic that emerged while collecting the data	2 4
	3	Reflection on what has worked and what could be improved	1 3
	4	Use of relevant referencing	1 2 3
GENERIC SKILLS:	Communication, Problem solving, Organisation		

#### All - Assessment Task 2b: Honours thesis

<b>GOAL:</b>	You are to write an Honours thesis which provides suggestions for improving the planning issue dealt with in the research across both trimesters.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	The Honours thesis must present: introduction (including research aims and questions); literature review, methodology, results, discussion and conclusions.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Thesis structure and referencing: Coherent, sequential, logical development of ideas, discussions and conclusions; and appropriate use of academic referencing	1 2 3 5
	2	Literature review: Knowledge of relevant literature from academic and practice-based sources	1 3 5
	3	Methodology: Justification of the methods adopted in relation to the research questions	1 2 3 5
	4	Results and discussion: Ability to clearly present the results of the research and discuss the implications of the key findings	1 3 5
	5	Conclusion: Presentation of the contribution of the project for Urban Design and/or Town Planning theory and practice	1 3 5
<b>GENERIC SKILLS:</b>	Collaboration, Problem solving, Organisation		

#### All - Assessment Task 2c: Final thesis presentation

<b>GOAL:</b>	To present the final thesis.		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	Powerpoint presentation		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Structure of presentation	5
	2	Clarity of key ideas, procedures and outcomes	1 2 3 5
	3	Visual quality: Use of illustrations and images	5
<b>GENERIC SKILLS:</b>	Communication, 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

Not applicable

## 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)