

SUS201 Advancing Sustainability: Planet, People and Prosperity

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.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

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

Are we there yet? There is an urgent need for the global community to work collectively to achieve positive sustainability outcomes for people and the planet. Reporting the impact of sustainability practices and action across various scales is a critical part of this process. In this course, you will build your understanding of the core elements of creating positive and sustainable change. You will also be introduced to sustainability policies, initiatives, tools and case studies focusing on sustainable practices. You will explore some of the ways of assessing sustainability performance, within the context of the main focus areas of the Sustainable Development Goals (SDGs): Planet, People and Prosperity.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On Campus tutorial	2hrs	Week 1	10 times
Learning materials – Weekly online learning materials	1hr	Week 1	12 times
ONLINE			
Learning materials – Weekly online learning materials	1hr	Week 1	12 times
Tutorial/Workshop 1 – Weekly online tutorials	2hrs	Week 1	10 times

1.3. Course Topics

1. Course Introduction: The main focus areas of the SDGs
2. People: Poverty and Education
3. People: Hunger, Health and WASH (Water and Sanitation and Hygiene)
4. People: Social Inclusion
5. People: Gender Equality
6. Planet: Life Below Water and Life on Land
7. Planet: Climate Action
8. Planet: Affordable and Clean Energy
9. Prosperity: Economic Sustainability-Workers, Industrial Change and Innovation
10. Prosperity: Sustainable Cities and Consumption
11. Prosperity: Peace, Justice and Strong Institutions
12. Partnerships for achieving the 2030 Agenda: Beyond Sustainability and Regeneration

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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 MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Learning & Teaching Council
1 Develop criteria, indicators, measures and targets for assessing sustainability.	Creative and critical thinker Empowered	1, 3, 4, 5
2 To appropriately scope a program evaluation and understand how to undertake it.	Empowered Sustainability-focussed	3, 4, 5
3 Reflect on issues influencing the practice of evaluation.	Knowledgeable Creative and critical thinker	1, 4, 5, 7
4 Effectively undertake and communicate program evaluation.	Empowered Sustainability-focussed	4, 5, 6

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN LEARNING & TEACHING COUNCIL	
1	Knowing: Demonstrate a coherent geographical understanding of trends, processes and impacts that shape Australian and other environments and/or societies at different spatial and temporal scales.
3	Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments.
4	Thinking: Recognise, evaluate and synthesise various views, arguments and sources of knowledge pertinent to solving environmental and social problems.
5	Investigating and problem solving: Resolve geographical questions by ethical means, applying evidence-based knowledge and appropriate research techniques, including those associated with field work.
6	Communicating: Communicate geographical perspectives and knowledge effectively to specialist and non-specialist audiences using appropriately selected written, oral and visual means.
7	Self-directing and collaborating: Contribute effectively as a member or leader of diverse teams working in geographical or multidisciplinary contexts

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)

Foundation knowledge in sustainability principles, theory and application

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

Feedback on draft items will be provided during workshops.

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	Written Piece	Individual	30%	1250 words The word count does not include the reference list.	Week 5	Online Assignment Submission with plagiarism check
All	2	Report	Individual	30%	1250 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	40%	1500 words maximum	Week 12	Online Submission

All - Assessment Task 1: Assessing Corporate Sustainability Reporting

GOAL:	To demonstrate an understanding of corporate approaches to sustainability reporting.	
PRODUCT:	Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	<p>Students will be required to use Cadmus for this task.</p> <p>Individual 1250 word report that maps a corporate report case study against the UN Sustainable Development Goals (SDG) indicators and targets.</p> <p>Additional information will be provided in class and on Canvas.</p>	
CRITERIA:	No.	Learning Outcome assessed
GENERIC SKILLS:		

All - Assessment Task 2: Critical Written Piece - Measurement and Reporting Analysis of a Sustainability Report

GOAL:	To demonstrate your skills in reviewing evaluation documents against SDG criteria	
PRODUCT:	Report	
AUTHORSHIP STATEMENT:		
FORMAT:	Individual 1250-word report based on a sustainability assessment. Examples will be available on Canvas, or you can discuss an alternative with your Course Coordinator/Tutor. Additional information will be provided on Canvas.	
CRITERIA:	No.	Learning Outcome assessed
	1	Respond to review questions (40 percent) 1 3 4
	2	Demonstrate ability to critically review documents based on sound logic (30 percent) 1 3
	3	Use relevant literature to support your critique (10 percent) 1 3
	4	Communicate using appropriate language and structure (10 percent) 4
	5	Ensure quality of syntax and grammar in your report (10 percent) 4
GENERIC SKILLS:	Communication, Information literacy	

All - Assessment Task 3: Case Study Analysis

GOAL:	To analyse a sustainable development project and propose suggestions for improvement based on best practice development theories and the UN Sustainable Development Goals.																			
PRODUCT:	Case Study																			
AUTHORSHIP STATEMENT:																				
FORMAT:	<p>Individual case study analysis. Students will be provided with three case study options of past sustainable development projects. Each case study will be related to one of the major themes of the course; people, planet or prosperity.</p> <p>Students will analyse their chosen case study based on how it aligns to 3 of the UN Sustainable Development Goals (UN SDGs) and one development theory covered in class.</p> <p>Students will write a short proposal on how they would approach the case study based on their chosen SDGs and development theory.</p> <p>Additional information and specific case studies will be provided on Canvas.</p>																			
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Present a clear, coherent analysis and presentation of project findings using an appropriate structure (25 percent)</td><td>1 2 4</td></tr><tr><td>2</td><td>Critically apply techniques and report against them (35 percent)</td><td>1 4</td></tr><tr><td>3</td><td>Suggest actions and ways forward to issues you have identified (20 percent)</td><td>1 3</td></tr><tr><td>4</td><td>Reference appropriate literature (10 percent)</td><td>2 4</td></tr><tr><td>5</td><td>Ensure an academically rigorous and professional report presentation (10 percent)</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Present a clear, coherent analysis and presentation of project findings using an appropriate structure (25 percent)	1 2 4	2	Critically apply techniques and report against them (35 percent)	1 4	3	Suggest actions and ways forward to issues you have identified (20 percent)	1 3	4	Reference appropriate literature (10 percent)	2 4	5	Ensure an academically rigorous and professional report presentation (10 percent)	4	
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GENERIC SKILLS:	Communication, Problem solving, 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?

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. 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](#)