



## COURSE OUTLINE

# ENP470 Planning Project

Course Coordinator: Claudia Baldwin (cbaldwin@usc.edu.au) School: School of Law and Society

2021 | Semester 1

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website 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
ON CAMPUS			
<b>Tutorial/Workshop</b> – Part A - Semester 1: Week 1: 10 hours over two concurrent days Week 2 – 12: Work on report with supervisor guidance Week 13 – report due and 6 hours on one day - presentation to class on topic and workshop on human ethics application	16hrs	Week 1	3 times
<b>Tutorial/Workshop</b> – Part B - Semester 2: Workshop: 1 x 6 hours in Week 1, Workshop: 1 x 6 hours in Week 6, and Workshop: 1 x 6 hours in Week 13. Along with 3 hours per week of individual work and weekly contact with Supervisor for remainder of semester by email or meeting as agreed.	18hrs	Week 1	3 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

Writing a research report.

## 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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Identify how research can contribute to planning theory and practice.	Empowered
2 Justify how research process including proposed research methods contributes to solving a planning problem.	Knowledgeable Sustainability-focussed
3 Critically analyse literature and use theoretical concepts and empirical data to justify research need, methods, and contribution.	Creative and critical thinker Engaged
4 Undertake data gathering according to well-developed methods appropriate to your research question.	Creative and critical thinker Empowered Engaged
5 Presentation of comprehensive research report.	Knowledgeable Creative and critical thinker Empowered

### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

#### 5.1. Pre-requisites

ENP355 and ENP336 and ENP365 and ENP311 and SCS225 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

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	Oral	Individual	0%	10 minutes	Delivery Period 1 - Week 1	In Class
All	2	Written Piece	Individual	10%	1000 -1500 words	Delivery Period 1 - Week 4	Online Assignment Submission
All	3	Written Piece	Individual	40%	3000 words	Delivery Period 1 - Week 13	Online Assignment Submission
All	5	Report	Individual	50%	10000 words	Delivery Period 2 - Week 13	Online Assignment Submission

#### All - Assessment Task 1: Presentation of research idea and justification of its contribution to planning

<b>GOAL:</b>	Develop a research idea or questions and justify its importance to the discipline of planning											
<b>PRODUCT:</b>	Oral											
<b>FORMAT:</b>	In the Week 1 introductory workshop, you will deliver a 10 minute presentation on your idea for your research project. You will also need to discuss what contribution your research would make to planning.											
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The presentation develops a coherent, sequential, and logical argument about a planning problem and its significance.</td> </tr> <tr> <td>2</td> <td>Group discussion about the issue/problem and possibilities for research is facilitated in the group</td> </tr> <tr> <td>3</td> <td>Use of relevant examples to illustrate the significance of the issue/problem.</td> </tr> <tr> <td>4</td> <td>Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 3 4 5</span></td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	The presentation develops a coherent, sequential, and logical argument about a planning problem and its significance.	2	Group discussion about the issue/problem and possibilities for research is facilitated in the group	3	Use of relevant examples to illustrate the significance of the issue/problem.	4	Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 3 4 5</span>	
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#### All - Assessment Task 2: Research proposal

<b>GOAL:</b>	To justify the aims and research question, identify key themes for the project literature review, and investigate methods for undertaking the research.													
<b>PRODUCT:</b>	Written Piece													
<b>FORMAT:</b>	In 1000-1500 words, describe a planning problem from which you will derive a research question. You will identify components of your proposed literature review demonstrating theoretical perspectives about how the issue may be resolved and possible methods for undertaking the research.													
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### All - Assessment Task 3: Written report: Problem, Aim, Literature Review and Methods

<b>GOAL:</b>	To complete a report that includes: Planning problem, aims of research and research question(s), literature review examining the issues from a theoretical and practitioner perspective, and methodology and timeline for the research.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	In a maximum of 5000 words, write the first half of your final research report outlining the problem, aims and research question(s), literature review which examines the issue from both a theoretical perspective and from the experiences of practitioners, and methods for undertaking your research and answering the research question(s). . You will revise your introduction/planning problem, the methods for data collection and analysis based on feedback from Assessment Task 2 and support from the literature. You will give a 10 minute presentation of your proposal in class and be prepared for discussion.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	An understanding of the planning project topic and issues relating to it
	2	Knowledge of literature from academic and practice-based sources and understanding of implications for the final outcomes;
	3	Knowledge of and support for chosen
	4	Use of relevant referencing

### All - Assessment Task 5: Final Report including discussion and conclusion

<b>GOAL:</b>	You are to write a final report which provides suggestions for improving the planning issue dealt with in the research across both semesters.	
<b>PRODUCT:</b>	Report	
<b>FORMAT:</b>	The discussion and the final conclusion sections will be written about the planning topic and the 10,000 word (including previous sections) final report will be compiled	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Coherent, sequential, logical development of possible planning solutions based on previous analysis
	2	Use of relevant examples from the community to illustrate future possibilities
	3	Grasp of conceptual issues relevant to the solutions
	4	Ability to demonstrate an understanding of urban and regional planning
	5	Use of relevant referencing from both academic and practice-based sources

## 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. Directed study hours may vary by location. 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 Blackboard 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 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 will 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 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 and supply the required documentation to negotiate an outcome.

### 10.4. 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).

### 10.5. 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.

## 10.6. 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.

## 10.7. 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC 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)