



## UNSW Course Outline

# PLAN7142 City Equity & Wellbeing - 2024

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## General Course Information

**Course Code :** PLAN7142

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Built Environment

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

In this course, you will explore contemporary issues facing planners in an increasingly diverse and complex society. You will critically engage with the social, economic, and cultural shifts which are continually reshaping the neoliberal city and consider questions of spatial

disadvantage, social exclusion, equity, spatial justice and and 'rights to the city'. Change in the built environment often impacts disadvantaged groups disproportionately; for example, redevelopment and gentrification may be accompanied by quickly changing community profiles, rising housing costs and displacement. As planners, we must steward the future direction of our cities in ways that foster diversity and recognise the needs of all groups, including culturally diverse communities, children, the aged, women, people with disabilities, LGBTIQ+ people, indigenous peoples and homeless people. In this course, you will gain an understanding of how to proactively incorporate elements that foster well-being into decisions related to the built environment. You will explore the capacity of current planning frameworks to achieve more equitable outcomes, including through the preparation of community strategic plans, the use of social impact assessment and more creative inter-disciplinary and bottom-up approaches.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain the role of planning in social wellbeing and health.
CLO2 : Analyse how equity and concerns regarding wellbeing are addressed in planning activity.
CLO3 : Assess diversity and difference within communities in relation to the demands upon and outcomes of planning processes.
CLO4 : Reflect on your attitudes, beliefs, assumptions and value judgements in relation to how they influence and impact upon your planning approach.
CLO5 : Identify and synthesise priority issues relevant to preparation of social and health impact assessments.

Course Learning Outcomes	Assessment Item
CLO1 : Explain the role of planning in social wellbeing and health.	<ul style="list-style-type: none"><li>• Wellbeing and safety audit</li></ul>
CLO2 : Analyse how equity and concerns regarding wellbeing are addressed in planning activity.	<ul style="list-style-type: none"><li>• Planning Practice Reflection</li><li>• Social impact Assessment Scoping Report</li><li>• Wellbeing and safety audit</li></ul>
CLO3 : Assess diversity and difference within communities in relation to the demands upon and outcomes of planning processes.	<ul style="list-style-type: none"><li>• Social impact Assessment Scoping Report</li></ul>
CLO4 : Reflect on your attitudes, beliefs, assumptions and value judgements in relation to how they influence and impact upon your planning approach.	<ul style="list-style-type: none"><li>• Planning Practice Reflection</li></ul>
CLO5 : Identify and synthesise priority issues relevant to preparation of social and health impact assessments.	<ul style="list-style-type: none"><li>• Social impact Assessment Scoping Report</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

## Learning and Teaching in this course

The teaching approach in City Equity and Wellbeing reflects the importance of interdisciplinary and experiential learning. Through lectures, readings, class exercises and discussions, you will enhance your knowledge of social equity and wellbeing as an underpinning philosophy of planning policy and practice. The assessment tasks are designed to demonstrate the importance of collaborative and interdisciplinary approaches to achieving equitable and healthy cities for all.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Planning Practice Reflection Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: Week 3: 23 September - 29 September, Week 9: 04 November - 10 November
Wellbeing and safety audit Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Week 5: 07 October - 13 October
Social impact Assessment Scoping Report Assessment Format: Group	30%	Start Date: Not Applicable Due Date: Week 10: 11 November - 17 November

## Assessment Details

### Planning Practice Reflection

#### Assessment Overview

You will draft a positionality statement and a recorded reflection on a key equity or wellbeing issue impacting city planning. You will discuss how your personal beliefs, values and assumptions might influence or impact upon your planning practice in achieving a more equitable city, as well as key systemic challenges related to your equity and wellbeing issue. Grading will be done against assessment criteria accompanied by written feedback.

#### Course Learning Outcomes

- CLO2 : Analyse how equity and concerns regarding wellbeing are addressed in planning activity.
- CLO4 : Reflect on your attitudes, beliefs, assumptions and value judgements in relation to how they influence and impact upon your planning approach.

#### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Generative AI Permission Level

### Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show

your Course Authority if there is any uncertainty about the originality of your work. If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## Wellbeing and safety audit

### Assessment Overview

You will undertake an audit of your local neighbourhood using a prescribed audit instrument, reflecting on how your neighbourhood supports health and wellbeing as part of everyday living. Grading will be done against assessment criteria accompanied by written feedback.

### Course Learning Outcomes

- CLO1 : Explain the role of planning in social wellbeing and health.
- CLO2 : Analyse how equity and concerns regarding wellbeing are addressed in planning activity.

### Assignment submission Turnitin type

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# Social impact Assessment Scoping Report

## Assessment Overview

Working with peers as a 'consultant group' on a large proposed project, you will identify the proposal's likely social, cultural and health impacts to enable future preparation of a Social Impact Assessment (SIA). Grading will be done against assessment criteria accompanied by written feedback.

## Course Learning Outcomes

- CLO2 : Analyse how equity and concerns regarding wellbeing are addressed in planning activity.
- CLO3 : Assess diversity and difference within communities in relation to the demands upon and outcomes of planning processes.
- CLO5 : Identify and synthesise priority issues relevant to preparation of social and health impact assessments.

## Assignment submission Turnitin type

This is not a Turnitin assignment

## Generative AI Permission Level

### Planning/Design Assistance

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## General Assessment Information

### Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	Introduction to City Equity and Wellbeing
Week 2 : 16 September - 22 September	Topic	Difference and Diversity in the City
Week 3 : 23 September - 29 September	Fieldwork	Safety in the City Fieldtrip
Week 4 : 30 September - 6 October	Topic	City Wellbeing and Health Equity
Week 5 : 7 October - 13 October	Topic	Housing Equity (No In-Person Classes)
Week 6 : 14 October - 20 October	Other	Flexibility Week
Week 7 : 21 October - 27 October	Topic	Social Impact Assessment
Week 8 : 28 October - 3 November	Topic	Indigenous Culture and City Planning
Week 9 : 4 November - 10 November	Topic	Emotions and Planning
Week 10 : 11 November - 17 November	Topic	Equity and Sustainability

## Attendance Requirements

You are expected to be regular and punctual in attendance at all classes for the School of Built Environment courses in which you are enrolled. If and where individual courses have specific attendance requirements, these will be stated in the course outline.

If you do not attend, engage, or participate in scheduled class activities, including lectures, tutorials, studios, labs, etc, you run the risk of failing a course.

If illness or unexpected and beyond your control circumstances prevent you from completing a task on time, or substantially disturb your assessment performance, you should apply for [Special Consideration](#), as soon as practicable, accompanied by appropriate documentation.

No special consideration will be provided if you miss out on essential course information and materials, or if you miss assessment tasks and deadlines due to unexplained absences or an unapproved lack of attendance.

You may be advised by the Course Convenor to withdraw from the course if significant learning activities are missed.

## Course Resources

### Prescribed Resources

Prescribed resources related to weekly topics are posted in Moodle.

# Recommended Resources

Recommended resources related to weekly topics are posted in Moodle.

## Course Evaluation and Development

This course uses the University's myExperience process to acquire and respond to feedback from students at the end of the course. You are very welcome and invited at any time to submit informal feedback specific to individual tutorials and lectures to the course convenor.

We encourage and support students to maintain regular contact with the course convenor to provide informal feedback throughout the course. For specific issues or detailed feedback, please arrange a meeting with the course convenor via email.

In this course there is an option for students to provide anonymous feedback via the course's Moodle page, which is directly sent to the convenor. As a final step, students are invited to share their insights and experiences by completing the MyExperience survey. The feedback gathered each year is integral to the continuous enhancement and development of the course.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Caitlin Buckle		Red Centre West Wing 4003	Microsoft Teams	Email for appointment	Yes	Yes

## Other Useful Information

### Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your

needs

- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

### [Use of AI for assessments | UNSW Current Students](#)

## Submission of Assessment Tasks

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment.

In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## School Contact Information

[badmin@unsw.edu.au](mailto:badmin@unsw.edu.au)