



UNSW Course Outline

PLAN6000 Planning with Indigenous Peoples - 2024

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General Course Information

Course Code : PLAN6000

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, Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In this course, you will develop an appreciation of Aboriginal and Torres Strait Islander knowledge, culture and tradition, specifically as they relate to land and waters. You will gain a practical understanding of how to engage with Aboriginal and Torres Strait Islander peoples and

communities to better understand their rights and interests, the importance of their connections to their country and how that may be integrated into contemporary land use and environmental planning. You will examine how the UN Declaration on the Rights of Indigenous Peoples applies to the context of planning and explore models of implementation of property rights that promote equitable, just, and culturally relevant economic and social development. Considering the relevance of Aboriginal and Torres Strait Islander peoples' knowledge and culture to contemporary planning and planning practice, this course will give you a unique opportunity to contextualise and interpret Indigenous policy.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Interpret the law relating to cultural heritage protection, statutory land rights and native title systems in Australia
CLO2 : Evaluate contemporary land use and environmental planning systems in relation to Aboriginal and Torres Strait Islander peoples' land rights and interests
CLO3 : Develop awareness of Aboriginal and Torres Strait Islander rights and interests as they relate to planning practice
CLO4 : Develop solutions to support effective, equitable and ethical cross-cultural planning practice.

Course Learning Outcomes	Assessment Item
CLO1 : Interpret the law relating to cultural heritage protection, statutory land rights and native title systems in Australia	<ul style="list-style-type: none"> • Podcast • Group Presentation • Research Essay
CLO2 : Evaluate contemporary land use and environmental planning systems in relation to Aboriginal and Torres Strait Islander peoples' land rights and interests	<ul style="list-style-type: none"> • Podcast • Group Presentation • Research Essay
CLO3 : Develop awareness of Aboriginal and Torres Strait Islander rights and interests as they relate to planning practice	<ul style="list-style-type: none"> • Podcast • Group Presentation • Research Essay
CLO4 : Develop solutions to support effective, equitable and ethical cross-cultural planning practice.	<ul style="list-style-type: none"> • Group Presentation • Research Essay

Learning and Teaching Technologies

Moodle - Learning Management System

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Podcast Assessment Format: Individual	20%	Due Date: Week 3: 23 September - 29 September
Group Presentation Assessment Format: Group	30%	Due Date: Week 8: 28 October - 03 November
Research Essay Assessment Format: Individual	50%	Due Date: Week 10: 11 November - 17 November

Assessment Details

Podcast

Assessment Overview

You will record a brief podcast in which you share your initial reflections on the course material. You will also submit a written transcript. Marking against grading criteria, and written feedback will be provided.

Course Learning Outcomes

- CL01 : Interpret the law relating to cultural heritage protection, statutory land rights and native title systems in Australia
- CL02 : Evaluate contemporary land use and environmental planning systems in relation to Aboriginal and Torres Strait Islander peoples' land rights and interests
- CL03 : Develop awareness of Aboriginal and Torres Strait Islander rights and interests as they relate to planning practice

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

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

Group Presentation

Assessment Overview

In groups, you will present the ideas developed during class discussions regarding Aboriginal rights and interests in planning policy and practice. Marking against grading criteria, and written

feedback will be provided.

Course Learning Outcomes

- CL01 : Interpret the law relating to cultural heritage protection, statutory land rights and native title systems in Australia
- CL02 : Evaluate contemporary land use and environmental planning systems in relation to Aboriginal and Torres Strait Islander peoples' land rights and interests
- CL03 : Develop awareness of Aboriginal and Torres Strait Islander rights and interests as they relate to planning practice
- CL04 : Develop solutions to support effective, equitable and ethical cross-cultural planning practice.

Generative AI Permission Level

No Assistance

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Research Essay

Assessment Overview

You will write an essay developing one of the key ideas or themes covered in your group presentation. You will undertake academic and policy research to support your argument. Marking against grading criteria, and written feedback will be provided.

Course Learning Outcomes

- CL01 : Interpret the law relating to cultural heritage protection, statutory land rights and native title systems in Australia
- CL02 : Evaluate contemporary land use and environmental planning systems in relation to Aboriginal and Torres Strait Islander peoples' land rights and interests
- CL03 : Develop awareness of Aboriginal and Torres Strait Islander rights and interests as they relate to planning practice
- CL04 : Develop solutions to support effective, equitable and ethical cross-cultural planning practice.

Assignment submission Turnitin type

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

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General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Intensive	Full day sessions Friday 13 and Saturday 14 September
Week 3 : 23 September - 29 September	Assessment	Assessment 1 due
Week 5 : 7 October - 13 October	Intensive	Full day sessions Friday 11 and Saturday 12 October. Note that Saturday 12 October will be a full-day fieldtrip.
Week 8 : 28 October - 3 November	Intensive	Full day sessions Friday 1 and Saturday 2 November
	Assessment	Assessment 2 due
Week 10 : 11 November - 17 November	Assessment	Assessment 3 due

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Resources

Prescribed Resources

There are no prescribed resources for this Course. All Lecture Notes, Readings and additional References will be made available through Moodle.

Additional Costs

Self provided travel to Rouse Hill for a field trip. No other costs involved, as a light lunch will be provided.

Course Evaluation and Development

Students will have opportunities to provide feedback at the beginning and end of each day. All students will be invited to complete the My Experience Surveys. These are used to re-design and

make improvements to the Course each year.

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	Dr Edward We nsing		Canberra		By email anytime, any meetings via Teams by mutual arrangement	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

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