

Alignment between Course Learning Outcomes, Deakin Graduate Learning Outcomes and External Standards

Course Enhancement: Course Learning Outcome Template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Honours (AQF 8)

COURSE NAME: S449 Bachelor of Planning (Honours)

- * The text under the 2nd and 3rd columns is taken directly from the Australian Qualifications Framework (AQF) Second Edition January 2013 (www.aqf.edu.au). In relation to each of the Deakin Graduate Learning Outcomes (GLO), the full text from the AQF is reproduced. However, some concepts from the AQF specifications may not apply to a particular GLO – in these cases, they have placed in parentheses.
- * **PIA** refers to the Planning Institute of Australia which is the relevant professional accreditation body for the planning profession in Australia (<http://www.planning.org.au/becomeaplanner/accredited-university-courses>)

Deakin University Program Vision Statement	<i>"To be at the forefront of Australian planning education that is richly informed by a deep concern for the creation, planning, design and delivery of innovative, liveable and sustainable environments and communities."</i>
Deakin University S449 Bachelor of Planning (Honours) Course Vision Statement:	<i>The course will seek to engender in its graduates skills, knowledge and an ethic towards the crafting of sustainable places through plans, designs and strategies that are innovative, ecologically sustainable and culturally attuned, and in particular offer distinctive regionalist and design-informed perspectives in this activity. The course responds to the emerging imperatives facing urban and regional planning, incorporating recognition of global trends and the likely challenges confronting cities, settlements and regions. Setting a rich historical and theoretical/ context, the course combines deductive and intuitive approaches in equipping candidates with the awareness and skills to make proactive professional contributions. It incorporates a distinctive emphasis on design, healthy cities and integrated delivery of urban change, and provides for specialisation that further pursues these and related fields.</i>
Deakin University S449 Bachelor of Planning (Honours) Course Aims:	<ul style="list-style-type: none"> • Inspire graduates through recognition of the capacity of skilled planning practice to positively influence the lives of communities through the sustainability, prosperity, amenity and inclusiveness of urban and regional environments; • Engender recognition of the responsibility of planning professionals in influencing enduring public and private decisions about the distribution of uses and development; • Foster robust and timely practical skills and knowledge required for professional practice in planning; • Cultivate a strong intellectual foundation in ecological, social and economic sustainability as an ethical and practical basis for planning; • Enhance design sensibility, comprehension and design skills as an integral foundation for planning practice and engagement; • Engender a regional ethos and perspective in the articulation, ideation and execution of planning; • Utilise Deakin's Geelong Waterfront Campus as a 'living laboratory' demonstrating a pivotal role in the transformation of an inner city locality to respond to local economic changes and global sustainability imperatives; • Pursue mixed flexible learning modes to educate professionals equipped to work in government or private practice and within or beyond Australia, individually and in teams, and in cross-discipline groups; • Establish a community profile for the discipline through projects, research, exhibitions, conferences, publications, and community participation; and • Cultivate a strong and co-operative educational profile in allied disciplines within and external to Deakin University.
PIA - 1. Professionalism, Practice and Ethics	Competency - Planners should be able to work in a variety of environments and deliver high standards of conduct, ethical behaviour and ability relevant to the circumstances. Planners need to be able to act competently in complex and responsible ways and in a professional and ethical manner while in the pursuit of understanding, promoting and actively seeking public benefits.
PIA - 2. Plan making, Land use Allocation and Management, and Design	Competency - Planners produce plans of various types, selecting the techniques, approaches and tools appropriate to the task and situation, including the ability to subsequently implement plans in the particular circumstances of a place. Planners allocate land uses and manage the process of land use change. Planners undertake the preparation of plans to implement design concepts and establish the pattern and form of development.
PIA - 3. Governance, Law, Plan Implementation and Administration	Competency - Planners work within a statutory framework in the development, implementation and administration of statutory plans, policies and regulations.
PIA - C. Supporting Knowledge Areas	<p>The integrated nature of knowledge and the interrelationships of areas of knowledge set the scene for the approach of a planning program. Supporting knowledge areas are not intended as either mandatory units or definitive descriptors. It is the province of planning programs to develop a coherent program that incorporates the core and supporting areas covered by the Policy. The Policy acknowledges that questions of focus and emphasis are the responsibility of the institution.</p> <p>The Institute is supportive of initiatives by planning programs to demonstrate how the university has sought to integrate areas of competence in innovative and imaginative approaches that promote the integration and not the fragmentation of knowledge, values and skills. The following knowledge areas are representative of areas of knowledge that encapsulate techniques of planning methodology and generally accepted content that would be normally expected in urban and regional planning programs:</p> <p>1 Urban Design; 2 Economic Planning; 3 Social Planning; 4 Environmental Planning; 5 Transport Planning</p>

Deakin Graduate Learning Outcomes	AQF Honours Descriptor*	AQF Level 8 (Honours) Criteria*	Planning Institute of Australia (PIA) Discipline/ Professional Standards (e.g. professional association)	Course Learning Outcomes (CLOs)	Method of Assessment
<p>1. Discipline-specific knowledge and capabilities: appropriate to the level of study related to a discipline or profession.</p> 	<p>Knowledge: coherent and advanced knowledge of the underlying principles and concepts in one or more disciplines and knowledge of research principles and methods.</p> <p>Skills:</p> <ul style="list-style-type: none"> cognitive and technical skills to demonstrate a broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas technical skills to design and use research in a project <p>Application of knowledge and skills: will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in professional practice and/or scholarship to adapt knowledge and skills in diverse contexts to plan and execute project work and/or a piece of research and scholarship with some independence 	<p>Knowledge: advanced theoretical and technical knowledge in one or more disciplines or areas of practice.</p> <p>Application of knowledge and skills: will apply knowledge and skills to demonstrate autonomy, well-developed adaptability and responsibility as a practitioner or learner.</p>	<p>Generic Capabilities and Competencies:</p> <p>Generic capabilities are embedded in every university's mission. Planning assumes and requires a range of capabilities and specific competencies that contribute to what it is to be a planning professional. Accredited programs need to be able to demonstrate that generally the following broad competencies are delivered in their program. These are skills showing the application of knowledge:</p> <ul style="list-style-type: none"> Problem identification Research Analysis Self-reflection Spatial thinking and application Strategic thinking Problem solving Communication Team work Work readiness <p>Performance Outcomes:</p> <p>2. Knowledge of the development of planners' roles over time and in various contexts including the challenges and requirements of contemporary circumstances.</p> <p>9. Capacity to apply theoretical and technical planning skills to unfamiliar or emergent circumstances, even with incomplete information.</p>	<p>1.1 Apply an integrated specialised and scholarly knowledge of ever-changing urban, regional and rural environments to produce plans that guide the development and improvement of liveable sustainable environments and communities.</p> <p>1.2 Use relevant governance frameworks in the development, implementation and administration of strategic and statutory plans, policies and regulations.</p> <p>1.3 Apply broad and advanced discipline-specific planning knowledge and capabilities with adapt fluency in design to develop and improve sustainable environments in communities.</p> <p>1.4 Synthesise knowledge of planning history, theory and practice to research, design, develop and manage planning projects demonstrating initiative and judgement through professional practice and/or scholarship.</p> <p>1.5 Develop in-depth understanding of specialist knowledge, contemporary planning practice and current research directions within the planning discipline.</p>	<p>A solid foundation of planning theory and practice knowledge and capability is developed and assessed through the core units. Elective units permit specialism enhancement of knowledge and skills in the broader spectrum of planning.</p> <p>The unit SRR417 Thesis (Planning) allows students to demonstrate their ability to synthesise the knowledge gained throughout their degree course.</p> <p>Assessment will be in a range of forms, as provided in more detail in Appendices D-G.</p>

Deakin Graduate Learning Outcomes	AQF Honours Descriptor*	AQF Level 8 (Honours) Criteria*	Planning Institute of Australia (PIA) Discipline/ Professional Standards (e.g. professional association)	Course Learning Outcomes (CLOs)	Method of Assessment
<p>2. Communication: using oral, written and interpersonal communication to inform, motivate and effect change. #</p> 	<p>Skills:</p> <ul style="list-style-type: none"> communication skills to present a clear and coherent exposition of knowledge and ideas to a variety of audiences. <p><u>Application of knowledge and skills:</u> will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in professional practice and/or scholarship to adapt knowledge and skills in diverse contexts 	<p>Skills: advanced cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse, generate and transmit solutions to complex problems transmit knowledge, skills and ideas to others. 	<p>Generic Capabilities and Competencies</p> <ul style="list-style-type: none"> write with clarity, cohesion, logic, structure, relevance, accuracy and precision of expression in a range of contexts. effectively use voice, body-language, structure, word choice, graphics, and presentation technology, across a range of media that is appropriate to the knowledge base and cultural background of the audience. <p>Performance Outcomes:</p> <p>7. Capacity to mediate and negotiate to resolve planning conflicts.</p> <p>10. Capacity to communicate in written, oral, and graphical form in respect to issues, proposals and actions via a range of media to various audiences in a manner appropriate to the situation.</p>	<p>2.1 Communicate clearly, professionally and responsibly with specialist and non-specialist audiences in a variety of contexts using oral, written, digital, graphic and interpersonal communication modes to ideate, inform, motivate public and private planning decisions and to effect change.</p> <p>2.2 Engage stakeholders in ideas and concepts; mediate, negotiate and collaboratively resolve issues and planning conflicts; and propose logical actions with innovation and cohesion appropriate to the situation.</p>	<p>Students are required to demonstrate their <i>effective communication</i> skills including the use of technology both through the delivery methodology employed throughout the course and within selected units. These skills will be tested through both core and associated and elective units through a mixture of progressive assessment arrangements that include projects, assignments, presentations, where appropriate through examinations. More specifically key underpinning communication skills are explicitly addressed in the sequence of design studios and through select supporting units that address hand graphic, digital, mapping, and presentation skills. The final SRD462 Interdisciplinary Planning & Design 4A and SRR417 Thesis (Planning) units will expect the exposition and technical fluency of these skills in their assessment tasks.</p>

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<p>3. Digital literacy: using technologies to find, use and disseminate information.</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • cognitive and technical skills to demonstrate a broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas • technical skills to design and use research in a project • communication skills to present and clear and coherent exposition of knowledge and ideas to a variety of audiences <p><u>Application of knowledge and skills:</u> will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • to adapt (knowledge and) skills in diverse contexts • with initiative and judgement in professional practice and/or scholarship • to plan and execute project work and/or piece of research and scholarship with some independence 	<p><u>Skills:</u> advanced cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> • analyse critically, evaluate and transform information to complete a range of activities • analyse, generate and transmit solutions to complex problems • transmit knowledge, skills and ideas to others. 	<p>Performance Outcomes:</p> <p>3. Knowledge of and capacity to utilise relevant technical tools for data analysis and mapping, knowledge of quantitative methods, spatial mapping, relevant work production software, geographic information systems (GIS) and project management techniques.</p>	<p>3.1 Apply knowledge of relevant technical tools and methodologies to locate, collect, analyse, interpret and synthesise complex information in planning practice.</p> <p>3.2 Apply digital technologies, including geographic information systems to evaluate and assess modelling and scenario building.</p>	<p>Assessment will be in a range of forms, as provided in more detail in Appendices D-G.</p>

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<p>4. Critical thinking: evaluating information using critical and analytical thinking and judgment.</p> 	<p>Skills:</p> <ul style="list-style-type: none"> cognitive skills to review, analyse, consolidate, and synthesise knowledge and identify and provide solutions to complex problems with intellectual independence cognitive (and technical) skills to demonstrate a broad understanding of a body of knowledge and theoretical concepts with advanced understanding in some areas cognitive skills to exercise critical thinking and judgement and developing a new understanding <p><u>Application of knowledge and skills:</u> will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in professional practice and/or scholarship to adapt knowledge and skills in diverse contexts plan and execute project work and/or a piece of research and scholarship with some independence. 	<p>Skills: advanced cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse critically, evaluate and transform information to complete a range of activities analyse, generate and transmit solutions to complex problems. <p><u>Application of knowledge and skills:</u> apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.</p>	<p>Generic Capabilities and Competencies</p> <ul style="list-style-type: none"> make meaningful new connections between apparently challenging, contradictory or unlikely elements, think strategically and apply planning concepts, skills and knowledge in a range of spatial settings. perform critical analysis and synthesis. develop and evaluate arguments. apply creative thinking processes to complex problems. make meaningful new connections between apparently challenging, contradictory or unlikely elements, think strategically and apply planning concepts, skills and knowledge in a range of spatial settings. <p>Performance Outcomes:</p> <p>8. Capacity to apply and develop planning knowledge to identify problems, devise ways to investigate and solve these problems drawing on research-based evidence, and producing solutions as the basis for appropriate action.</p> <p>5. Capacity to make appropriate choices in ethically ambiguous situations based on knowledge of social, economic, environmental, and cultural aspects of planning.</p>	<p>1.1 Evaluate connections and elements using critical analysis and strategic thinking to produce plans of various types, selecting the techniques, approaches and tools appropriate to the task and situation; subsequently implement plans in the particular circumstances of a place.</p> <p>1.2 Critically evaluate existing and past planning theory and practice.</p>	<p>Students will demonstrate critical thinking and problem solving skills by:</p> <ul style="list-style-type: none"> evaluating information using design ideation, critical and analytical thinking and judgement; ideate and create solutions to authentic (real-world and ill-defined) problems; demonstrating the culmination of their studies in the degree through exposition in a Thesis.

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<p>5. Problem solving: creating solutions to authentic (real world and ill-defined) problems.</p> 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> cognitive skills to review, analyse, consolidate, and synthesise knowledge and identify and provide solutions to complex problems with intellectual independence cognitive skills to exercise critical thinking and judgement in developing new understanding technical skills to design and use research in a project. <p><u>Application of knowledge and skills:</u> will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in professional practice and/or scholarship to adapt knowledge and skills in diverse contexts to plan and execute project work and/or a piece of research and scholarship with some independence. 	<p><u>Skills:</u> advanced cognitive, technical (and communication) skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse critically, evaluate and transform information to complete a range of activities analyse, generated and transmit solutions to complex problems. <p><u>Application of knowledge and skills:</u> apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.</p>	<p>Generic Capabilities and Competencies</p> <ul style="list-style-type: none"> recognise the need for, locate and use credible information to develop new skills and knowledge. make meaningful new connections between apparently challenging, contradictory or unlikely elements, think strategically and apply planning concepts, skills and knowledge in a range of spatial settings. 	<p>5.1 Apply and develop planning knowledge to identify environmental, cultural and social problems, devise ways to investigate and solve these problems, drawing on research-based evidence, and producing solutions as the basis for appropriate action.</p> <p>5.2 Make appropriate choices in ethically ambiguous situations based on knowledge of social, economic, environmental, and cultural aspects of planning.</p>	<p>Students will demonstrate critical thinking and problem solving skills by:</p> <ul style="list-style-type: none"> evaluating information using design ideation, critical and analytical thinking and judgement; ideate and create solutions to authentic (real-world and ill-defined) problems; demonstrating the culmination of their studies in the degree through exposition in a Thesis.
<p>6. Self-management: working and learning independently, and taking responsibility for personal actions.</p> 	<p><u>Skills:</u> cognitive skills to review, analyse, consolidate and synthesise knowledge to identify and provide solutions to complex problems with intellectual independence</p> <p><u>Application of knowledge and skills:</u> will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with responsibility and accountability for own learning and practice and in collaboration with others within broad parameters to plan and execute project work and/or a piece of research and scholarship with some independence. 	<p><u>Application of knowledge and skills:</u> apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.</p>	<p>Generic Capabilities and Competencies</p> <p>Performance Outcomes:</p> <p>6. Capacity to work productively as an individual or in a team, with other planners, or with multidisciplinary and diverse groups, including lay people, while representing and maintaining professional opinions and standards.</p>	<p>6.1 Represent and maintain professional standards and opinions and standards by working individually and collaboratively to produce plans in an ethical and timely manner.</p> <p>6.2 Apply knowledge and skills in an independent way to solve contemporary planning problems and thereby demonstrate autonomous and expert judgements.</p>	<p>Assessment will be in a range of forms, as provided in more detail in Appendices D-G.</p>

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<p>7. Teamwork: working and learning with others from different disciplines and backgrounds.</p> 	<p><u>Application of knowledge and skills:</u> will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with responsibility and accountability for own learning and practice and in collaboration with others within broad parameters. 	<p>The AQF is silent on this.</p>	<p>Generic Capabilities and Competencies</p> <ul style="list-style-type: none"> work as a team member, with commitment to shared goals, team processes and appropriate interpersonal skills, including respect, reliability, mutual supportiveness and time management. <p>Performance Outcomes:</p> <p>6. Capacity to work productively as an individual or in a team, with other planners, or with multidisciplinary and diverse groups, including lay people, while representing and maintaining professional opinions and standards.</p>	<p>7.1 Produce plans with multi-disciplinary and diverse groups, including lay people, while representing and maintaining professional opinions and standards.</p> <p>7.2 Critically reflect on stakeholders needs and develop processes in order to work efficiently in teams to formulate integrated planning options.</p> <p>7.3 Implement plans with a commitment to shared goals by engaging in team processes and applying knowledge of advanced interpersonal skills and time management.</p>	<p>Assessment will be in a range of forms, as provided in more detail in Appendices D-G.</p>
<p>8. Global citizenship: engaging ethically and productively in the professional context and with diverse communities and cultures in a global context.</p> 	<p><u>Application of knowledge and skills:</u> will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with responsibility and accountability for own learning and practice and in collaboration with others within broad parameters. <p><i>(Note: the AQF descriptor does not relate specifically and directly to global citizenship, however the above mentioned may be indirectly related to engagement within a professional context and/or within diverse communities and cultures by way of its link to responsibility and accountability 'in collaboration with others').</i></p>	<p><u>Application of knowledge and skills:</u> apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.</p> <p><i>(Note: the AQF criteria for Level 8 do not relate specifically and directly to global citizenship, however the above mentioned criteria may be indirectly related to ethical engagement via the reference to 'responsibility'.)</i></p>	<p>Generic Capabilities and Competencies</p> <ul style="list-style-type: none"> operate in a manner that recognises cultural diversity, the need for equity in outcomes and the knowledge of and implementation of high ethical standards. work in diverse employment situations requiring the application of the theory, knowledge and practice of planning. <p>Performance Outcomes:</p> <p>1. Knowledge of the diversity of populations served, including indigenous cultures, minority and special needs groups, and different age groups including children and older people, and a capacity to engage meaningfully with diverse groups, including „hard to reach“ populations.</p>	<p>8.1 Engage with global trends and challenges confronting cities, settlements and regions and operate in a manner that recognises cultural diversity, the need for equity in outcomes and the knowledge of and implementation of high ethical standards.</p>	<p>A course design agenda has been created to construct learning that addresses ethical, social, global and sustainability issues and sets the student at the heart of their understanding of these in the planning discipline arena.</p>

Communication Skills

In creating Course Learning Outcomes and Standards for communication, the following requirements set out in the TEQSA Course Accreditation Standards (<http://www.teqsa.gov.au/for-providers/quality-assessments>) should be kept in mind:

Course Accreditation Standard 1.2:

'There are robust internal processes for design and approval of the course of study, whichprovide for appropriate development of key graduate attributes in students including English Language Proficiency'.

Course Accreditation Standard 3.2:

'The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes and sets English language entry requirements accordingly'.

Course Accreditation Standard 5.6:

'The higher education provider is able to demonstrate appropriate progression and completion rates and students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency'.

Course Enhancement: Course Learning Outcome Template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Bachelor Degree (AQF 7)

COURSE NAME: S349 - Bachelor of Design (Urban Studies)

* The text under the 2nd and 3rd columns is taken directly from the Australian Qualifications Framework (AQF) Second Edition January 2013 (www.aqf.edu.au). In relation to each of the Deakin Graduate Learning Outcomes (GLO), the full text from the AQF is reproduced. However, some concepts from the AQF specifications may not apply to a particular GLO – in these cases, they have placed in parentheses.

* **PIA** refers to the Planning Institute of Australia which is the relevant professional accreditation body for the planning profession in Australia (<http://www.planning.org.au/becomeaplanner/accredited-university-courses>)

Deakin University Program Vision Statement	<i>“To be at the forefront of Australian planning education that is richly informed by a deep concern for the creation, planning, design and delivery of innovative, liveable and sustainable environments and communities.”</i>
Deakin University S349 Bachelor of Design (Urban Studies) Course Vision Statement:	<i>The course will seek to engender in its graduates skills, knowledge and an ethic towards the crafting of sustainable places through plans, designs and strategies that are innovative, ecologically sustainable and culturally attuned, and in particular offer distinctive regionalist and design-informed perspectives in this activity. The course responds to the emerging imperatives facing urban and regional planning, incorporating recognition of global trends and the likely challenges confronting cities, settlements and regions. Setting a rich historical and theoretical/ context, the course combines deductive and intuitive approaches in equipping candidates with the awareness and skills to make proactive professional contributions. It incorporates a distinctive emphasis on design, healthy cities and integrated delivery of urban change, and provides for specialisation that further pursues these and related fields.</i>
Deakin University S349 Bachelor of Design (Urban Studies) Course Aims:	<ul style="list-style-type: none"> • Inspire graduates through recognition of the capacity of urban studies tasks and projects to positively influence the lives of communities through the sustainability, prosperity, amenity and inclusiveness of urban and regional environments; • Engender recognition of the responsibility of professionals in influencing enduring public and private decisions about the distribution of uses and development; • Foster robust and timely practical skills and knowledge required for professional practice in the urban studies sector; • Cultivate a strong intellectual foundation in ecological, social and economic sustainability as an ethical and practical basis for engagement in urban studies tasks and projects; • Enhance design sensibility, comprehension and design skills as an integral foundation for urban studies practice and engagement; • Engender a regional ethos and perspective in the articulation, ideation and execution of urban studies; • Utilise Deakin’s Geelong Waterfront Campus as a ‘living laboratory’ demonstrating a pivotal role in the transformation of an inner city locality to respond to local economic changes and global sustainability imperatives; • Pursue mixed flexible learning modes to educate professionals equipped to work in government or private practice and within or beyond Australia, individually and in teams, and in cross-discipline groups; • Establish a community profile for the discipline through projects, research, exhibitions, conferences, publications, and community participation; and • Cultivate a strong and co-operative educational profile in allied disciplines within and external to Deakin University.
PIA - 1. Professionalism, Practice and Ethics	Not applicable
PIA - 2. Plan making, Land use Allocation and Management, and Design	Not applicable
PIA - 3. Governance, Law, Plan Implementation and Administration	Not applicable.
PIA - C. Supporting Knowledge Areas	Not applicable

Deakin Graduate Learning Outcomes	AQF Bachelor Degree Descriptor* Graduates of a Bachelor Degree will have:	AQF Level 7 (Bachelor Degree) Criteria*	Planning Institute of Australia (PIA) Discipline/ Professional Standards (e.g. professional association)	Course Learning Outcomes (CLOs)	Method of Assessment
<p>1. Discipline-specific knowledge and capabilities: appropriate to the level of study related to a discipline or profession.</p> 	<p>Knowledge: A broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.</p> <p>Skills: Cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas.</p> <p>Application of knowledge and skills: Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in planning, problem solving and decision making in professional practice and/or scholarship to adapt knowledge and skills in diverse contexts 	<p>Knowledge: Broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.</p> <p>Skills: Well developed cognitive, technical (and communication) skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse and evaluate information to complete a range of activities. <p>Application of knowledge and skills: Apply knowledge (and skills) to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> within broad parameters to provide specialist advice and functions. 	Not Applicable.	<p>1.1 Apply broad and coherent discipline-specific urban studies and planning knowledge and capabilities with consideration of design to develop and improve sustainable environments in communities.</p> <p>1.2 Develop in depth understanding of specialist knowledge, contemporary urban studies inquiry and planning practice having regard to current research directions within the planning discipline.</p>	<p>A broad foundation of urban studies with an emphasis upon planning theory and practice knowledge and capability is developed and assessed through the core units – a mapping of this is provided in Tables B and C overleaf.</p> <p>Assessment will be in a range of forms, as provided in more detail in Appendices D-G.</p>
<p>2. Communication: using oral, written and interpersonal communication to inform, motivate and effect change. #</p> 	<p>Skills: Communication skills to present a clear, coherent and independent exposition of knowledge and ideas.</p> <p>Application of knowledge and skills: Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> to adapt knowledge and skills in diverse contexts 	<p>Skills: Well developed (cognitive, technical and) communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> (analyse, generate and) transmit solutions to unpredictable and sometimes complex problems transmit knowledge, skills and ideas to others. <p>Application of knowledge and skills: Apply knowledge and skills to demonstrate (autonomy), well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> within broad parameters to provide specialist advice and functions 	Not applicable.	<p>2.1 Communicate clearly, professionally and responsibly with specialist and non-specialist audiences in a variety of contexts using oral, written, digital, graphic and interpersonal communication modes to ideate, inform, motivate and effect change.</p> <p>2.2 Engage stakeholders in ideas and concepts; mediate, negotiate and collaboratively resolve issues and urban and regional conflicts; and propose logical actions appropriate to the situation.</p>	<p>Students are expected to demonstrate <i>effective communication</i> skills relevant to planning with an emphasis upon urban studies including the use of technology both through the delivery methodology employed throughout the course and within selected units relevant to planning with an emphasis upon urban studies; These skills will be tested through both core and associated and elective units through a mixture of progressive assessment arrangements that include projects, assignments, presentations, where appropriate through examinations; More specifically key underpinning communication skills are explicitly addressed in the sequence of project-based design studios and through select supporting units that address hand graphic, digital, mapping, and presentation skills.</p>

Deakin Graduate Learning Outcomes	AQF Bachelor Degree Descriptor* Graduates of a Bachelor Degree will have:	AQF Level 7 (Bachelor Degree) Criteria*	Planning Institute of Australia (PIA) Discipline/ Professional Standards (e.g. professional association)	Course Learning Outcomes (CLOs)	Method of Assessment
<p>3. Digital literacy: using technologies to find, use and disseminate information.</p> 	<p><u>Skills:</u> (Cognitive and) technical skills to demonstrate a broad understanding of knowledge with depth in some areas.</p> <p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> to adapt knowledge and skills in diverse contexts 	<p><u>Skills:</u> Well developed (cognitive), technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse and evaluate information to complete a range of activities analyse, generate and transmit solutions to unpredictable and sometimes complex problems transmit knowledge, skills and ideas to others. <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate (autonomy), well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> within broad parameters to provide specialist advice. 	<p>Not applicable.</p>	<p>3.1 Use contemporary, new and relevant technologies to source, synthesise, use and disseminate information.</p> <p>3.2 Apply digital technologies, including geographic information systems to evaluate and assess modelling and scenario building.</p>	<p>Assessment will be in a range of forms, as provided in more detail in Appendices D-G.</p>
<p>4. Critical thinking: evaluating information using critical and analytical thinking and judgment.</p> 	<p><u>Skills:</u> Cognitive skills to review critically, analyse, consolidate and synthesise knowledge.</p> <p>Cognitive (and technical) skills to demonstrate a broad understanding of knowledge with depth in some areas.</p> <p>Cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence.</p> <p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in planning, problem solving and decision making in professional practice and /or scholarship to adapt knowledge and skills in diverse contexts. 	<p><u>Skills:</u> Well developed cognitive (technical and communication) skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse and evaluate information to complete a range of activities analyse, generate and transmit solutions to unpredictable and sometimes complex problems. <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> within broad parameters to provide specialist advice. 	<p>Not applicable.</p>	<p>4.1 Use critical analysis and strategic thinking to ideate and prepare plans/strategies/designs of various types, selecting the techniques, approaches and tools appropriate to real world problems.</p> <p>4.2 Critically evaluate existing and past urban studies and planning-related theory and practice.</p>	<p>Students will demonstrate critical thinking and problem solving skills relevant to planning with an emphasis upon urban studies by:</p> <ul style="list-style-type: none"> evaluating information using design ideation, critical and analytical thinking and judgement; ideate and create solutions to authentic (real-world and ill-defined) problems

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<p>5. Problem solving: creating solutions to authentic (real world and ill-defined) problems.</p> 	<p><u>Skills:</u> Cognitive and creative skills to exercise critical thinking and judgment in identifying and solving problems with intellectual independence.</p> <p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in planning, problem solving and decision making in professional practice and /or scholarship to adapt knowledge and skills in diverse contexts. 	<p><u>Skills:</u> Well developed cognitive, technical (and communication) skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> analyse and evaluate information to complete a range of activities analyse, generate (and transmit) solutions to unpredictable and sometimes complex problems. <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> within broad parameters to provide specialist advice. 	Not applicable.	<p>5.1 Apply and develop urban studies and planning-related knowledge to identify problems, devise ways to investigate and solve these problems, drawing on research-based evidence, and producing solutions as the basis for appropriate action.</p> <p>5.2 Make appropriate choices in ethically ambiguous situations based on knowledge of social, economic, environmental, and cultural aspects of urban studies and planning theory and practice.</p>	<p>Students will demonstrate critical thinking and problem solving skills relevant to planning with an emphasis upon urban studies by:</p> <ul style="list-style-type: none"> evaluating information using design ideation, critical and analytical thinking and judgement; ideate and create solutions to authentic (real-world and ill-defined) problems
<p>6. Self-management: working and learning independently, and taking responsibility for personal actions.</p> 	<p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with initiative and judgement in planning, problem-solving and decision making in professional practice and/or scholarship with responsibility and accountability for own learning and professional practice (and in collaboration with others) within broad parameters. 	<p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, well developed judgement and responsibility:</p> <ul style="list-style-type: none"> in contexts that require self-directed learning within broad parameters to provide specialised advice and functions. 	Not applicable.	<p>6.1 Represent and maintain professional opinions and standards by working individually and collaboratively to produce plans/strategies/designs.</p> <p>6.2 Apply knowledge and skills in an independent way to solve contemporary urban studies and planning-related problems and thereby demonstrate autonomy and expert judgement.</p>	Assessment will be in a range of forms, as provided in more detail in Appendices D-G.
<p>7. Teamwork: working and learning with others from different disciplines and backgrounds.</p> 	<p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters. 	The AQF makes no specific reference to criteria/standards associated with teamwork.	Not applicable.	<p>7.1 Produce plans/strategies/designs with multi-disciplinary and diverse groups, including lay people, while representing and maintaining professional opinions and standards.</p> <p>7.2 Critically reflect on stakeholders needs and develop processes in order to work efficiently in teams to formulate integrated planning options.</p>	Assessment will be in a range of forms, as provided in more detail in Appendices D-G.

<p>8. Global citizenship: engaging ethically and productively in the professional context and with diverse communities and cultures in a global context</p> 	<p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • to adapt knowledge and skills in diverse contexts • with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters. <p>(Note: this second dot point from the AQF descriptor does not relate specifically and directly to global citizenship; however may be indirectly related to ethical engagement within a professional context and/or within diverse communities and cultures by way of its link to responsibility.)</p>	<p>The AQF makes no specific reference to criteria/standards associated with global citizenship.</p>	<p>Not applicable.</p>	<p>8.1 Engage with global trends and challenges confronting cities, settlements and regions and operate in a manner that recognises cultural diversity, the need for equity in outcomes and the knowledge of and implementation of high ethical professional standards.</p>	<p>A course design agenda, relevant to planning with an emphasis upon urban studies, has been created to construct learning that addresses ethical, social, global and sustainability issues and sets the student at the heart of their understanding of these.</p>
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Communication Skills

In creating Course Learning Outcomes and Standards for communication, the following requirements set out in the TEQSA Course Accreditation Standards (<http://www.teqsa.gov.au/for-providers/quality-assessments>) should be kept in mind:

Course Accreditation Standard 1.2:

'There are robust internal processes for design and approval of the course of study, whichprovide for appropriate development of key graduate attributes in students including English Language Proficiency'.

Course Accreditation Standard 3.2:

'The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes and sets English language entry requirements accordingly'.

Course Accreditation Standard 5.6:

'The higher education provider is able to demonstrate appropriate progression and completion rates and students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency'.