Course Enhancement: Course Learning Outcome template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Masters Degree (Coursework)

COURSE NAME: S764 Master of Planning (Professional)

* * 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	*"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."*
Deakin University S764 *Master of Planning (Professional)* Course Vision Statement:	*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.*
Deakin University S764 *Master of Planning (Professional)* Course Aims:	• *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	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. 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: 1 Urban Design; 2 Economic Planning; 3 Social Planning; 4 Environmental Planning; 5 Transport Planning

Deakin Graduate Learning Outcomes	AQF Masters degree descriptor*	AQF Level 9 (Masters Degree) Criteria*	Planning Institute of Australia (PIA) / Discipline/ Professional Standards (e.g. professional association)	Course Learning Outcomes (CLOs)	Minimum Standards (relating to CLOs) Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)
1. **Discipline-specific knowledge and capabilities**: appropriate to the level of study related to a discipline or profession.	Knowledge: A body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice. Knowledge of research principles and methods applicable to a field of work and/or learning. Skills: Cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship. Application of knowledge and skills: will demonstrate the application of knowledge and skills: • with creativity and initiative to new situations in professional practice and/or further learning • to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship.	Knowledge: Advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice. Skills: will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: • research and apply established theories to a body of knowledge or practice Application of knowledge and skills: will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner	PIA: **Generic Capabilities and Competencies:** 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: • Problem identification • Research • Analysis • Self reflection • Spatial thinking and application • Strategic thinking • Problem solving • Communication • Team work • Work readiness **Performance Outcomes:** 2. Knowledge of the development of planners‟ roles over time and in various contexts including the challenges and requirements of contemporary circumstances. 9. Capacity to apply theoretical and technical planning skills to unfamiliar or emergent circumstances, even with incomplete information.	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. 1.2 Apply broad and advanced discipline-specific planning knowledge and capabilities with adaptability and fluency in designing, developing and improving sustainable environments and communities. 1.3 Synthesise knowledge of planning history, theory and practice to research, design, develop and manage planning projects demonstrating initiative and judgement through professional practice and scholarship. 1.4 Develop in-depth understanding of specialist knowledge, contemporary planning practice and current research directions within the planning discipline.	MS 1.1 Use evidence and objectivity in the assessment, evaluation and formulation of well-founded designs and plans to address the immediate and future needs of urban, regional and rural sustainable environments and communities. MS 1.2 Envisage the future needs of sustainable environments and communities and prepare strategic and statutory plans and designs to guide the creation, mediation and management of places and spaces. MS 1.3 Consistently demonstrate the capacity to analyse, synthesise and prepare evidence, and its articulation, that underpin the formulation of design and planning practice and scholarship. MS 1.4 Prepare a thesis that demonstrates the ability to synthesise knowledge gained throughout the course in the context of the planning profession.

Course Learning Outcome Template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Masters Degree (Coursework). Updated 24 July 2013

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2. Communication: using oral, written and interpersonal communication to inform, motivate and effect change. #	<u>Skills</u>: Communication (and technical research) skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. (Technical and) communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.	<u>Skills</u>: Expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: • interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences.	PIA: **Generic Capabilities and Competencies** • 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. **Performance Outcomes:** 7. Capacity to mediate and negotiate to resolve planning conflicts. 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.	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. 2.2 Engage stakeholders in ideas and concepts; mediate, negotiate and collaboratively resolve issues and planning conflicts; and propose logical actions with formulation and cohesion appropriate to the situation.	MS 2.1 Effectively communicate information, designs, and plans using a breath of media, technology, language and genre to stimulate, inform and effect change. MS 2.2 Judge processes and methodology, and demonstrate the capacity to execute in engagement processes that analyses different points of view, including listening documenting and reflecting on community and stakeholder views. MS 2.3 Prepare a logical argument in a thesis to demonstrate the ability to articulate knowledge, arguments and different viewpoints in the context of the planning profession.
3. Digital literacy: using technologies to find, use and disseminate information.	<u>Skills</u>: Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.	<u>Skills</u>: Expert, specialised (cognitive and) technical skills in a body of knowledge or practice to independently: • analyse critically, reflect on and synthesise complex information, problems, concepts and theories • research and apply established theories to a body of knowledge or practice • interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences.	PIA: **Performance Outcomes:** 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.	3.1 Apply knowledge of relevant technical tools and methodologies to locate, collect, analyse, interpret and synthesise complex information in planning practice. 3.2 Apply digital technologies, including geographic information systems to evaluate and assess modelling and scenario building.	MS 3.1 Embrace appropriate technologies and demonstrate it use and application to locate, evaluate, analyse information in planning practice. MS 3.2 Interpret and integrate environmental, social and cultural knowledge in order to test and model scenarios and designs. MS 3.3 Disseminate broad and diverse professional knowledge through a logical exposition of ideas in a thesis using a range of different media in the context of the planning profession.

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4. **Critical thinking**: evaluating information using critical and analytical thinking and judgment.	<u>Skills</u>: Cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship. Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice. Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level. (Communication and) Technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. Technical (and communication) skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.	<u>Skills</u>: Expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: • analyse critically, reflect on and synthesise complex information, problems, concepts and theories • research and apply established theories to a body of knowledge or practice • interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences. <u>Application of knowledge and skills</u>: Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.	<u>PIA:</u> **Generic Capabilities and Competencies** • 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. **Performance Outcomes:** 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. 5. Capacity to make appropriate choices in ethically ambiguous situations based on knowledge of social, economic, environmental, and cultural aspects of planning.	4.1 Laterally think and review problems, scenarios, designs and plans to address planning problems at different scales and complexities. 4.2 Ideate to inform the creation of solutions to authentic real-world problems by comprehending systems and threads 4.3 Subsequently implement plans in the particular circumstances of a place using the lens and knowledge of existing and past planning theory and practice.	MS 4.1 Evaluate information using design ideation, critical, analytical thinking to discriminate between ideals, values and assumptions and use lateral thinking to re-form and re-imagine scenarios and options by evaluating ideas and formulate plans, designs and strategies. MS 4.2 Make connections between systems and elements using critical analysis and strategic thinking to project designs and plans of various types, selecting the techniques, approaches and tools appropriate to the task and situation. MS 4.3 Judge information and knowledge to advance planning profession by assessing, testing and reflecting, and assemble evidence behind arguments, based on sound evaluation, synthesis and reflection to demonstrate strategic competency in its use and application.

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5. Problem solving: creating solutions to authentic (real world and ill-defined) problems.	Skills: Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice. Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level. Cognitive and technical skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship. Application of knowledge and skills: Will demonstrate the application of knowledge and skills: • with creativity and initiative to new situations in professional practice and/or for further learning • to plan and execute a substantial research based project, capstone experience and/or piece of scholarship.	Skills: Expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: • analyse critically, reflect on and synthesise complex information, problems, concepts and theories • research and apply established theories to a body of knowledge or practice • interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences. Application of knowledge and skills: Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.	PIA: **Generic Capabilities and Competencies** • 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.	5.1 Apply and develop planning knowledge to identify environmental, cultural and social problems, devise ways to investigate and resolve opportunities and constraints, drawing on research-based evidence, and producing solutions as the basis for appropriate action. 5.2 Make appropriate choices in ethically ambiguous situations based on knowledge of social, economic, environmental, and cultural aspects of planning.	MS 5.1 Generate designs, solutions and strategies by taking in account environmental, cultural and social variables, in outcomes professionally relevant and appropriate for the planning discipline. MS 5.2 Demonstrate ethical and discipline-relevant judgements that involve creativity and innovative solutions for projects of different scale and complexity by taking in account environmental, cultural and social variables, in outcomes professionally relevant and appropriate for the planning discipline. MS 5.3 Individually plan, conduct and execute a scholarly thesis that demonstrates intellectual independence, quality and creative professional practice skills and knowledge relevant and appropriate for the planning discipline.
6. Self-management: working and learning independently, and taking responsibility for personal actions.	Application: Will demonstrate the application of knowledge and skills: • with creativity and initiative to new situations in professional practice and/or for further learning • with high level personal autonomy and accountability • to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship.	Application of knowledge and skills: Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.	PIA: **Generic Capabilities and Competencies** **Performance Outcomes:** 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.	6.1 Represent and maintain professional standards and opinions and standards by working individually and collaboratively to produce designs and plans in an ethical and timely manner. 6.2 Apply knowledge and skills in an independent way to solve contemporary planning problems and thereby demonstrate autonomous and expert judgements.	MS 6.1 Individually exhibit a high level of professionalism, consistently applying professional planning protocols with peers, colleagues and relevant stakeholders. MS 6.2 Demonstrate timely self-management through professional and ethical conduct, and the identification and planning of future needs. MS 6.3 Demonstrate individual capacity to review, analyse and project scenarios, plans, designs in a timely and scholarly manner and form.

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7. **Teamwork**: working and learning with others from different disciplines and backgrounds.	AQF is silent on this.	AQF is silent on this.	**PIA:** **Generic Capabilities and Competencies** • work as a team member, with commitment to shared goals, team processes and appropriate interpersonal skills, including respect, reliability, mutual supportiveness and time management. **Performance Outcomes:** 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.	7.1 Produce plans with multi-disciplinary and diverse groups, including lay people, while representing and maintaining professional opinions and standards. 7.2 Critically reflect on stakeholders needs and develop processes in order to work efficiently in teams to formulate integrated planning options. 7.3 Implement designs and plans with a commitment to shared goals by engaging in team processes and applying knowledge of advanced interpersonal skills and time management.	MS 7.1 Work effectively and collaboratively, demonstrating an advanced level of responsibility and accountability in different roles in planning and multidisciplinary teams. MS 7.2 Demonstrate individual capacity to co-operatively realise plans, designs, and projects through team and stakeholder engagements in a timely and professional manner and form.
8. **Global citizenship**: engaging ethically and productively in the professional context and with diverse communities and cultures in a global context.	Skills: Technical skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship. Application of knowledge and skills: Demonstrate the application of knowledge and skills: • with creativity and initiative to new situations in professional practice and/or further learning • with high level personal autonomy and accountability. (Note: this second dot point from the AQF Application descriptor does not relate specifically and directly to global citizenship, however does relate indirectly via its link to ethical engagement.)	The AQF makes no specific reference to global citizenship under the criteria section.	**PIA:** **Generic Capabilities and Competencies** • 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. **Performance Outcomes:** 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.	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. 8.2 Interpret and document relevant governance frameworks in the development, implementation and administration of designs, strategic and statutory plans, policies and regulations.	MS 8.1 Demonstrate ethnicity and fluency to read, interpret, work and realise meaningful scenarios, plans and designs in different contexts, for a diversity of populations and stakeholders. MS 8.2 Demonstrate through a thesis the ability to execute a project that is respectful and responsive to ethical, environmental, social, and cultural variables at different levels of scale, complexity, and geography in the context of the planning discipline.

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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, which ….provide 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'.