



COURSE OUTLINE

ENP365 Participation and Conflict Resolution

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

2021 | Semester 2

USC Sunshine Coast

ON CAMPUS

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

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course provides a theoretical basis, case studies, and practical skills in participatory decision-making. Planners and planning assistants regularly organise and lead participatory decision making processes at various levels within institutions and between public and private institutions, and the general public. Professional leadership skills in terms of facilitation, consultation, participation, negotiation, and mediation in informal, formal and regulatory settings are essential. These skills will be required in a range of contexts including co-operative management, collaborative planning, meetings and group decision making; policy development and strategic planning; the integrated development assessment system; resolving multi-party differences, and compliance.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – The course is provided in two intensive sessions: 3 days in Orientation week on Participation and engagement processes; and 3 days in mid-semester break on Conflict resolution	21hrs	Orientation week	3 times
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1.3. Course Topics

community and stakeholder engagement and participation

facilitation, collaborative planning

group decision-making

negotiation and conflict resolution

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Apply relevant regional and urban planning methodologies in the formation of a stakeholder consultation plan	Engaged
2 Facilitate and participate in group consultation practices. Effectively use voice, body-language, structure, word choice, graphics, and presentation technology appropriate to the audience. Work effectively as a team member.	Engaged
3 Communicate and demonstrate equity, professional practice ethics and consideration of future generations	Ethical Sustainability-focussed
4 Explain and describe relevant aspects of sources of conflict and methods of conflict resolution in the planning and environment context	Knowledgeable
5 Demonstrate critical analysis of conflict and problem-solving skills in relation to conflict resolution through scenarios/case studies and role plays	Creative and critical thinker Empowered

5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Report	Group	40%	3000 words	Week 8	Online Assignment Submission
All	2	Oral	Group	10%	10 minute presentation, 5 minutes for questions	Week 8	In Class
All	3	Activity Participation	Individual	50%	2500 words	Refer to Format	Online Assignment Submission

All - Assessment Task 1: Stakeholder analysis and consultation plan-report

GOAL:	The class will either undertake or evaluate a participation exercise on a project provided at beginning of semester. The goal is to undertake a stakeholder analysis and consultation plan that illustrates how the purpose of consultation will be met or was met, through consideration of diverse stakeholders' views and information. Then, to engage with a group external to the university to identify their views, values and information pertinent to a planning project. In project teams of 3, you will organise and carry out consultation with one or more identified stakeholder groups, document and analyse input to a planning project and prepare a report evaluating the process used and outcomes of consultation.																
PRODUCT:	Report																
FORMAT:	Report with tables. The report is to include a discussion on project team dynamics referring to concepts introduced in the course. Group report in two parts: A. Consultation project; B: Team dynamics. Presentation (assessment 2) is re part A only.																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Explanation of process and outcomes of consultation demonstrating organisation skills and good practice communication with stakeholder group.</td> <td>1 2 3</td> </tr> <tr> <td>2</td> <td>Consultation process ensured incorporation of community values and cultural, gender and multi-generational diversity and equity.</td> <td>1 2 3</td> </tr> <tr> <td>3</td> <td>Critical analysis of project team dynamics illustrating commitment to shared goals, team processes and appropriate interpersonal skills, including respect, reliability, mutual supportiveness and time management.</td> <td>2 3</td> </tr> <tr> <td>4</td> <td>Communicate findings with clarity, cohesion, logic, structure, relevance, accuracy and precision of expression.</td> <td>2 3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Explanation of process and outcomes of consultation demonstrating organisation skills and good practice communication with stakeholder group.	1 2 3	2	Consultation process ensured incorporation of community values and cultural, gender and multi-generational diversity and equity.	1 2 3	3	Critical analysis of project team dynamics illustrating commitment to shared goals, team processes and appropriate interpersonal skills, including respect, reliability, mutual supportiveness and time management.	2 3	4	Communicate findings with clarity, cohesion, logic, structure, relevance, accuracy and precision of expression.	2 3	
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All - Assessment Task 2: Presentation on group consultation

GOAL:	. Each project team will provide a brief presentation summarising the outcomes of consultation							
PRODUCT:	Oral							
FORMAT:	Powerpoint presentation on group consultation.							
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All - Assessment Task 3: Conflict analysis of a case study

GOAL:	To analyse the source and components of a planning or environmental conflict and critically assess how to resolve it. Describe the project and source of conflict; parties to the dispute and their issues and interests; and identify techniques used or recommended to resolve the conflict. Reference should be made to concepts and literature included in this course. Note: Those students enrolled in other degrees than Planning need to select a case-study relevant to their discipline. All students should confirm with the course coordinator that their topic is suitable.												
PRODUCT:	Activity Participation												
FORMAT:	Standard planning report format. Refer to Blackboard for further information.												
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7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

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

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au