



THE UNIVERSITY OF
MELBOURNE



Image Source: Ash Alam, Proposal: The Evergreen (The Hong Kong Institute of Planners Merit Award 2011)

PLAN30001 Planning Scenario and Policy Workshop Subject Manual

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Course details

Contact Hours:

1-hour lecture and 2 hours tutorials per week

Lectures:

Every Tuesday 16.00-17.00

[PAR-155-G-G04-Theatre 1 \(129\)](#) (Old Geology Building North Wing)

Tutorials:

Tutorial Time	Tutorial No.	Location	Tutor
Wednesday 09.00-11.00	01	PAR-133-L1-146 (Glyn Davis)	Dr Eric Gaisie (eric.gaisie@unimelb.edu.au)
Wednesday 11.00-13.00	02	PAR-133-L1-146 (Glyn Davis)	Prof. Sarah Bell (s.bell@unimelb.edu.au)
Thursday 11.00-13.00	03	PAR-133-L1-118 (Glyn Davis)	Dr Eric Gaisie (eric.gaisie@unimelb.edu.au)
Thursday 13.00-15.00	04	PAR-133-L1-144 (Glyn Davis)	Dr Eric Gaisie (eric.gaisie@unimelb.edu.au)

Contact Us

Please use the discussion forum in CANVAS for any general queries about the course delivery, content or assessments. If you have any personal issues to discuss, please contact Eric or Sarah by email or before or after your tutorial.

Key Resources

The CANVAS LMS for this subject is a critical resource to students as we endeavour to centralise all materials, processes, marking, updates, and other information useful to students in this space. Please refer to it throughout the semester.

Subject Overview

A key challenge for urban planning is to develop and assess a range of possible future scenarios that confirm, question and sometimes challenge ongoing processes and trends. Scenario planning provides planners a framework to make non-emergency decisions more effectively by providing insight into plans, budgets and forecasts and capturing a clearer picture of key drivers for urban development and growth and the potential impact of future planning decisions or (wicked) development problems.

In doing so, scenario planning can provide a competitive advantage by enabling planners and decision-makers to react quickly and decisively — because a situation has been thought through and actions documented, no one must scramble when there is a crisis. Thus, scenario planning aims to define planning's critical uncertainties and develop plausible scenarios (situations) in order to discuss the impacts and the responses to give for each one of them. When planners are aware of what could happen, they are more likely to deal with it. So, how can planners use scenario planning to help make planning decisions agile and able to adapt to multiple eventualities?

This subject uses a range of publicly available quantitative and qualitative data, along with key policy documents, to analyse current processes, trends and issues on student-identified topics. The trends and issues are used as a basis to generate goals and assess a range of policies for managing the city under different scenarios. Students will critically examine existing policies, alongside their assessment of key trends, as a basis for developing and justifying new policy options. More importantly, students will learn about scenario planning as a disciplined method for imagining possible futures and planning applies to a great range of urban issues.

Intended Learning Outcomes

Students who have successfully completed this subject will have developed the following:

- Exercise their knowledge of the main mechanisms available to planners to manage cities and regions.
- Understand key urban trends in terms of fundamental quantitative and qualitative assessments.
- Develop and implement a process of issue identification, drivers, data gathering, assessment, and appropriate use of scenario tools for urban management.
- Use urban planning strategies and interventions to respond to contemporary issues in urban spaces.
- Navigate the process for stakeholder consultations and address conflicts in planning.
- Identify, gather and use key data sources to develop and justify policy decisions.
- Generate urban management scenarios and propose appropriate policy responses.

Generic Skills

Students after successfully completing this subject will have developed the following generic skills:

- Ability to undertake problem identification, formulation, and solution.
- Capacity for independent thought.
- Ability and self-confidence to comprehend complex concepts, to express them lucidly, and to confront unfamiliar problems.
- Capacity to understand and apply indigenous and conventional strategies to urban development issues.
- Ability to conceptualise theoretical problems, form judgements and arguments, and communicate critically, creatively, and theoretically through essay writing, tutorial discussion and presentations.
- Ability to manage and organise workloads for recommended reading, the completion of essays and assessments.
- Ability to participate in teamwork through involvement in groups and group discussions.
- Develop communications that convey important information convincingly to a wide audience.

Delivery Requirements

Eligibility and Requirements

Admission to an undergraduate program in the Faculty of Architecture, Building and Planning (ABP).

Prerequisite: PLAN10002 [Introduction to Urban Planning](#)

Core Participation Requirements

The University of Melbourne is committed to providing students with reasonable adjustments to assessment and participation under the Disability Standards for Education (2005), and the Assessment and Results Policy (MPF1326). Students are expected to meet the core participation requirements for their course. These can be viewed under Entry and Participation Requirements for the course outlined in the Handbook. Further details on how to seek academic adjustments can be found on the [Student Equity and Disability Support website](#).

Learning Management System

Lectures, readings and further subject information are available through the subject's LMS website. Students can access the LMS [here](#). It is the students' responsibility to refer to this site on a regular basis throughout the semester. If desired, the LMS can also be used by students for online discussion as part of group-based activities. The [LMS APP](#) is called Canvas Student and can be download to phones or tables through the App Store or Play Store.

Teaching and Learning Activities

Lecture sessions cover key concepts and evidence about scenario planning as well as frameworks and case studies. The subject coordinator and/or guest speakers will share their professional expertise and experience relevant to the subject in lecture sessions.

Tutorials provide the opportunity for discussing and debating literature, lecture materials as well as improving skill-based and assessment development opportunities. A range of teaching and learning activities will be used during tutorials. These will include both content-focused exercises and work-in-progress sessions to work on assessments and receive formative feedback from tutors and peers.

In addition to contact-based activities, there are **core readings** and other optional readings each week to broaden your learning and inform class and assessment activities. As far as practicable, a video on indigenous knowledge and practices will be used to explore how to **integrate indigenous perspectives into scenario planning** and urban planning. Readings, lecture slides, and other subject resources are available through the subject's LMS site.

Readings and Other Information Sources

There are a range of sources of information that are applicable to this subject. There are several books and journal articles which provide good introduction and sometimes further detail to the topics covered in this subject. Some of them are recommended in this subject guide.

Core readings are specified for each week. You are required to read these to fully participate in the tutorials, and in order to work towards completing the assessments.

To successfully complete the assessments, you will need to read beyond the required and recommended readings. An additional reading list is included in the weekly guide if you wish to expand your knowledge and further contribute to class discussion. These additional readings serve as a useful resource for the research required for your assessments.

Teaching Schedule

This subject involves 12 weeks of lectures and tutorials covering three modules. The modules address the following topics:

Module 1 (weeks 1-5) focuses on the introduction, exploring key concepts, processes, and methodologies of Scenario Planning. Tutorials will assist students in defining the project's scope, which includes issue identification and area selection (and scale: suburb, city, or region), as well as an awareness of local contextual factors and driving forces.

Module 2 (weeks 6-10) focuses on scenario planning in practice that connects theories by bringing in practical and cutting-edge case studies through guest lectures that range from climate change and pandemic to wicked problems like transport poverty and urban sprawls. Tutorials will consolidate understanding of how to use scenario tools, matrices, and plots.

Module 3 (weeks 11-12) consolidates students' learning on scenario evaluation and strategic urban management responses. It wraps up with reflection on student's own learning from the subject and sharing their own experiences of engaging with scenario planning methodologies.

The lectures will be delivered by academic and industry experts, drawing on practical approaches to doing scenario planning in urban planning practice across Australia, particularly in Victoria.

Students are expected to complete preparatory activities before each tutorial: read the required reading materials (available on Canvas or via the library). **Students are expected to ATTEND at least 75% of all LECTURES (Tuesdays) and PARTICIPATE in the weekly TUTORIALS (Wednesdays or Thursdays)**. Also, students are to bring notetaking equipment. All presentation materials will be uploaded on the subject's website on Canvas.

Lecture Schedule

The weekly lecture topic may need to be modified on short notice. Students will be notified about the adjustment via Canvas as soon as practicable.

Date	Lecture overview	Speaker
Module 1: The concept of scenario planning		
Wk1 March 3	Overview of the subject	Sarah Bell
Wk2 March 10	Scenario Planning: Concepts and approaches	Sarah Bell ABP
Wk3 March 17	City problems: global issues in local contexts Ethics of research and library resources.	Sarah Bell ABP TBC Liaison Librarian
Wk4 March 24	Techniques and methods in scenario planning	Sarah Bell ABP
Wk5 March 31	Scenarios planning for university futures	Gerard Healey University of Melbourne
<i>Easter, non-teaching period vacation week (Friday April 3 – Sunday April 12)</i>		
Module 2: Applications of scenario planning		
Wk6 April 14	Scenarios in urban planning	Sarah Bell ABP
Wk7 April 21	Transformative scenarios for climate change	Katelyn Samson Australian Institute for Disaster Resilience
Wk8 April 28	Scenarios in infrastructure planning	Julian Szafraniec SGS Economics and Planning
Wk9 May 5	COVID-19 recovery scenarios for young people in Melbourne	Peter Kelly Deakin University
Wk10 May 12	Scenario planning for Net Zero Australia	Dr Dominic Davis Melbourne Energy Institute
Module 3: Consolidating scenario planning knowledge		
Wk11 May 19	Communicating Scenarios	Sarah Bell ABP
Wk12 May 26	Subject review: Lessons and applications	Sarah Bell ABP

Tutorial Schedule

Weekly core readings are essential for consolidating students' knowledge on scenario planning throughout the semester. Engagement with the readings prior to attending tutorials will allow greater participation and learning environment in each session as well as preparation for assessments.

Wk.	Tutorial	Core readings
Module 1		
1	Introduction and overview	<ul style="list-style-type: none"> Mogensen, K. (2021). Urban futures – four Scenarios. Wiseman, J., & Rickards, R. (2011). From probability to possibility: using scenarios to get our heads around climate change. The Conversation.
2	Key concepts and process <u>Introduction of Assessment 1</u>	<ul style="list-style-type: none"> Goodspeed, R. (2020). Scenario planning for cities and regions. Managing and envisioning uncertain futures. Lincoln Institute of Land Policy. <i>Chapter 3 - Competing Approaches</i>
3	Urban issues: Analysis, tools and approaches	<ul style="list-style-type: none"> Goodman, R. (2018). Melbourne–Growth Challenges for a Liveable City. <i>disP-The Planning Review</i>, 54(1), 6-17. https://doi.org/10.1080/02513625.2018.1454661
4	Assessment 1 Due (Mon. 23 Mar) Analysing case studies and stakeholder analysis	<ul style="list-style-type: none"> Amer, M., Daim, T. U., & Jetter, A. (2013). A review of scenario planning. <i>Futures</i>, 46, 23-40.
5	Analysis of prioritisation of critical factors <u>Introduction of Assessment 2</u>	<ul style="list-style-type: none"> Chakraborty, A., & McMillan, A. (2015). Scenario Planning for Urban Planners: Toward a Practitioner's Guide, <i>Journal of the American Planning Association</i>, 81:1, 18-29
Non-Teaching Week (Friday April 3 – Sunday April 12)		
Module 2		
6	Developing the scenario matrix Scenario plots: telling the scenarios	<ul style="list-style-type: none"> Schwenker B. & Wulf. T. (2013). Scenario-based strategic planning: Developing strategies in an uncertain world. Springer Science & Business Media. - <i>Chapter 2: the challenges of strategic management in the twenty-first century</i>
7	Scenario analysis risks, opportunities, and responses	<ul style="list-style-type: none"> Zegras, C., Sussman, J., & Conklin, C. (2004). Scenario planning for strategic regional transportation planning. <i>Journal of Urban Planning and Development</i>, 130(1), 2-13.
8	Work-in-progress presentation	<ul style="list-style-type: none"> Domingo, D., Palka, G., & Hersperger, A. M. (2021). Effect of zoning plans on urban land-use change: A multi-scenario simulation for supporting sustainable urban growth. <i>Sustainable Cities and Society</i>, 69, 102833.
9	Planning for scenarios	<ul style="list-style-type: none"> Star, J., Rowland, E. L., Black, M. E., Enquist, C. A., Garfin, G., Hoffman, C. H., ... & Waple, A. M. (2016). Supporting adaptation decisions through scenario

planning: Enabling the effective use of multiple methods. *Climate Risk Management*, 13, 88-94.

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| 10 | Progress check Consultation and feedback | <ul style="list-style-type: none"> Broo, D. G., Lamb, K., Ehwi, R. J., Pärn, E., Koronaki, A., Makri, C., & Zomer, T. (2021). Built Environment of Britain in 2040: Scenarios and Strategies. <i>Sustainable Cities and Society</i>, 65, 102645. |
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Module 3

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| 11 | <u>Introduction of Assessment 3</u> | <ul style="list-style-type: none"> Broo, D., et al. (2021). <i>Four Futures, One Choice. Book presentation at the Cambridge Festival.</i> (10min 30sec – 39min 30 sec)
https://youtu.be/QtKr6PLQmC4?feature=shared |
| 12 | Subject reviews and Reflections Assessment 3 Due (Mon. 1 June) | <ul style="list-style-type: none"> Roxburgh, C. (2009). <i>The use and abuse of scenario planning</i>. McKinsey Insights. |

Recommended Books

- Goodspeed, R. (2022). *Scenario planning for cities and regions. Managing and envisioning uncertain futures*. Lincoln Institute of Land Policy.
- Schwenker, B., Wulf, T. & Kryszewski, C. (2013). *Scenario-based strategic planning: Developing strategies in an uncertain world*. Springer.
- Kahane, A. (2012). *Transformative scenario planning: Working together to change the future*. Berrett-Koehler Publishers.
- Dixon, T. J., & Tewdwr-Jones, M. (2021). *Urban Futures: Planning for City Foresight and City Visions*. Policy Press.
- Broo, D., et al. (2020). *Four Futures, One Choice: Options for the Digital Built Britain of 2040*. Centre for Digital Built Britain. Cambridge, United Kingdom. DOI: 10.17863/CAM.59803. (e-book)

Additional recommended readings

These are additional readings to deepen your understanding on the concept and various methods of scenario planning.

- Avin, U., & Goodspeed, R. (2020). Using exploratory scenarios in planning practice: A spectrum of approaches. *Journal of the American Planning Association*, 86(4), 403-416.
- Blyth, M. (2005) *Learning from the future through scenario planning*. Four Scenes Pty Ltd.
- Bradfield, R., Wright, G., Burt, G., Cairns, G. and Van Der Heijden, K. (2005). The origins and evolution of scenario techniques in long range business planning. *Futures*, 37 (8), 795–812.
- Crawford, M. M. (2019). A comprehensive scenario intervention typology. *Technological Forecasting and Social Change*, 149, 119748.
- Gambelli, D., Vairo, D., & Zanoli, R. (2010). Exploiting qualitative information for decision support in scenario analysis. *Journal of Decision Systems*, 19(4), 407-422.

6. Kahane, A. (2012). *Transformative scenario planning: Working together to change the future*. Berrett-Koehler Publishers. (Chapters 1 and 2).
7. Kahane, A. (2012). New Stories Can Generate New Realities. In: *Transformative scenario planning: Working together to change the future*. (Chapter 8) Berrett-Koehler Publishers.
8. Karolien, V., Anton, V. R., Maarten, L., Eria, S., & Paul. M. (2012) Urban growth of Kampala, Uganda: Pattern analysis and scenario development. *Landscape and Urban Planning* 106, 199– 206.
9. Maack, J. N. (2001). Scenario analysis: a tool for task managers. IN: *Social Development Papers: Social Analysis, Selected Tools and Techniques*, 36, 62-87.
10. Milestad, R. et al. (2014). Developing integrated explorative and normative scenarios: The case of future land use in a climate-neutral Sweden. *Futures*, 60, 59-71.
11. Ratcliffe, J., & Krawczyk, E. (2011). Imagineering city futures: The use of prospective through scenarios in urban planning. *Futures*, 43(7), 642-653.
12. Schoemaker, P. J., & van der Heijden, C. A. (1992). Integrating scenarios into strategic planning at Royal Dutch/Shell. *Planning Review*, 20(3), 41-6.
13. Schoemaker, P.J. (1995). Scenario planning: a tool for strategic thinking. *Sloan Management Review*, 36(2), 25-41.
14. Symstad, A. J., Fisichelli, N. A., Miller, B. W., Rowland, E., & Schuurman, G. W. (2017). Multiple methods for multiple futures: Integrating qualitative scenario planning and quantitative simulation modeling for natural resource decision making. *Climate Risk Management*, 17, 78-91.
15. Tress, B., & Tress, G. (2003). Scenario visualisation for participatory landscape planning—a study from Denmark. *Landscape and Urban Planning*, 64(3), 161-178.
16. Van Delden, H., & Hagen-Zanker, A. (2009). New ways of supporting decision making: linking qualitative storylines with quantitative modelling. In *Planning support systems best practice and new methods* (pp. 347-367). Springer, Dordrecht
17. Victorian Centre for Climate Change Adaptation Research (VCCCAR, 2011). [Scenario planning for climate adaptation](#). Publication 02/11. ISBN 978 0 7340 4422 8
18. Voros, J. (2003). A generic foresight process framework. *foresight*, 5(3), 10-21.
19. Wilkinson, A., Kupers, R., & Mangalagiu, D. (2013). How plausibility-based scenario practices are grappling with complexity to appreciate and address 21st century challenges. *Technological Forecasting and Social Change*, 80(4), 699-710.

Assessments

Assessment Overview

Assessment #	Type	Grade	Due date
Assessment 1	Issue statement paper 500 words \pm 10%	15%	Week 04, Monday, 30 March, 11:59pm
Assessment 2	Scenario development & analysis paper 1500 words \pm 10%,	35%	Week 8, Monday, 4 May, 11:59pm
Assessment 3A	Individual oral presentation (management options)	10%	Week 11 (tutorial time), upload presentation by Monday, May 18, 11:59pm
Assessment 3B	Scenario management report 2000 words \pm 10%	40%	Week 14, Tuesday, June 9, 11:59pm

Detailed Assessment Instructions

Assessment 1	Issue statement paper (15%)
Due	Week 04, Monday, 23 March, 11:59pm
Outputs	<p><i>A 500-word Issues Statement Paper</i></p> <p>This is a summary document that provides exploration, review, and analysis of specific issues relevant to an urban area, region, or city.</p>
Tasks	<p>Individual students are expected to:</p> <ul style="list-style-type: none"> Establish and define the purpose of the Issues Paper; Conduct review and analysis of (the causes and effects) of an urban issue relevant to a specific urban area (e.g., region or city); Provide a strong justification for choosing the issue and urban area; Demonstrate solid knowledge of your chosen urban area by identifying the KEY LOCAL FACTORS and DRIVING FORCES that affect your particular issue; Carry out preliminary research by reviewing both grey and academic literature in terms of importance and urgency; Drawing from the literature, provide evidence to support your claim by: <ul style="list-style-type: none"> Indicating why this issue is relevant in the chosen study area; Using FACTS AND FIGURES to discuss the implications to the urban area and the broader community, including the gendered, class or racial dimensions associated with the issue as appropriate; and Use the APA referencing style in formatting the paper and submit via Turnitin on Canvas.
Objectives and intended learning outcomes	<p>This assessment will help students to:</p> <ul style="list-style-type: none"> Understand current urban trends or drivers affecting urban conurbations, including their impacts on specific cities and regions; Carry out preliminary research based on issues revealed; and Identify underlying forces affecting these trends and issues. <p>After completing this assessment, students should:</p> <ul style="list-style-type: none"> Appreciate critical urban planning issues facing cities

	<ul style="list-style-type: none"> • Exercise their knowledge of the main mechanisms available to planners to manage cities and regions; • Understand key urban trends in terms of fundamental assessments; • Develop independent and critical thinking skills; • Exercise self-confidence in confronting unfamiliar problems and presenting complex ideas lucidly.
<p>Assessment criteria</p>	<ul style="list-style-type: none"> • Complexity of knowledge and understanding of the urban issue • Quality of critical analysis of an urban issue • Structure and coherence of issue paper • Appropriate use of evidence and references

Assessment 1 (15%) Marking Criteria – Issue Statement Paper

Criteria	Outstanding H1 (80+)	Very Good H2A (75-79)	Good H2B (70-74)	Adequate H3 (65-69)	Pass P (64-50)	Very Limited N (<50)
Complexity of knowledge and understanding of the urban issue (25%)	Makes an outstanding central argument reflective of the title of the essay and clearly stated in the introductory paragraph(s). Demonstrates excellent understanding of the urban issue by articulating and justifying why it is relevant with a careful application of readings and local knowledge.	Makes very good arguments reflective of the title of the essay and clearly stated in the introductory paragraph(s). Demonstrates very good understanding of the urban issue by articulating and justifying why it is relevant with a careful application of readings and local knowledge.	Makes sound arguments following through the title of the essay and reflected by good introductory paragraph(s). Demonstrates understanding of the urban issue occasionally justifying its relevance with supportive readings and local knowledge.	Makes sufficient arguments following through the title of the essay and reflected by good introductory paragraph(s). Demonstrates some of the urban issue occasionally justifying its relevance with supportive readings and local knowledge.	Makes some arguments following through the title of the essay and reflected by good introductory paragraph(s). Demonstrates partial understanding of the urban issue with weak justifications of its relevance with supportive readings and local knowledge.	Makes no central argument and discussions are largely unrelated to the title of the essay. Rarely introduces the essay. Demonstrates limited understanding of the urban issue with claims unsupported by academic readings but rather anecdotes local knowledge.
Quality of critical analysis of an urban issue (35%)	An outstanding critical analysis mainly comparing their own ideas with scholarly articles on the subject and backing up views with evidence (facts, figures, cases etc.). Applies appropriate tools to present a coherent and carefully thought argument throughout the essay with succinct analysis of causes and effects of the issue.	A very good critical analysis mainly comparing their own ideas with scholarly articles on the subject and backing up views with evidence (facts, figures, cases etc.). Presents a carefully thought argument throughout the essay with succinct analysis of causes and effects of the issue.	A good analysis with occasional comparison of ideas with scholarly articles on the subject and a few evidence (facts, figures, cases etc.). Presents general analysis with unclear linkages of causes and effects of the issue.	Demonstrates adequate analysis with general references to scholarly articles or evidence (facts, figures, cases etc.). Partially supports argument in the essay with succinct analysis of causes and effects of the issue.	A limited analysis of issues but mainly stating their own views with poor support of scholarly articles or evidence (facts, figures, cases etc.). Presents incoherent discussion of causes and effects of the issue.	There is lack of analysis of issues and mainly stating their own views with no support of scholarly articles or evidence (facts, figures, cases etc.). Do not present discussion of causes and effects of the issue.
Structure and coherence of issue paper (20%)	Demonstrate a clear, logical and orderly presentation of their work with separate paragraphs communicating ideas but well-linked to one another. Writing shows improved grammar, structure, and style.	Demonstrate a clear, logical and orderly presentation of their work with separate paragraphs communicating ideas but well-linked to one another. Very good writing, grammar, structure and style.	Demonstrate a good presentation of their work but separate paragraphs communicate unclear ideas and reasonably linked to one another. Good writing, grammar, structure and style.	Demonstrate adequate presentation of their work with indistinguishable ideas in paragraphs or linkages one another. Writing style and grammar are just adequate for comprehension.	Lack of clear, logical and orderly presentation and inappropriate paragraphing and structure. Ideas are mainly convoluted but writing style and grammar are okay to follow.	Poorly organised presentation of their work with no structure of paragraphs communicating ideas. Writing style and grammar are substandard.
Appropriate use of evidence and references (20%)	Excellent and consistent referencing both in-text citations and in the list of references. All in-text citations are reflected in the list of references and vice versa.	Very good referencing both in-text citations and in the list of references. All in-text citations are reflected in the list of references and vice versa.	Sound but inconsistent in-text citations and reference list. Some in-text citations are not reflected in the list of references and vice versa.	Limited application of referencing both in-text citations and in the list of references. Applies multiple formats incorrectly.	Referencing both in-text citations and in the list of references but either or both are wrongly used. No clear choice of format.	No referencing both in-text citations and in the list of references. Shows limited understanding of academic referencing.

Assessment 2	Scenario development and analysis paper (35%)
Due	Week 8, Monday, 4 May, 11:59pm
Output	<p><i>A 1500-word scenario development and analysis paper</i></p> <p>This is a critical analysis of the uncertainties of the urban planning issue. It examines and prioritising key internal and external forces that are likely to shape the issue to formulate at least four possible future outcomes or scenarios. The process will involve drawing critical lessons from at least two case studies while developing the scenarios with sufficient understanding and/or consideration of the stakeholders, their interest, power, and role in addressing the urban issue.</p>
Tasks	<p>Individual students are expected to:</p> <ul style="list-style-type: none"> • <u>Analyse two case studies</u> - critically explore your issue(s) adopted on first assessment (A1) addressing under different contexts using two case studies of your choice. This will include appraising case studies in terms of the drivers, impacts, actors, and strategies for managing similar issue elsewhere, to draw lessons to better respond to the issue. • <u>Develop stakeholder analysis</u> – Explore ways to involve stakeholders (including but not limited to the community, government, private sector, and civil society) and evaluate the potential role of conflicts and politics. • <u>Refine and rank key local factors and driving forces</u> – analyse and prioritise the two most significant trends/drivers that impact your urban issue. • <u>Create a scenario matrix</u> – Formulate potential scenarios for urban planning issues based on thoughtful analysis of key trends and driving forces. • <u>Write four scenario plots</u> – Formulate the plots/stories of outlook and identify key strategic implications of the scenarios.
Objectives and learning outcomes	<p>After completing this assessment, students should be able to:</p> <ul style="list-style-type: none"> • Comprehend how scenarios are formulated in urban planning to respond to contemporary urban issues. • Appreciate how to use precedents in urban planning. • Understand stakeholder analysis and engagements to be able to navigate potential conflicts in planning. • Develop skills for identifying and prioritising driving forces and formulate scenarios of urban issues. • Understand the strategic implications of scenarios for urban planning
Assessment Criteria	<ul style="list-style-type: none"> • Complexity of knowledge and understanding of scenario • Quality of Analysis • Structure and coherence of paper • Appropriate use of scholarly evidence to support claim

Assessment 2 (35%) Marking Criteria – Scenario Development and Analysis Paper

Criteria	Outstanding H1 (80+)	Very Good H2A (75-79)	Good H2B (70-74)	Adequate H3 (65-69)	Pass P (64-50)	Very Limited N (<50)
Complexity of knowledge and understanding of scenario development (25%)	Demonstrates an in-depth understanding of urban issue and scenario development. Provides excellent justifications of selected driving forces using evidence from case studies and scholarly articles. Clearly and succinctly explains the complexity of interrelationships between all aspects or tasks.	Demonstrates a broad understanding of urban issue and scenario development. Provides justifications of selected driving forces using evidence from case studies and scholarly articles. Clearly and succinctly explains the complexity of interrelationships between all aspects or tasks.	Demonstrates sound understanding of urban issue and scenario development. Occasionally justifies the selected driving forces using evidence from case studies and scholarly articles. Clearly and succinctly explains the complexity of interrelationships between all aspects or tasks.	Demonstrates adequate understanding of urban issue and scenario development. Occasionally justifies the selected driving forces using evidence from case studies and scholarly articles. Broadly explains the complexity of interrelationships between all aspects or tasks.	Demonstrates limited understanding of urban issue and scenario development. Rarely justifies the selected driving forces and sometimes applies questionable evidence. Outlined the complexity of interrelationships between all aspects or tasks.	Demonstrates a lack of understanding of urban issue and scenario development. Do not justify the selected driving forces and sometimes applies questionable evidence. Do not discuss the interrelationships between all aspects or tasks.
Quality of Analysis (35%)	An outstanding critical analysis of case studies, stakeholders, driving forces, and final scenarios. Demonstrates holistic, thorough, and comprehensive insights in scenario development in exploring the chosen urban issue in the study area. Ideas presented are generally unique.	Very good analysis of case studies, stakeholders, driving forces, and final scenarios. Demonstrates holistic, thorough, and comprehensive insights in scenario development in exploring the chosen urban issue in the study area. Ideas presented are generally unique.	Good analysis of case studies, stakeholders, driving forces, and final scenarios. Demonstrates and comprehensive insights in scenario development in exploring the chosen urban issue in the study area.	Adequate analysis of case studies, stakeholders, driving forces, and final scenarios. Have insights in scenario development in exploring the chosen urban issue in the study area. Ideas presented are not unique.	Limited analysis of case studies, stakeholders, driving forces, and final scenarios. Have shallow insights in scenario development in exploring the chosen urban issue in the study area. Ideas presented are not unique.	Sporadic analysis of case studies, stakeholders, driving forces, and/or final scenarios. Do not show understanding of scenario development or the chosen urban issue in the study area.
Structure and coherence of paper (20%)	Demonstrate a clear, logical, and orderly presentation of their work with separate paragraphs communicating ideas but well-linked to one another. Writing shows improved grammar, structure, and style.	Demonstrate a clear, logical, and orderly presentation of their work with separate paragraphs communicating ideas but well-linked to one another. Very good writing, grammar, structure, and style.	Demonstrate a good presentation of their work but separate paragraphs communicate unclear ideas and reasonably linked to one another. Good writing, grammar, structure, and style.	Demonstrate adequate presentation of their work with indistinguishable ideas in paragraphs or linkages one another. Writing style and grammar are just adequate for comprehension.	Lack of clear, logical and orderly presentation and inappropriate paragraphing and structure. Ideas are mainly convoluted but writing style and grammar are okay to follow.	Poorly organised presentation of their work with no structure of paragraphs communicating ideas. Writing style and grammar are substandard.
Appropriate use of scholarly evidence to support claim (20%)	Excellent and consistent referencing both in-text citations and in the list of references. All in-text citations are reflected in the list of references and vice versa.	Very good referencing both in-text citations and in the list of references. All in-text citations are reflected in the list of references and vice versa.	Sound but inconsistent in-text citations and reference list. Some in-text citations are not reflected in the list of references and vice versa.	Limited application of referencing both in-text citations and in the list of references. Applies multiple formats incorrectly.	Referencing both in-text citations and in the list of references but either or both are wrongly used. No clear choice of format.	No referencing both in-text citations and in the list of references. Shows limited understanding of academic referencing.

Assessment 3	Scenario management options
This assessment will be presented in two parts (Assessment 3A and 3B)	

Assessment 3A	Oral Presentation (10%)
Due	Week 11 (tutorial time), upload presentation by Monday, May 18, 11:59pm
Output	Five minute-pitch of management options (live presentation) on the initial strategic responses to the scenarios (plots) in relation to a chosen vision by providing the public and key stakeholders a good understanding of the critical risks and opportunities that could emerge under the different scenarios. This represents the conceptual ideas for managing the planning issue within the chosen city from Assessment 1. Students are encouraged to draw lessons from case studies analysed in Assessment 2.
Tasks	In this assessment, students are tasked to: <ul style="list-style-type: none"> • Develop a brief narrative of key risks (issues) and opportunities emerging from the scenarios. • Formulate a long-term vision for turning the issue towards a favourable/preferred future scenario. • Develop initial management responses (i.e., strategies, actions, policy changes) in a concise format addressing issues and opportunities from ONE preferred future scenario. • This presentation while assessed, also provides an opportunity for formative feedback that must be incorporated into the final report.
Objectives	<ul style="list-style-type: none"> • Develop an understanding of the risks and opportunities associated with the scenarios of urban issues. • Formulate suitable responses for addressing the risks and opportunities. • Garner public/stakeholder support from those with influence and power to implement change. • Develop communications that convincingly convey important information to a wide audience
Assessment criteria	LIVE presentations will be assessed based on the following criteria. <ul style="list-style-type: none"> • Clarity and conciseness of presentation. Delivery within the allocated time. • Overall creativity and organisation of visuals/visual aids used to appropriately articulate the scenarios and management options. • Verbal communication skills are evident in the presentation. • Persuasiveness and engagements to attract stakeholder inputs. The stakeholders will be colleague students.

Assessment 3A (10%) Marking Criteria – Oral Presentation

Criteria	Outstanding H1 (80+)	Very Good H2A (75-79)	Good H2B (70-74)	Adequate H3 (65-69)	Pass P (64-50)	Very Limited N (<50)
Complexity of knowledge and understanding of scenarios and policy responses (30%)	Demonstrates an extensive and comprehensive knowledge of a policy response in relation the key issue and their broader impact. Presents an in depth understanding of and engagement with scenario development.	Demonstrates a thorough knowledge of a policy response in relation the key issue and their broader impact. Presents a thorough understanding of and engagement with scenario development.	Demonstrates a good knowledge of a policy response in relation the key issue and their broader impact. Presents a sound understanding of and engagement with scenario development.	Demonstrates sufficient knowledge of a policy response in relation the key issue and their broader impact. Presents a very broad understanding of and engagement with scenario development.	Demonstrates partial knowledge of a policy response in relation the key issue and their broader impact. Presents little understanding of and engagement with scenario development.	Demonstrates very limited knowledge of a policy response in relation the key issue and their broader impact. Presents no understanding of and engagement with scenario development.
Presentation organisation and task completion (30%)	Demonstrates a strong critical engagement with the desired scenario. Strongly identifies a goal and appropriate mechanisms to achieve this. Strongly orders their presentation in a logical and concise manner. Presentation is within the timeframe. Presentation includes the student.	Demonstrates a thorough critical engagement with the desired scenario. Thoroughly identifies a goal and mechanisms to achieve this. Thoroughly orders their presentation in a logical and concise manner. Presentation is within the timeframe. Presentation includes the student.	Demonstrates a good critical engagement with the desired scenario. Soundly identifies a goal and mechanisms to achieve this. Soundly orders their presentation in a logical and concise manner. Presentation is within the timeframe. Presentation includes the student.	Demonstrates a sufficient critical engagement with the desired scenario. Broadly identifies a goal and mechanisms to achieve this. Broadly orders their presentation in a logical and concise manner. Presentation is within the timeframe. Presentation includes the student.	Demonstrates a partial critical engagement with the desired scenario. Touches on a goal and mechanisms to achieve this. Partially orders their presentation in a logical and concise manner. Presentation is within the timeframe. Presentation includes the student.	Demonstrates very limited critical engagement with the desired scenario. Doesn't identify a goal and mechanism to achieve this. Doesn't order their presentation in a logical and concise manner. Presentation in not within the timeframe. Presentation does not include the student.
Delivery of Presentation (30%)	Very clearly presents their mechanism in an engaging way to a wide and diverse audience. Very clear argument demonstrated in a creative and persuasive manner.	Clearly presents their mechanism in an engaging way to a wide and diverse audience. Clear argument demonstrated in a creative and persuasive manner.	Soundly presents their mechanism in an engaging way to a wide and diverse audience. Sound argument demonstrated in a somewhat creative and persuasive manner.	Broadly presents their mechanism in an engaging way to a wide and diverse audience. Broad argument demonstrated in a somewhat creative and persuasive manner.	Partially presents their mechanism in an engaging way to a wide and diverse audience. Partial argument demonstrated in a somewhat creative and persuasive manner.	Poorly presents their mechanism in an engaging way to a wide and diverse audience. Unclear argument not demonstrated in a creative and persuasive manner.
Use of references and citations (10%)	Very clearly presented main arguments, which reviews academic and grey literature.	Clearly presented main arguments, which reviews academic and grey literature.	Soundly presented main arguments, which reviews academic and grey literature.	Broadly presented main arguments, which reviews some academic and grey literature.	Partially presented main arguments, which reviews few academic and grey literature.	Poorly presented main arguments, with very limited review of academic and grey literature.

ASSESSMENT 3B	SCENARIO MANAGEMENT REPORT
Due	Week 14, Tuesday, June 9, 11:59pm
Output	A 2000-word Final Scenario Management Report consolidates the ideas from the scenario preparation to develop strategic management plan for addressing critical risks and opportunities from the four scenarios of the urban issue. It is a way of demonstrating the ‘trained planner’ and their team’s preparedness to deal with likely uncertainties surrounding the chosen urban planning issue. It also contains students’ reflections about the use of scenario planning and how their learning of urban planning has been enhanced or hindered throughout the semester.
Tasks	<ul style="list-style-type: none"> • Prepare a comprehensive <u>final report</u> that presents your <u>recommended policies</u> for the chosen urban area, based on the outcomes of your future scenarios. • Present a brief overview of your <u>scenario planning process</u>, using many visual tools of the previous methods applied on A2. • <u>Scenario evaluation part 1</u> - conduct an analysis of your four scenarios using a <u>risk and opportunities</u> technique to explore the implications emerging from the scenarios. • <u>Scenario evaluation part 2</u> - Create a <u>comparative framework</u> using your own choice of indicators to evaluate all four scenarios. • Formulate a <u>set of appropriate planning response-</u> strategies, actions, and policy changes for responding to the possible implications and opportunities emerging from <u>ONE chosen scenario</u>. • Adopt <u>relevant references</u> drawn from key theoretical concepts or planning framework to develop your strategic responses. • <u>Present a short final discussion</u>– Briefly reflect upon how the lectures and tutorial material have supported your learning experience on SP process and planning decisions under uncertainty.
Objectives and learning outcomes	<p>After completing this assessment, students should</p> <ul style="list-style-type: none"> • Develop the capacity to formulate logical urban planning responses to contemporary issues in urban areas; • Identify, gather, and use key data sources to develop and justify policy decisions; and • Enhance the skills of developing professional planning report that will be appealing to community, decision makers, and businesses.
Assessment Criteria	<ul style="list-style-type: none"> • Complexity of knowledge and understanding of strategic response to scenarios • Quality of analysis • Coherence and structure of report • Appropriate use of evidence and referencing • Critical reflection

Assessment 3B (40%) Marking Criteria – Scenario Management Report

Criteria	Outstanding H1 (80+)	Very Good H2A (75-79)	Good H2B (70-74)	Adequate H3 (65-69)	Pass P (64-50)	Very Limited N (<50)
Complexity of knowledge and understanding of strategic response to scenarios (25%)	Demonstrates outstanding complexity of strategies, actions, and policy recommendations for managing the scenarios to steer towards the stated vision. Responses to the problem are appropriate, applicable and lead to effective management of the problem. Carefully articulates and references case studies and scholarly evidence.	Demonstrates very good complexity of strategies, actions, and policy recommendations for managing the scenarios to steer towards the stated vision. Responses to the problem are appropriate, applicable and lead to effective management of the problem. Carefully articulates and references case studies and scholarly evidence.	Demonstrates complexity of strategies, actions, and policy recommendations for managing the scenarios to steer towards the stated vision. Responses are appropriate, applicable and can management of the problem. Makes occasional references to case studies and scholarly evidence.	Proposes reasonable strategies, actions, and policies for managing the scenarios to steer towards the stated vision. Responses are appropriate, applicable and can management of the problem. Makes occasional references to case studies and scholarly evidence.	Proposes limited strategies, actions, and policies for managing the scenarios to steer towards the stated vision. Responses are somewhat appropriate, applicable and can management of the problem. Makes random references to case studies and scholarly evidence.	Proposes unjustifiable strategies, actions, and policies for managing the scenarios to steer towards the stated vision. Responses are inappropriate and do not target management of the problem. Do not use references to case studies and scholarly evidence.
Quality of analysis (30%)	Demonstrates critical identification and analysis potential issues and opportunities presented by each scenario. Properly links analysis with the stated vision and identify clear management pathways through responses. An excellent showcase of multidimensionality considering the spatial, social, economic, cultural, political, and technological implications of the scenarios.	Very good analysis potential issues and opportunities presented by each scenario. Properly links analysis with the stated vision and identify clear management pathways through responses. A very good showcase of multidimensionality considering the spatial, social, economic, cultural, political, and technological implications of the scenarios.	Good identification issues and opportunities presented by each scenario. Reasonably links analysis with the stated vision and proposes reasonable management responses. Considers some dimensions including the spatial, social, economic, cultural, political, and technological implications of the scenarios.	Adequate identification issues and opportunities presented by each scenario. Makes some linkages with the stated vision and proposes reasonable management responses. Considers some dimensions including the spatial, social, economic, cultural, political, and technological implications of the scenarios.	Limited exploration issues and opportunities presented by each scenario. Makes some linkages with the stated vision but proposes insufficient management responses. Showcase unidimensionality in management responses.	Poor exploration issues and opportunities from scenarios. Do not provide any linkages with the stated vision. Management responses are lacking or unrealistic. Showcase unidimensionality in management responses.
Coherence and structure of report (20%)	Demonstrate a clear, logical and orderly presentation of their work with separate paragraphs communicating ideas but well-linked to one another. Writing shows improved grammar, structure, and style.	Demonstrate a clear, logical and orderly presentation of their work with separate paragraphs communicating ideas but well-linked to one another. Very good writing, grammar, structure and style.	Demonstrate a good presentation of their work but separate paragraphs communicate unclear ideas and reasonably linked to one another. Good writing, grammar, structure and style.	Demonstrate adequate presentation of their work with indistinguishable ideas in paragraphs or linkages one another. Writing style and grammar are just adequate for comprehension.	Lack of clear, logical and orderly presentation and inappropriate paragraphing and structure. Ideas are mainly convoluted but writing style and grammar are okay to follow.	Poorly organised presentation of their work with no structure of paragraphs communicating ideas. Writing style and grammar are substandard.
Appropriate use of evidence and referencing (20%)	Excellent and consistent referencing both in-text citations and in the list of references. All in-text citations are reflected in the list of references and vice versa.	Very good referencing both in-text citations and in the list of references. All in-text citations are reflected in the list of references and vice versa.	Sound but inconsistent in-text citations and reference list. Some in-text citations are not reflected in the list of references and vice versa.	Limited application of referencing both in-text citations and in the list of references. Applies multiple formats incorrectly.	Referencing both in-text citations and in the list of references but either or both are wrongly used. No clear choice of format.	No referencing both in-text citations and in the list of references. Shows limited understanding of academic referencing.
Critical reflection (5%)	Excellent reflection about the subject (200 words) indicating how scenarios may or may not be useful for managing contemporary urban planning issues as well as comments on what helped or did not help in their learning.	Very good reflection about the subject (200 words) indicating how scenarios may or may not be useful for managing contemporary urban planning issues as well as comments on what helped or did not help in their learning.	Good reflection about the subject (200 words) indicating how scenarios may or may not be useful for managing contemporary urban planning issues as well as comments on what helped or did not help in their learning.	Adequate reflection about the subject (200 words) indicating how scenarios may or may not be useful for managing contemporary urban planning issues as well as comments on what helped or did not help in their learning.	Inadequate reflection about the subject (less than 200 words) indicating how scenarios may or may not be useful for managing contemporary urban planning issues as well as comments on what helped or did not help in their learning.	Lack of reflection about the subject (200 words). Do not indicate how scenarios may or may not be useful for managing contemporary urban planning issues nor comments on what helped or did not help in their learning.

Written Submission Requirements

Students' written work submitted for assessment must meet appropriate standards of expression, presentation and referencing. The [University's Academic Skills Unit](#) provide information and advice on writing and study skills. Use Australian or UK English spelling only; students should make sure that their settings are appropriate in word processing software. Written work should be carefully edited and proofread for errors before submission for assessment. Professional presentation is expected. All student work should be written in at least 11 pt., at least 1.5 spaced, at least 2 cm margins, and pages must be numbered. (Sub)headings may be used. Figures and tables need correct captions and must be referred to within the text.

Citation style: Note that the citation style you use for your written work must be consistent and follow a standard style. However, we recommend using the APA referencing style which is the most commonly used in the Faculty. A description of the common styles available can be found [here](#).

Word Limits

Assessments that exceed the word limit by more than 10%, inclusive of footnotes, will attract a marking penalty up to 10% of the marks that would otherwise have been awarded.

Submission of Assessments

All written assessments must be submitted electronically via the Canvas LMS by the day and time they are due. Apart from cases where students have an extension of their assessment deadline, students must submit all pieces of assessment on the stated dates. A 10% of the total possible marks for a piece of work will be subtracted for each day that it is late (including weekends and holidays). Extensions will not be granted after the deadline. For fairness to all students, the late penalty is deducted as soon as the assessment is late. The subject coordinator will not accept the work for marking at all after five days and will award a grade of zero. All assessments must be submitted online via 'Turn it in' on the subject's LMS site. Students must not submit work in any alternative way such as sending it to the coordinator by email. Students must retain a copy of all written work, and confirmation of its submission via *turn it in*, so that in the unlikely event that a submission is not received, the situation can be resolved. Please see the assessment policy and Faculty website for further information: [Assessment Procedure](#).

Feedback and Moderation

Feedback will give students an indication of the relative quality of the piece of work via a grade (see the assessment and marking criteria) along with brief comments and feedback explaining the grade awarded. At the end of the semester, before releasing marks there will be a moderation across all planning subjects, attended by subject coordinators.

Guide Document: Ethical Research Practice as a Coursework Student

During your studies, a subject may require you to undertake some form of research that involves surveying, interviewing, recording, observing, or photographing people. Such activity requires you to be mindful of the ethical implications of engaging with or observing people. This guide document outlines some of the ethical considerations required prior to undertaking this type of coursework-related research activity.

'Human research' has a broad definition and includes research conducted with or about people or their data or tissue. You need ethics approval if you are a University staff member or a postgraduate student and want to conduct certain research activities involving humans. Coursework projects with an education, training, or a practical experience focus do not normally require approval. Student coursework, assessments and essays are also exempt, providing that the data or work produced is not for formal research or for publication in any form. However, student coursework research still carries the same ethical requirements as formal research production. Students carry obligations in undertaking any research involving people and the following items should be considered in your work:

Confirm general consent. Research activity may occur within the public realm or on private property. Some municipal council's require approval to be obtained prior to such activity; with formal approval required for private property from the property owner. If research activity is undertaken in campus buildings, then approval should be sought via the appropriate Facilities Office prior to the activity proceeding. These protocols should be discussed with your subject coordinator or tutor.

Obtain informed participant consent. People have the right to know who is asking them to participate in a research activity, why they are being asked and how the data provided will be used. Following communication of this information they may freely choose to participate or not to participate. If someone chooses not to participate or to withdraw at any time, their decision needs to be respected and the data they provide should not be used. People should be advised if their input is to remain anonymous or if not, the form in which they will be identified – written consent should be obtained if they are to be identified. A background plain language statement outlining this type of information should be prepared for participants (guide template attached for discussion and amendment with your subject coordinator or tutor).

Respect persons, animals, and the environment. Students must respect the rights and beliefs of others. You should be respectful and sensitive in your dealings and avoid any harmful or intimidating behaviour (e.g., engaging with people of diverse cultural and language backgrounds, coercing someone to participate, embarrassment, exploitation, sensitive to how someone would interpret what you say, do or the material you produce for fieldwork). You should not be a nuisance or interfere with someone's rights to use and enjoy the space nor should you hassle them to participate in your study. It is generally possible to take photographs in a public place without asking permission. Some limitations apply such as obtaining participants consent if using images commercially, you may only photograph people on private property from public property and if photographing people on private property you need permission from the property owner to do so. People should not be able to be identified in images. Ensure that you maintain the confidentiality, privacy, and intellectual property of others.

Follow proper practices for safety and security. Students should be aware to maintain their own safety and the safety of others (e.g., safety implications of undertaking an activity on your own, the

location and the time of day). A formal Health and Safety risk assessment process may be required; this should be discussed with your subject coordinator or tutor prior to commencing your research. Safety and security also extend to the data itself, data should be safely and securely stored and inaccessible to anyone other than those authorised to access the material. Data should not be altered and on completion of the exercise raw data should be destroyed.

Maintain academic integrity and standards. Students must maintain academic integrity and respect and comply with the convention of academic scholarship.

Academic Integrity

(This document has been prepared with the assistance of Academic Skills and the ABP Teaching & Learning)

Acknowledgement of the work of others

Most university writing tasks require you to draw on a range of academic sources to support your claims, arguments, and ideas. To distinguish between *your* thoughts and words, and those of others, it is essential that proper acknowledgement be provided. By acknowledging your sources, you are also giving credit to the original authors or creators of the work you are using, while placing your work in the context of previous scholarship.

What is plagiarism?

Plagiarism is the act of passing off others' work as your own. This means all types of work, including published and unpublished documents, images, photographs, research, ideas, design and audio-visual material. Note that plagiarism can be either deliberate or accidental.

What is collusion?

Collusion is the act of representing as your own, work that is the result of 'unauthorised collaboration with another person or persons' (University of Melbourne 2005). This includes copying another person's work even if you have their permission. In this instance both the person presenting the work and the person/people involved in supplying the material will be investigated and may be charged with academic misconduct.

Penalties for plagiarism and collusion

Plagiarism and collusion are serious offences. If you are found to have deliberately or accidentally plagiarised or colluded with others, you will be formally investigated. If the instance is severe, you will be charged with academic misconduct. This may lead to failing the subject, suspension from your course or termination of your enrolment. Accidental plagiarism is not an excuse for academic misconduct, and you will still be held accountable.

How can I avoid plagiarism?

To avoid plagiarism, work on building your academic skills. For example:

- ✓ Manage your time to avoid completing assessments 'at the last minute'.

- ✓ Make a conscious effort to develop your reading, note-taking and writing skills as well as your English language (for example, by accessing ASU programs and services and/or through self-study).
- ✓ Keep detailed notes of all your sources, including all reference details and page numbers.
- ✓ Analyse and evaluate what you read.

Basic referencing hints

Always acknowledge your sources by citing others' work (including their ideas, images, or exact words) in the body of your work and in the reference list or bibliography. If you are quoting someone's words, use quotation marks and ensure that you quote the original words exactly. If you are paraphrasing someone's work, you must use your own words, while still retaining the author's original meaning. When citing your sources, you must follow the Harvard referencing style consistently and to the smallest detail. Style guides are available on the University's library website. You may wish to manage your references in a referencing software package such as Endnote – further information about such programs can be found at the library web page.

Sources and further information

1. Academic Skills Unit 2010, [Using sources and avoiding plagiarism](#), University of Melbourne, Parkville.
2. University of Melbourne [Academic Integrity](#)

AI Use Protocol

Use utmost caution in your use of AI in assessments to avoid significant penalties. It is important you comply as per the instructions below:

Turnitin's new [AI writing detection tool](#) is now integrated into the similarity report function. The tool identifies the percentage of text that is predicted to be generated by AI with 98% confidence to provide information to teaching staff. The tool will be used by your tutors and subject coordinators.

If you use basic translation programs (e.g., Google Translate) or programs that check for grammatical errors (e.g., basic Word functions), it is okay to use. But if AI is being used to write for you or translate a significant part or the whole of the assessment, that is misconduct as it is basically the same as using a paid writing service.

If you would like to use AI models to support your research, please discuss this with your Tutor.

Any use of AI that helps a student to take an advantage would be considered academic misconduct. So, you need to be explicit about the boundaries.

Declaration of AI use

If you have used AI to prepare your assessment, you need to declare during submission by creating a heading called "**Declaration**" before the Reference section. There is great information and examples on how to reference AI usage [HERE](#).

Here are some more information on [Library's ReCITE guidance on referencing AI](#). The University of Melbourne also provides [specific guidance for students regarding translation and editing tools](#).

Assessment Policies

Extension of assessment deadlines

Students who are not eligible for special consideration (see below) but are unable to submit a piece of assessment by the due date must contact the subject coordinator as soon as possible. The subject coordinator may grant students an extension of up to 2 weeks in duration for assessments worth less than 25% if they have a valid reason for not being able to submit on time. They will not grant extensions after the deadline for submission that has passed. The subject coordinator will grant extensions if the student is unable to submit on due to unforeseen factors such as short-term illness, injury, and family circumstances. Due dates clashing with other subjects and misplacing work due to computer malfunction are not grounds for granting extensions. Nor are work commitments. Please see the extension [policy](#).

Return of assessment

Assessors will return feedback and grades within two weeks of the submission date or within four weeks for assessments worth more than 25% of the final grade. We will aim to provide feedback from the class papers with a one week turn around period. Feedback will give students an indication of the relative quality of the piece of work via a grade along with brief comments and feedback explaining the grade awarded, and areas in which the work could be strengthened, and where it excelled.

Supplementary assessment

Only students granted special consideration (see below) may be granted supplementary assessment as specified by the subject coordinator.

Appeals

Students who wish to appeal against an academic or administrative decision/s on an assessment matter, including appeals against results, should refer to the University's Student Grievance Policy.

1. [Student Complaints and Grievances Policy](#) (MPF1066)
2. [Student Complaints and Grievances Procedure](#) (MPF1067)

Students should first discuss the grievance with the relevant staff member.

Special consideration

The Faculty policy follows the University procedure on [Special Consideration](#). It is designed to make reasonable allowance for unavoidable or unforeseen interruptions or constraints upon student work. It is available to assist students to cope with circumstances where their work has been hampered to a substantial degree by illness or other causes.

Students must be able to supply documentary evidence of their circumstances on the HPR form completed by a health care or other professional. Students should complete an online Special Consideration application form available through my.unimelb within 3 working days of the due date of the assessment. Students will need to submit an HPR form within 5 working days of submitting their online application. The relevant Faculty Special Consideration Committee will consider the application and determine an appropriate outcome.

Useful University Services

Attendance at class

Students are responsible for obtaining any information given out in class and keeping themselves informed of the subject requirements. Students who expect to miss one or more scheduled classes should discuss this with the subject coordinator. From previous years' experience, **students who attend less than 75% of all class would struggle to successfully complete assessments.** The Faculty and subject coordinator will only permit extended absences where grounds for special consideration exist and, in these cases, the subject coordinator may advise the student to consider withdrawal from the subject. As noted above, the lecturer and tutors will take attendance in the weekly seminars and tutorials.

Academic skills

Academic Skills (AS) assist local and international students to maximise their independent learning potential by developing academic skills, language proficiency and graduate attributes. AS offers advice and instruction on academic and language skills. They cover a broad range of academic skills, including researching and writing, exam preparation, oral presentations and more. They provide:

- ✓ individual tutorials
- ✓ workshops and short courses
- ✓ online programs
- ✓ print and electronic resources

As is accessible to all students. Use AS services to get general help with writing and improve your academic results. Details about how to make appointments can be found at their web site.

Student equity and disability support

Student Equity and Disability Support has primary responsibility for meeting the needs of students with disabilities and/or ongoing health issues which negatively impact a student's ability to study. Their services are dependent on the impact of a disability, which may vary as a result of individual coping strategies, functional impairment and educational context. A core competency of the unit is the ability to assess the impact of a disability and identify adjustments that reduce this impact in a manner that is congruent with existing University practice and policy.

- ✓ provides direct support to students with high support needs which can include the provision of sign language interpreters, materials in an accessible format, notetakers and participation assistance in laboratory classes.
- ✓ makes recommendations to academic staff about reasonable adjustments that can be made to facilitate the participation of students with disabilities. Recommended academic adjustments can include alterations to assessment, support for Special Consideration applications and access to additional learning materials.
- ✓ refers students to internal and external support services and agencies where appropriate. Internal supports are available across academic and administrative departments including faculties, the library, information technology services and Academic Services Division
- ✓ works closely with departments across the University to reduce systemic barriers for students with disabilities.

Counselling service

The Counselling Service provides free professional counselling services to students and staff of the University. This involves initial assessment of presenting issues and the development of appropriate therapeutic interventions. It may also include external referral. Primarily, the counselling offered is short-term, with regular review and ongoing client management.

When students attend counselling, they can expect a professional, responsive and respectful service. Counsellors are fully qualified and experienced psychologists and social workers with extensive knowledge and understanding of the personal, family and work problems of students and staff. A counsellor can assist students to gain a clearer understanding of whatever problem they may have and identify appropriate strategies or options to consider. Counsellors aim to be sensitive to issues of cultural diversity. Counsellors do not give advice but help to explore alternatives so that students can make the best possible decisions. They aim to be independent, good listeners, and not blame or pass judgments.

ABP student policy guide

The ABP Student Policy Guide contains important information on:

- ✓ Student responsibilities and expectations, including attendance and time commitment requirements and key enrolment dates.
- ✓ Instructions for extension applications.
- ✓ Processes for applying for special consideration; and
- ✓ Academic misconduct for plagiarism, collusion, and cheating.
- ✓ The ABP Student Policy Guide can be accessed via LMS subject page.