



**UNSW**  
SYDNEY

Australia's  
Global  
University

# Built Environment

BENV2112

Landscape Design for Well Being



Course Outline – Term 2, 2020

## Disclaimer

Information within this document is subject to change. The full and most accurate course outline will be available in Moodle closer to the start of the term in which the course is offered.

## 1. COURSE STAFF

<b>Course Contact</b>	TBC
<b>Email</b>	

## 2. COURSE DETAILS

<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Approx. 150 hours including class contact hours, weekly individual and group online learning activities, readings, class preparation, and assessment activities.
<b>Teaching Times and Location</b>	Find details in timetable <a href="http://www.timetable.unsw.edu.au">http://www.timetable.unsw.edu.au</a>

## Description

This course centres on understanding holistic concepts such as wellbeing, restoration, social inclusion and health and their implications for design of the built environment. The outdoor environment is the focus of the course, specifically the implications for design in a range of settings, including hospitals, schools, parks, public and recreational spaces; for the population as a whole and for a range of specific population groups including children and youth, the elderly and people with disabilities.

## Aims

The course is in the Built Environment Interdisciplinary Learning initiative, in the research enquiry stream. It is open to all BE undergraduate students with 96 UOC or more. The course has been designed for students:

1. To develop knowledge of current theory and research related to people/place relationships which can inform design and planning practice.
2. To develop awareness of people's needs, preferences and patterns of use in public spaces, including special user groups such as children, youth, people with disabilities, the elderly, people from different cultural backgrounds and to consider how this might influence design and planning practice.
3. To develop familiarity of methods and approaches to design and planning which are people centred, such as methods of participatory planning and design, methods of public involvement, and socially inclusive design.
4. To develop awareness of the interdisciplinary nature of people/place relationships and BE projects.

## Course Learning Outcomes (CLOs)

At the successful completion of this course, you will be able to:

1. Integrate user needs as a significant factor for consideration in the design and development of the built environment, and in particular, public spaces and places.
2. Appreciate how the built environment contributes to social outcomes and sustainability and to advocate for the importance of designs that take this into consideration.
3. Be familiar with research that is relevant to designing, planning and developing built environments that support people.
4. Connect the ideas and topics discussed in class and in the readings with many of the aspects of personal and professional life.
5. Develop and demonstrate teamwork skills within the context of practice-based projects.

### 3. ASSESSMENT

Assessment task	Weight	CLOs Assessed
1. Assessment 1 – A reflection on your relationship with nature	20%	1
2. Assessment 2 –Behaviour Mapping - people in public green spaces.	30%	3
3. Assessment 3 – Nurturing contact with nature: Shaping the future green city (Individual (20%) and Group (30%) work components.	50%	2, 4, 5

### 4. COURSE IMPROVEMENT AND FEEDBACK

Feedback from students is an integral part of improving courses and teaching approaches. One of the primary mechanisms of feedback is myExperience, which we strongly urge all students to complete at the end of term. Course convenors use the feedback to make ongoing improvements to the course. This is communicated in Moodle in the myFeedback Matters page.