



# GSE 818

## Environmental Planning

S1 Evening 2015

*Dept of Environmental Sciences*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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609 E7A

Credit points

4

Prerequisites

Admission to MEnv or PGDipEnv or PGCertEnv or MEnvEd or PGDipEnvEd or PGCertEnvEd or MEngMgt or MEnvMgt or PGCertEnvMgt or MEnvStud or PGDipEnvStud or MEnvPlan or MEnvSc or MSusDev or PGDipSusDev or PGCertSusDev or MWldMgt or PGDipWldMgt or PGCertWldMgt or MMarScMgt or MSc in Remote Sensing and GIS or PGDipSc in Remote Sensing and GIS or PGCertSc in Remote Sensing and GIS or GradDipEnv or GradCertEnv or GradCertSusDev or GradDipSusDev or GradCertEnvPlan or MConsBiol or GradDipConsBiol

Corequisites

Co-badged status

Unit description

This unit gives students a detailed understanding of the origins and current issues that structure practice in environmental planning. Students are introduced to the history of planning and its intersection with environmental thought. By the end of the unit students will be able to recognise different theories of planning; identify the structure of planning systems; show how current issues such as climate change impinge on planning; and produce a professional planning communication document.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Provide a substantive understanding of what is meant by environmental planning and how to apply relevant principles

Understand and critically assess structures of planning law and policy within the

decision-making process

Identify the roles of various stakeholders in the environmental planning decisions and their influence on outcomes

Understand how environmental planning policies are developed at a local, regional and metropolitan scale

Communicate effectively verbally and visually

## Assessment Tasks

Name	Weighting	Due
<u>Environmental policy review</u>	25%	March 19
<u>Plan drawing and reading</u>	10%	12 March
<u>Review of planning decisions</u>	30%	various
<u>Preparation of an REF</u>	30%	4 June
<u>In class participation</u>	5%	ongoing

### Environmental policy review

Due: **March 19**

Weighting: **25%**

The purpose of this assessment is to get students familiar with an area of environmental policy that operates in NSW.

Your task is to select one of the policies below and:

1. Summarise the history of its development, the objectives, who is responsible for its implementation and review
2. Find a development application that has used this policy as part of the conditional approval. You need to summarise the development proposal, outline how and where the policy was applied and include the conditions of consent that relate to the policy.
3. As part of a critical review you are also required to comment on the impact of the policy on the final development approval outcome and where possible find supporting academic and or mainstream media on the effectiveness of the policy in the development assessment process.

The policies you can select include:

- SEPP (Mining, Petroleum Production and Extractive Industries) 2007
- SEPP (Building Sustainability Index: BASIX) 2004

- SEPP No. 58 - Protecting Sydney's Water Supply
- SEPP No. 55 - Remediation of Land
- SEPP No. 44 - Koala Habitat Protection

On successful completion you will be able to:

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## Plan drawing and reading

Due: **12 March**

Weighting: **10%**

You will be given a building plan and asked to undertake a number of tasks using your scale ruler, referring to the relevant council LEP and DCP that would form the basis of an initial assessment as undertaken by a DA planner. This task will follow an in-class exercise.

On successful completion you will be able to:

- Understand how environmental planning policies are developed at a local, regional and metropolitan scale

## Review of planning decisions

Due: **various**

Weighting: **30%**

Each week a number of students will do a short (5-7 min) presentation on a particular pollutant or polluting activity or a regional planning issue.

Accompanying your presentation will be a written report (including tables, graphs, photos and references) that summaries your presentation and findings with a particular focus on the implications of the pollutant / polluting activity / or urban land management. Your assessment is divided into two parts: presentation (10%) and written report (20%)

All students must nominate their topic by the end of week 3 or will be allocated a topic by the convenor.

A. The ***pick a pollutant*** students are required to talk about a particular pollutant (such as lead) or group of pollutants (for example hydrocarbons), where it has come from (such as a certain industrial activity), what are the risks and impacts (environmental and or health), past and current contamination levels and how it is remediated or treated. You are also required to use case studies (national and or international) to demonstrate the impact of the pollutant or activity and how it has been regulated over time. This should draw on national and or state based planning laws and policies.

B. The ***pollution regulation and licencing*** students are required to identify a particular activity that has planning approval and is licenced by the NSW EPA (under the Protection of the Environment Operations Act 1997) or other environmental regulator (this may be interstate or from an overseas jurisdiction). You need to briefly discuss the activity, its approval and the role of the EPA/environmental regulator. You should also review the performance of the activity against the pollution licence, whether the licence has been adaptively changed and comment on where the licence could improve in relation to your understanding of best practice.

C. The ***Sydney Olympic Park*** students. The land surrounding Sydney Olympic Park is subject to significant development. This includes the impact of two (2) urban activation precincts (Carter Street and Wentworth Point), the Parramatta Road urban renewal project (WestConnex) and the expected growth linked to the recently approved metropolitan plan for Sydney. Your task is to prepare an analysis report for SOPA on the future impacts of the development surrounding the Park and what it may mean for the Park as part of its future management and direction. Your report would be used as part of the review of the SOPA Master Plan 2030. Your analysis, comment and recommendations should be framed around how the off Park impacts can or should be addressed in the new Master Plan.

You are to focus on one of the following areas:

- Transport
- Climate change
- Recreation
- Biodiversity.

D. The policy to practice students will examine the aspiration of Parramatta City Council to have Parramatta River swimmable within 10 years (<http://www.abc.net.au/news/2014-12-03/local-government-calls-for-parramatta-river-to-be-cleaned/5935196>). This follows the opening of Lake Parramatta for public swimming in 2014. Your task is to critically assess feasibility of this proposal and examine specific water sensitive urban design treatments and community actions that would be necessary to delivery on this policy outcome.

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- Communicate effectively verbally and visually

## Preparation of an REF

Due: **4 June**

Weighting: **30%**

This is a group assignment (4 students per group) and your submission should be of a high quality that would accompany a development proposal for the local and regional cycleway within the Rouse Hill development area.

You are required to prepare a review of environmental factors for a cycle way through Caddies Creek in the Rouse Hill precinct. The cycle way forms part of a proposed sporting complex around Caddies and Strangers Creeks. Your group is to define the extent of the cycle way and this should consider regional connections and access.

Your submission should follow relevant guidelines for the preparation of REF or SEE. These include but are not limited to:

Department of Environment

(web search for Template for the preparation of REF as a word document)

The Department of Planning

(for example [http://www.planning.nsw.gov.au/Portals/0/planning\\_reforms/pdf/Part%204-%20B%20-%20070809.pdf](http://www.planning.nsw.gov.au/Portals/0/planning_reforms/pdf/Part%204-%20B%20-%20070809.pdf)) and

The Hills Shire Council

(<http://www.thehills.nsw.gov.au/ignitionSuite/uploads/docs/Preparing%20Plans%20for%20Development%20Applications.pdf>).

An example of an REF is available for the proposed cycle link in the Catti Creek Riparian Corridor (dated 22 Sept 2012)

<http://www.thehills.nsw.gov.au/ignitionSuite/uploads/docs/Review%20of%20Environmental%20Factors%20-%20Cycleway%20Linksley%20Ave%20-%20Roseberry%20-%20Cattai%20Creek%20Riparian%20Corridor.pdf>

You should also consult other key policies and guidelines such related to riparian corridors on water front land

[file:///C:/Users/mq20060846/Downloads/licensing\\_approvals\\_controlled\\_activities\\_riparian\\_corridors%20\(1\).pdf](file:///C:/Users/mq20060846/Downloads/licensing_approvals_controlled_activities_riparian_corridors%20(1).pdf)

NSW Bicycle guidelines

[http://www.bicycleinfo.nsw.gov.au/downloads/nswbicycleguidelines\\_12a\\_i.pdf](http://www.bicycleinfo.nsw.gov.au/downloads/nswbicycleguidelines_12a_i.pdf)

Your submission needs to define how you envisage the cycle way to be constructed, maintained and used (including promotion such as signage) by the local community.

Your REF needs to consider relevant plans of management or strategic plans of the Council and Sydney Water (refer to below)

You are expected to consult all publically available data bases to obtain background information on the site and surrounds and all data must be referenced. Note the Library has access to Australia Standards and the Building Code of Australia that should also be consulted.

The maximum length of your submission is 40 pages including diagrams, maps, plans, photos and references.

If you need to make assumptions in your submission these should be clearly stated.

Key local documents

Caddies and Strangers Creek Landscape Master Plan

([http://www.sydneywater.com.au/web/groups/publicwebcontent/documents/document/zgrf/mdu1/~edisp/dd\\_055306.pdf#search="Rouse Hill"](http://www.sydneywater.com.au/web/groups/publicwebcontent/documents/document/zgrf/mdu1/~edisp/dd_055306.pdf#search='Rouse Hill'))

Draft Landscape Master Plan

([http://www.thehills.nsw.gov.au/IgnitionSuite/uploads/docs/Landscape%20Master%20Plan%20Report\\_Draft%202%20for%20Public%20Exhibition%2020131212-redu%](http://www.thehills.nsw.gov.au/IgnitionSuite/uploads/docs/Landscape%20Master%20Plan%20Report_Draft%202%20for%20Public%20Exhibition%2020131212-redu%20)

Hills Shire Council Community Strategic Plan

<http://www.thehills.nsw.gov.au/SPContent.aspx?PageID=23&ItemID=121&count=1#.VM7vaWiUdGE>

On successful completion you will be able to:

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their influence on outcomes

- Understand how environmental planning policies are developed at a local, regional and metropolitan scale
- Communicate effectively verbally and visually

## In class participation

Due: **ongoing**

Weighting: **5%**

Lecture, tutorial and field trip attendance and participation

On successful completion you will be able to:

- Provide a substantive understanding of what is meant by environmental planning and how to apply relevant principles
- Understand and critically assess structures of planning law and policy within the decision-making process

## Delivery and Resources

**Classes:** GSE818 is available in internal mode in Semester 1. Attendance and participation in workshops are compulsory.

**Lectures and Tutorials:**

**Thursdays 6.00pm-9:00pm** (3 hours)

**Room: EMC - G240**

**Field trip Sunday 29 March (8:30am to 5:00pm)**

**Required and recommended reading:** There are a number of general texts covering the subject matter of this course, and the important ones are listed below. **None is required to be purchased by students.**

It is, however, **highly recommended** that you a general one of the general texts on environmental planning and law such as:

Farrier, D. and Stein, P, 2011 *The Environmental Law Handbook (5<sup>th</sup> edition)* Redfern UNSW Sydney, or

Lyster R., Lipman. Z., Franklin. N., Wiffen. G., Pearson. L, 2009 *Environmental and Planning Law in New South Wales*, Federation Press.

Students will be required to access key NSW legislative provisions covered in the unit:

- *Environmental Planning and Assessment Act, 1979 as amended;*
- *Environmental Planning and Assessment Regulation, 2000.*

Copies of this legislation (including all amendments) are available at: <http://www.legislation.nsw.gov.au>



[ov.au](http://www.planning.nsw.gov.au).

The Department of Planning and Infrastructure web site is also an important reference point <http://www.planning.nsw.gov.au>.

A Reader has been prepared for the course provides copies and or references to other key readings that students will need to complete to participate in tutorials.

### **Technology used and required**

Access to the Internet and regular access to the unit's ILearn website is recommended in GSE818. ILearn will be used to communicate with students outside of class, provide links to relevant information and legislation, and post updates on assessments and other tasks.

## **Learning and Teaching Activities**

### **Lectures**

Lectures from staff and guest lectures from those practising in the environmental planning field

### **Tutorials**

Academic and student lead tutorial discussions based on readings and reflective practice

### **Field visit**

Site visits (within campus as part of tutorials and externally for assessments) examining how environmental planning concepts can inform practical guidelines

### **Personal reading**

Reading of academic journals and industry reports

### **Presentations**

Student presentations based on unit content and reflective reading and case studies

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Understand and critically assess structures of planning law and policy within the decision-making process
- Identify the roles of various stakeholders in the environmental planning decisions and their influence on outcomes
- Understand how environmental planning policies are developed at a local, regional and metropolitan scale
- Communicate effectively verbally and visually

#### Assessment tasks

- Environmental policy review
- Plan drawing and reading
- Review of planning decisions
- Preparation of an REF
- In class participation

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- Provide a substantive understanding of what is meant by environmental planning and how to apply relevant principles
- Understand how environmental planning policies are developed at a local, regional and metropolitan scale
- Communicate effectively verbally and visually

## Assessment tasks

- Environmental policy review
- Plan drawing and reading
- Review of planning decisions
- Preparation of an REF
- In class participation

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcomes

- Understand and critically assess structures of planning law and policy within the decision-making process
- Identify the roles of various stakeholders in the environmental planning decisions and their influence on outcomes
- Understand how environmental planning policies are developed at a local, regional and metropolitan scale
- Communicate effectively verbally and visually

## Assessment tasks

- Environmental policy review
- Plan drawing and reading
- Review of planning decisions
- Preparation of an REF
- In class participation

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## **Learning outcomes**

- Understand and critically assess structures of planning law and policy within the decision-making process
- Identify the roles of various stakeholders in the environmental planning decisions and their influence on outcomes
- Communicate effectively verbally and visually

## **Assessment tasks**

- Environmental policy review
- Review of planning decisions
- Preparation of an REF
- In class participation

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcomes**

- Identify the roles of various stakeholders in the environmental planning decisions and their influence on outcomes
- Communicate effectively verbally and visually

## **Assessment tasks**

- Environmental policy review
- Review of planning decisions
- Preparation of an REF

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- Provide a substantive understanding of what is meant by environmental planning and how to apply relevant principles
- Understand and critically assess structures of planning law and policy within the decision-making process

## **Assessment tasks**

- Environmental policy review
- Review of planning decisions
- Preparation of an REF
- In class participation