



# ENVG461

## Planning Experience

S1 Day 2015

*Department of Geography and Planning*

### Contents

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|   |    |
|---|----|
| <a href="#"><u>General Information</u></a>              | 2  |
| <a href="#"><u>Learning Outcomes</u></a>                | 2  |
| <a href="#"><u>Assessment Tasks</u></a>                 | 3  |
| <a href="#"><u>Delivery and Resources</u></a>           | 8  |
| <a href="#"><u>Unit Schedule</u></a>                    | 9  |
| <a href="#"><u>Learning and Teaching Activities</u></a> | 10 |
| <a href="#"><u>Policies and Procedures</u></a>          | 11 |
| <a href="#"><u>Graduate Capabilities</u></a>            | 12 |

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## General Information

Unit convenor and teaching staff

Unit Convenor

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609 E7A

Credit points

9

Prerequisites

Admission to BPlan and 39cp and permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description

This unit provides an off-campus, work-integrated learning experience in the planning field. Placements may be undertaken across a range of sectors (such as government, industry, non-profit, industry and professional associations). Students complete a self-contained project during their placement as well as a critical appreciation of planning practice, ethics and learning. As far as possible, placements are arranged in accordance with each student's background, skills, experience, professional/academic interests and career aspirations. Students must complete approximately 25 days on work placement plus attend one-day workshops on campus.

## 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:

Experience of working in a professional planning environment

Ability to integrate theory, cultural and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project

Opportunity to utilise and integrate reflection and emotional intelligence in the context of

the contemporary intercultural workplace and the globalisation of professional knowledge and work practices

A greater understanding of personal career preferences and divergent career paths in national and international terms and specific personal needs in relation to professional development and continuous learning

Scope to develop a sense of community and lifetime networking with fellow students and new professional contacts and role of networking in the professional, governmental and commercial world

An awareness of the diverse and changing skills required of the practising planner

## Assessment Tasks

| Name   | Weighting | Due      |
|--|-----------|----------|
| <a href="#"><u>1. Current planning issue</u></a>     | 15%       | 10 March |
| <a href="#"><u>2. CV and cover letter</u></a>        | 10%       | 10 March |
| <a href="#"><u>3. Project Presentation</u></a>       | 10%       | 31 March |
| <a href="#"><u>4. Project Management Plan</u></a>    | 10%       | 31 March |
| <a href="#"><u>5. Scholarly article synopsis</u></a> | 15%       | 28 April |
| <a href="#"><u>6. Reflective Journal</u></a>         | 15%       | 26 May   |
| <a href="#"><u>7. Work place assessment</u></a>      | 25%       | 25 June  |

### 1. Current planning issue

Due: **10 March**

Weighting: **15%**

The purpose of this assessment is to identify one planning issue that is discussed in the media in the last month and provide a critical commentary on the position or positions held by the author. The nature of your response is to be similar to articles written in The Conversation or as a Perspective piece in newplanner.

As part of your critique you should also consider the implications to the sector/organisation that you will be working in as part of your placement.

There are two components:

1. Identify a current planning issue as discussed in the mainstream media and or as released by the Minister for Planning or her Department. This is to include what and how previous reporting has positioned the facts or opinions and support this with your own background reading and

research on the issue (including social media, government documents, legislation and academic articles). Your conclusion should provide an assessment as to the degree of 'balance' based on the various perspectives and interests, what agenda may have been sought and a personal position on the way forward (1000 words maximum excluding references).

2. Provide a 250 word (max) summary of the article to a senior manager in the placement organisation as a briefing note. This should include a summary of key issues, relevance and impact to the organisation and other matters you consider important.

On successful completion you will be able to:

- Experience of working in a professional planning environment
- Ability to integrate theory, cultural and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project

## 2. CV and cover letter

Due: **10 March**

Weighting: **10%**

You are required to prepare your CV for the purpose of applying for a graduate level planning position. Accompanying your CV is a 2 page maximum cover letter outlining your case for the position and addressing the required knowledge and key experiences (as below).

### ***Required knowledge***

- Degree in planning or equivalent
- Computer skills including online information resources and Power point
- Knowledge of statutory planning requirements

### ***Key experiences***

- Gathering and manipulating data and information into reports
- Working as part of a team
- Drafting reports, documentation and correspondence
- Ability to communicate with key internal and external stakeholders.

On successful completion you will be able to:

- A greater understanding of personal career preferences and divergent career paths in national and international terms and specific personal needs in relation to professional development and continuous learning
- An awareness of the diverse and changing skills required of the practising planner

### 3. Project Presentation

Due: **31 March**

Weighting: **10%**

The presentation is intended to be a crisp, high-calibre professional submission of your project including a summary of the objectives of your partner organisation. The presentation is to be made in a Power Point format. Issues to be considered include:

- project description and expected outcomes
- the project management plan (Assessment 4) and its relationship to the unfolding of your project
- what issues have you identified about your workplace that may affect your project
- what issues have you identified about yourself and your immediate supervisor/mentor (this should inform your reflective journal)
- identified relationship-building issues and networking in relation to success of Project and your ongoing career.

Images, graphics, anecdotes are all legitimate material if they add value (or another dimension) to your analysis.

The time limit for presentations will be strictly enforced. Tailoring your presentation to the time limit is an assessable element.

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### 4. Project Management Plan

Due: **31 March**

Weighting: **10%**

This assessment task is the development of a PMP for the major project you will be doing in your placement. Project management is essential for a planner as for most other disciplines today. It is a tool to assist in the delivery of projects on-time, on-budget and with the expected outcomes. The purpose of the plan is to guide the way the project is developed, implemented,

reviewed and evaluated. A detailed plan of action for your project is required after you have undertaken some initial investigation. The Plan will contain a work plan and timeframes and will be developed with your workplace supervisor. You should consider contingences in the timing and delivery of milestone outcomes that may result from changes in scope of the project, organisational circumstances, resources and objectives. The PMP is an excellent way of getting key stakeholders to agree up front on:

- the objectives of the project
- the kinds of tasks and resources involved, and
- key milestones, critical dates, and timelines for completion.

On successful completion you will be able to:

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## 5. Scholarly article synopsis

Due: **28 April**

Weighting: **15%**

The assignment is to write an essay on the value of reflective practice.

There are two options:

1. Concisely outline the four qualities Sandercock identifies as comprising an emerging planning imagination. The synopsis can be presented in critical terms and you are required to discuss at least two of the qualities with examples that you have encountered in your planning placement, in the research literature, in the media or from other personal experience. In reflecting on the essay you may choose to discuss its content directly or in indirect terms with your workplace colleagues for their ideas and impressions.

2. Summarise the value of reflection in regional planning undertaken by Fenner as part of his review of the Central Coast NSW. Who were the main actors and what were their roles and challenges. Discuss in detail four key lessons and how these relate to your work placement and your appreciation of strategic planning.

### **Assessment Criteria**

- Written expression, including readability, fluency, grammar, and structure
- Clear outline of the four qualities identified in the article
- Discussion of relevant examples that illustrate at least two of the qualities identified in the article (Sandcock) or four key lessons and relevance (Fenner)

- Creative and 'lateral' ideas and suggestions as to the relevance of 'planning imagination' (Sandcock) or iterative planning (Fenner) and practical methods to implement it
- Critical approach as to aspects of the article or any limitations where appropriate and if justified

### Relevant materials

Sandercock, L. 2004. 'Towards a Planning Imagination for the 21st Century' JAPA, 70: 2.

Fenner, R. 2005. Learning for the Past Research Project – Central Coast NSW. State of Australian Cities Conference 30 Nov- 2 Dec, Griffith University, Brisbane. <http://www.griffith.edu.au/conference/state-australian-cities-2005/papers/city-governance>

On successful completion you will be able to:

- Ability to integrate theory, cultural and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
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## 6. Reflective Journal

Due: **26 May**

Weighting: **15%**

A Reflective Journal is a record of your thoughts and experiences during your Planning Placement. It is essentially a learning tool, designed to help you make the most of your Placement and does so by encouraging you to:

- Identify the key elements of what you have learned/experienced;
- Evaluate these experiences; and
- Plan future activities which build on these experiences.

### *Length and format*

The format that your Reflective Journal Entries take is entirely up to you, however the Reflective Journal you submit for assessment **must** be an edited and 'tighter' version of the daily journal and should not exceed 2,000 words in length.

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- Scope to develop a sense of community and lifetime networking with fellow students and new professional contacts and role of networking in the professional, governmental and commercial world
- An awareness of the diverse and changing skills required of the practising planner

## 7. Work place assessment

Due: **25 June**

Weighting: **25%**

This is an evaluation and report by your supervisor on your project and placement

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## Delivery and Resources

### CLASSES

#### Campus Workshops

On-campus contact hours include five (5) three hour workshops. Student attendance to all workshops is compulsory.

Workshops will be undertaken on Tuesdays from **2:00pm – 5:00pm in W6B 357.**

#### Workplace Attendance



Students are expected to spend approximately twenty-five days (175 Hours) at the Host Workplace working on their Placement Project. Placements will be scheduled for the period between February and June. They are flexible and may for example be comprised as follows:

2 days per week over 12.5 weeks

1 block of 5 weeks, or 2 block of 2 weeks plus 1 week,

Any other arrangement agreed between the Student, the Host Workplace and the Unit Convenor

### Additional Placement Activities

Students are also expected to spend additional time on placement-related activities. This may include meeting with the convenor, workplace supervisor or PACE office prior to commencement of the placement.

### **Required and recommended texts**

There is no required text for ENVG461.

### **UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED**

ENVG461 uses an ilearn website where you can access unit materials, copies of PowerPoint slides, notices and a bulletin board to communicate with staff and fellow students. You should check the website regularly for messages. The Library also has an eReserve web-site for ENVG461 with required and recommended readings (journal articles for down-loading; recommended books owned by the library are on the shelves in the Reserve Collection).

## **Unit Schedule**

| Wk | Date     |                   |   |
|----|----------|-------------------|---|
| 1  | 24 Feb   | <b>Workshop 1</b> | <b>Part 1: Introduction to the unit course expectations and placements and project management planning.</b><br><br><b>Overview by PACE office</b><br><br><b>Part 2: Professional issues and standards</b><br><br>Students should bring a statement (one paragraph) of where they would like to work as a practicing planner on graduation |
| 2  | 3 March  | No class          |   |
| 3  | 10 March | <b>Workshop 2</b> | <b>Part 1: Lateral thinking and analysis</b><br><br><b>Part 2: Case study tutorial and workshop</b><br><br><i>Assignments 1 and 2 due</i>   |
| 4  | 17 March | No class          |   |

|    |             |                   |   |
|----|-------------|-------------------|---|
| 5  | 24<br>March | No class          |   |
| 6  | 31<br>March | <b>Workshop 3</b> | <b>Part 1: Expectations and experience reflection</b><br><b>Part 2: Project presentations</b><br><i>Assignments 3 and 4 due</i> |
| 7  | 7 April     | No class          | Mid semester break  |
| 8  | 14 April    | No class          | Mid semester break  |
| 9  | 21 April    | No class          |   |
| 10 | 28 April    | No class          | <i>Assessment 5 due</i>   |
| 11 | 5 May       | No class          |   |
| 12 | 12 May      | <b>Workshop 4</b> | <b>Skills workshop</b><br>Part 1: Preparing briefing notes and reports<br>Part 2: Assessment of consultation submissions        |
| 13 | 19 May      | No class          |   |
| 14 | 26 May      | No class          |   |
| 15 | 2 June      | <b>Workshop 5</b> | <b>Update on Planning Reforms</b><br><b>Skills workshop</b><br>Part 1: CV and responding to job descriptions                    |

## Learning and Teaching Activities

### Lectures

Lectures from staff and guests

### Workshops

Workshop exercises involving role play, presentations, hypothetical

### Work Placement

As a PACE unit this unit requires students to work within their placement organisation for 25 days

### Reading and research

Supplementing the lectures, students are to undertake additional reading and research on

theoretical and current planning matters

## 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

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Experience of working in a professional planning environment
- Ability to integrate theory, cultural and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
- Opportunity to utilise and integrate reflection and emotional intelligence in the context of the contemporary intercultural workplace and the globalisation of professional knowledge and work practices
- An awareness of the diverse and changing skills required of the practising planner

### Assessment task

- 5. Scholarly article synopsis

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## Learning outcomes

- Experience of working in a professional planning environment
- Ability to integrate theory, cultural and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
- Opportunity to utilise and integrate reflection and emotional intelligence in the context of the contemporary intercultural workplace and the globalisation of professional knowledge and work practices
- A greater understanding of personal career preferences and divergent career paths in national and international terms and specific personal needs in relation to professional development and continuous learning
- An awareness of the diverse and changing skills required of the practising planner

## Assessment tasks

- 3. Project Presentation
- 4. Project Management Plan
- 5. Scholarly article synopsis
- 6. Reflective Journal
- 7. Work place assessment

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- A greater understanding of personal career preferences and divergent career paths in national and international terms and specific personal needs in relation to professional development and continuous learning
- An awareness of the diverse and changing skills required of the practising planner

## Assessment tasks

- 3. Project Presentation
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- 6. Reflective Journal
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## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Experience of working in a professional planning environment
- Opportunity to utilise and integrate reflection and emotional intelligence in the context of the contemporary intercultural workplace and the globalisation of professional knowledge and work practices

### Assessment tasks

- 3. Project Presentation
- 4. Project Management Plan
- 5. Scholarly article synopsis
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## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Experience of working in a professional planning environment
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- Opportunity to utilise and integrate reflection and emotional intelligence in the context of

the contemporary intercultural workplace and the globalisation of professional knowledge and work practices

- An awareness of the diverse and changing skills required of the practising planner

## **Assessment tasks**

- 3. Project Presentation
- 4. Project Management Plan
- 5. Scholarly article synopsis
- 6. Reflective Journal
- 7. Work place assessment

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Experience of working in a professional planning environment
- Ability to integrate theory, cultural and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
- Opportunity to utilise and integrate reflection and emotional intelligence in the context of the contemporary intercultural workplace and the globalisation of professional knowledge and work practices
- An awareness of the diverse and changing skills required of the practising planner

## **Assessment tasks**

- 3. Project Presentation
- 4. Project Management Plan
- 5. Scholarly article synopsis
- 6. Reflective Journal
- 7. Work place assessment

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to

read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Experience of working in a professional planning environment
- Ability to integrate theory, cultural and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
- Opportunity to utilise and integrate reflection and emotional intelligence in the context of the contemporary intercultural workplace and the globalisation of professional knowledge and work practices
- Scope to develop a sense of community and lifetime networking with fellow students and new professional contacts and role of networking in the professional, governmental and commercial world

## **Assessment tasks**

- 3. Project Presentation
- 5. Scholarly article synopsis
- 6. Reflective Journal
- 7. Work place assessment

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Experience of working in a professional planning environment
- Ability to integrate theory, cultural and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
- Opportunity to utilise and integrate reflection and emotional intelligence in the context of the contemporary intercultural workplace and the globalisation of professional knowledge



and work practices

- A greater understanding of personal career preferences and divergent career paths in national and international terms and specific personal needs in relation to professional development and continuous learning
- Scope to develop a sense of community and lifetime networking with fellow students and new professional contacts and role of networking in the professional, governmental and commercial world

## **Assessment tasks**

- 3. Project Presentation
- 6. Reflective Journal
- 7. Work place assessment

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Experience of working in a professional planning environment
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- Scope to develop a sense of community and lifetime networking with fellow students and new professional contacts and role of networking in the professional, governmental and commercial world
- An awareness of the diverse and changing skills required of the practising planner

## **Assessment tasks**

- 6. Reflective Journal
- 7. Work place assessment