



HGEO812

Urban Social Impact Assessment

S2 Day 2015

Department of Geography and Planning

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General Information

Unit convenor and teaching staff

Unit Convenor

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W3A

by appointment

Unit Convenor

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Credit points

4

Prerequisites

Admission to PGDipSIA or PGCertSIA or MEnvPlan or MEnvEd or MEnvMgt or MEnvSc or MEnvStud or MEnv or PGDipEnv or PGCertEnv or MSc in (Environmental Health or Remote Sensing and GIS) or PGDipSc in Remote Sensing and GIS or PGCertSc in Remote Sensing and GIS or MSusDev or PGDipSusDev or MAppAnth or PGDipAppAnth or MPASR or PGDipPASR or GradDipPASR or PGCertPASR or MDevCult or PGDipDevCult or PGCertDevCult or GradDipEnv or GradDipSIA or GradCertSIA or GradCertSusDev or GradDipSusDev or MGlobalHlthDevStud

Corequisites

Co-badged status

Unit description

This unit provides strong methodological and conceptual foundations for professional practice in social impact assessment (SIA) in urban planning and development. It covers SIA in New South Wales and Australia and considers international examples. It also offers a foundation for applied social and environment studies to students from other areas.

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:

- 1 To develop a critical literacy and some practical skills in the field of social impact assessment relevant to urban and regional planning and related applications
- 2 To develop knowledge and understanding of Urban SIA as a field of practice on contemporary urban and regional planning
- 3 To develop skills in identifying and using data relevant to SIA in urban and regional planning
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- 5 To increase students' understanding of and sensitivity to social issues in urban and regional planning

General Assessment Information

There are three assignments for this course. A student must submit all three assignments in order to pass the course.

Each assignment has a strict word limit the aim of which is to encourage concise and clear expression which is needed in most professional situations.

Detailed information about each assignment, including guidance and assessment criteria will be available to students in the Unit Guide on iLearn

Assessment Tasks

Name	Weighting	Due
<u>Scoping Report</u>	20%	20/8/2015
<u>Literature search and report</u>	40%	1/10/2015
<u>One of two options</u>	40%	05/11/2015

Scoping Report

Due: **20/8/2015**

Weighting: **20%**

Scenario: Think of a place you know well. Now imagine a proposal to make a significant change at that place. Chose from **one** of the following proposals:

The place/building you are thinking of is proposed to become

- A hotel trading till 3.0 am
- A fast food outlet trading 24/7

- A poker machine palace (or a casino or similar)
- A gated apartment building with its own pool and tennis court
- Another proposal -- please discuss it with Alison first.

Tasks:

Imagine you have been asked to scope a social impact assessment, that is to

- a) briefly describe the demographic and socio-economic characteristics of the place as it is now
- b) from what you know already about the place, make a preliminary list of issues that would be likely to arise if this proposal goes ahead. Give a brief justification for each item.
- c) make a list of people and interest groups / stakeholders who should be consulted about this proposal. Group like-stakeholders together. For example fishers, sailors, surfers, could be grouped as water recreation users.
- d) identify any expert advice you might need (e.g. from an acoustics engineer)

Present your assignment under three headings:

1. Demographic overview
2. Preliminary list of likely issues, and
3. People and groups and experts who should be consulted

To complete this task within the word allocation, you may use dot points, and maps, tables etc from published sources – these must be fully referenced.

If you are using a scenario from your home country which is not Australia and there is a lack of local data, use the next best available sources (as you would have to if the situation were real). This option will be discussed in class.

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Literature search and report

Due: 1/10/2015

Weighting: **40%**

Tasks: Continuing with the scenario used in Assignment 1, conduct a recent literature search (since 2000) about the likely social impact issues the proposal will raise.

Use both academic journals and grey literature (e.g. public agency reports). In addition to library search engines and Google, consult Australian Policy Online and the SIA Resources page on the Macquarie SIA website mq.edu.au/socialimpact

This assignment has two steps:

Step 1. Identify at least 10 and no more than 20 sources of information about the likely social impact issues relating to the scenario used in Assignment 1

Step 2. Summarise the main research findings raised in these information sources **that are likely to be relevant to your scenario**. Example, if you selected a fast food outlet, search for information about fast food outlets, obesity and overweight. Consider findings and information about populations similar to your scenario.

Summarise what the sources you have found say that is relevant to the proposal. To present the information within the word limit, you may use summary tables and dot points.

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One of two options

Due: **05/11/2015**

Weighting: **40%**

Students will chose one of the two options set out below for this assignment.

Option 1: Integrated cost benefit matrix plus a summary of maximum 700 words

This assignment has two steps:

1. Create an integrated cost benefit matrix for groups (i.e. not for individuals) for the scenario you have been working on in assignments 1 and 2.
2. On the basis of the issues documented in your matrix, discuss whether, on balance, the benefits of the proposal outweigh the costs or the costs would be likely to outweigh the benefits.

State the basis on which you make this assessment (700 words).

Option 2: Review of an SIA, maximum 1500 words.

A social impact assessment will be provided to you.

Task:

Using information available from public agency sources review the SIA against the following questions:

Q1 Does the SIA fully and accurately describe what is proposed? Q2 Was the SIA well scoped? Describe and comment on the way the SIA was scoped. Q3 On what basis does the SIA identify social impacts likely to arise if the project is approved? Q4 Does the document give equal consideration to costs and benefits, i.e. who will benefit and who will suffer a detriment? Q5 Overall, would you recommend that this SIA should be relied on by decision makers?

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Delivery and Resources

A reading list to accompany each topic in this unit will be provided to each student

Internal students should bring a laptop or similar to class for use in some class activities.

External students may follow guides in the reading list to these practical exercises or negotiate with the Unit Convenor to undertake similar practice in their home country.

Unit Schedule

Date	Theme	Topic: lecture
6 Aug	Foundation issues for SIA	1 The triple bottom line and careless language
13 Aug	Foundation issues for SIA	2 Social structures and built structures
20 Aug	Foundation issues for SIA	3 Social structures and their geography

27 Aug	Introduction to SIA Scoping issues	Is SIA a method? Locality
3 Sept	Scoping and profiling issues	Stereotyping and common misuses of 'community engagement'
10 Sept	Profiling and data collection issues	Quantitative assessment and its pitfalls
17 Sept	Contemporary social impact issues	1 Licensing issues and alcohol-related harm
20 Sept	- 6 Oct	Mid-semester break
8 Oct	Contemporary social impact issues	2 FIFO/DIDO: urban impacts of mining
15 Oct	Contemporary social impact issues	3 Mega-sporting events
22 Oct	Contemporary social impact issues	4 Boarding houses; perspectives on affordable rental housing
29 Oct	Errors and ethics in SIA	Common methodological errors
5 Nov	SIA as a mixed method	Using the integrated cost benefit matrix
12 Nov	Overview	Integrating SIA into strategic planning

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

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

Disruption to Studies Policy 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/

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.

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) 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

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

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Assessment tasks

- Scoping Report
- Literature search and report
- One of two options

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

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Assessment tasks

- Scoping Report

- Literature search and report
- One of two options

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:

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- One of two options

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:

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Assessment tasks

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- Literature search and report
- One of two options

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

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- One of two options

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

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- One of two options