



ENVG212

Planning and Development

S1 Day 2015

Department of Geography and Planning

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

12cp and admission to BPlan

Corequisites

Co-badged status

Unit description

This unit examines the local government approval process, the associated appeals process, the development of Development Control Plans (DCPs), Local Environmental Plans (LEPs) and State Environmental Planning Policies (SEPPs). This planning and development process is examined across a number of local governments within New South Wales as an exemplar of the implementation of the planning process in any jurisdiction. A series of case studies is developed to display the daily experiences of planners working within local government.

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:

Develop a critical literacy and first-hand experience in the field of planning and development
Communicate effectively verbally and visually;
Gain an appreciation of the theory and practice of the development approval process in NSW
Develop a rudimentary understanding of local government law and relevant planning instruments;
Gain an appreciation of the range of methods, institutional and ethical contexts and values of stakeholders in development approval processes
Gain plan reading skills;

General Assessment Information

All assignments in ENVG212 must be submitted on (or before) **9.00am** on the due date listed.

Assignments must be delivered to the ENVG212 assignment box located in the Faculty of Science Student Centre (E7A102). The Faculty of Science Student Centre is on the ground floor at the western end of building E7A, and opens from 9.00am to 5.00pm on Monday to Friday. The afterhour's submission box located at the entrance to E7A is cleared daily at 9.00am, so placing assignments in this box after the due date will incur a late penalty unless previously approved by the unit convener.

Your assignment must be submitted with a Cover Sheet. All students must complete all the details on the Cover Sheet, including signing the declaration regarding academic honesty. Blank coversheets can be downloaded from the web at http://web.science.mq.edu.au/for/new_and_current_students/assignments_and_coversheets/.

Turnitin

Assignments 1, 2 and 4 must be submitted to the relevant **turnitin link on ilearn**. Each assignment has a separate turnitin link that has been created on the week the assignment is due. The turnitin receipt number which will be emailed to your student email must be included on your coversheet.

Extensions and Late penalties

Extensions will be granted only in unforeseen or exceptional circumstances and only by the unit convenor. Written evidence of illness or misadventure will normally be the only grounds on which extensions will be given. Essays submitted after the due date and without extension will be penalised **1 mark per day late**. Late essays will not be accepted once marked essays have been returned. Please talk to (or email) the unit convenor about any circumstances that affect your assignments before the due date. You must attach a copy of the email approval or medical certificates to justify any late submission.

Assessment Tasks

Name	Weighting	Due
<u>Reflective Record of Council M</u>	15%	23 March
<u>Plan drawing and reading</u>	10%	30 March
<u>Planning vocabulary</u>	5%	Week 4 onwards
<u>Urban planning review</u>	20%	week 4 onwards
<u>Site plan and SEE</u>	25%	27 May

Name	Weighting	Due
Exam	25%	end of semester

Reflective Record of Council M

Due: **23 March**

Weighting: **15%**

Attend and prepare a record of a building and development/planning and development committee meeting of a local council. You are to consider the process of development assessment in this meeting. Please ensure that the meeting you attend will discuss the Development Application or strategic planning policy or plan.

(Note the matter may be deferred for another night so it is desirable to have an alternative or two and or speak to the assessment officer/author prior to the Council meeting to see if he or she believes the matter will be discussed).

Your record should include:

1. A summary of the types of developments discussed at the meeting. This should include a table explaining:
 1. The development prior to and as proposed
 2. Land use zoning for the site. You are also required to look up the Local Environment Plan and outline the objectives of the zone, what is permitted without consent a, what is permitted with consent and what is prohibited
 3. List of state and local government policies were referred to in the assessment report and why the policy was relevant (or not);
 4. A summary of issues raised in the Council officer's report relevant to the council and other government agencies (if applicable);
 5. what was raised at the Council meeting (public speakers, elected councillors and council officers)
2. Your understanding of the respective roles of the applicant, development assessment planner, and elected councillors in evidence at the meeting; and
3. Your critical reflections on the process. This should include at a minimum a comparison of what you expected with what you experienced, and any other issues you wish to canvass.

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theory and practice of the development approval process in NSW Develop a rudimentary understanding of local government law and relevant planning instruments; Gain an appreciation of the range of methods, institutional and ethical contexts and values of stakeholders in development approval processes Gain plan reading skills;

Plan drawing and reading

Due: **30 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 to familiarise your self with the scale ruler and building plans

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Planning vocabulary

Due: **Week 4 onwards**

Weighting: **5%**

From week 3. students will be required to provide a short 3-5 minute presentation on key planning, building and construction terms. Students will be allocated a term from the list below in week 1. The context of your definition should relate to residential housing (BCA Class 1 buildings) and your definition and images should reflect this use. For example if you are presenting on external walls you could look at various residential housing wall treatments brick, birck vaneer, concete block, timber, aerated concrete block, light weight metal etc....

The purpose of this tasks is designed to expand you planning knowledge and vocabulary that are essential to statutory planning and development assessment and . Some of these terms will be included in your examination.

As part of your presentation you will required to

- Define the term. This should draw on Australian standards, legislation, codes, policy,

Land and Environment Court rulings and other sources (note all references need to be referenced)

- Provide an image or more that illustrates the use of the term. You should preferably (and where relevant) show a photo you have taken that illustrates the term (such as a dormer window) and where possible show the term on a building plan or similar.

After your presentation you will be required to load your definition and accompanying image onto the iLearn site. This will form a repository for the class (and other planning students)

Terms

Date

Terms

Date

Accessibility

20/4

Insulation

4/5

Brace

16/3

Internal walls

18/5

Doors

16/3

Paint

18/5

Easements

23/3

Roofs

18/5

Eaves and gutters

23/3

Stairs

18/5

Fireplace and flues

23/3

Termite treatment

25/5

External walls

23/3

Timber decks

25/5

Footings

23/3

Trim

25/5

Foundations

4/5

Ventilation / moisture control

1/6

Frames (timber and metal)

4/5

Waterproofing

1/6

Hot water systems

4/5

Windows /glazing

4/5

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appreciation of the range of methods, institutional and ethical contexts and values of stakeholders in development approval processes Gain plan reading skills;

Urban planning review

Due: **week 4 onwards**

Weighting: **20%**

By week 3 students will be allocated a topic for analysis and presentation in the second half of the semester (as below). The object of the assessment is to broaden your planning knowledge and how this can inform your future practice as a strategic and statutory planner.

The written component of the assessment is to provide a 1500 word (max) on the topic (excluding references, diagrams etc...). Assessment 15% written; 5% presentation.

For the strategic planning topics your review should define the topic, identify and discuss relevant policy and guidelines, provide a discussion of how it is applied in practice (this should include a case study and images – for example how child friendly design has been integrated into the master plan of a specific park).

For the housing style topics you are required to provide a description of the architectural style, key features, leading architects that have promoted the style and a brief history of the style and how it can be represented in the planning history of Sydney. You are also required to provide various photos and other images detailing key elements of the features and where to find examples of these styles in Sydney. This may include looking at heritage precincts and listings that provide examples of the particular style

Your presentation is to be a short (less than 10 minutes) summary of your written work and provide a catalyst for class discussion on the topic.

Strategic planning topics

Housing styles

- a. Green field development
- b. Terrace houses (1800s) and Federation house (1900s)
- a. Brownfield development
- b. California Bungalow (1920s) and Art Deco House (1930s)
- a. Infill development
- b. Contemporary (International) house (1950s) and Corrugated Iron house (Murrumbidgee)
- a. Urban sprawl and long boom
- b. Brick Veneer (1960-1970s) and timber and fibro fisherman's cottage

- c. Place making
- b. Cement rendered pavilion style and McMansion
- c. Culture in planning
- b. Compact housing (2010) and sustainable design houses
- c. Child friendly cities
- b. Case study on 4 iconic Australian houses
- d. Coastal planning
- b. Garden suburb
- d. Transport planning

- d. Industrial area planning

- d. Economic influence in planning cities

- a. 16 March
- b. 27 April
- c. 18 May
- d. 25 May

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Site plan and SEE

Due: **27 May**

Weighting: **25%**

1. Under the Macquarie University Campus Master Plan 2014 (https://www.mq.edu.au/about_us/campus_master_plan/master_plan_2014/) it is proposed to move all parking to the perimeter of the campus. One of key initiatives to manage the future car parking on campus is to construct new parking area for 1500 cars on Culloden Road opposite Marsfield Park.

The main objective of this task is to prepare a draft site analysis and statement of environmental effects for this proposal for consideration by the Director Property. This is a group project and you will work as a team of up to 4 people (to be determined in class)

There are numerous guidelines on how to prepare a site analysis and SEE and your response should address all relevant heads of consideration. You may like to refer to the following guidelines and you should also undertake your own research on similar proposals and plans including looking at relevant parking design standards and how the quantum of spaces can be accommodated on the site.

- Department of Planning 2009 Toolkit for applicant: the development proposal statement of environmental effects standard development application form.
(http://www.planning.nsw.gov.au/Portals/0/planning_reforms/pdf/Part%204-%20B%20-%20070809.pdf)
- Ryde City Council Development Application information package
(http://www.ryde.nsw.gov.au/_Documents/Forms/DA+Package.pdf)
- Ryde City Council DA form (http://www.ryde.nsw.gov.au/_Documents/Forms/DA+Form.pdf)
- Ryde City Council DCP Parking Controls section 9.3
(http://www.ryde.nsw.gov.au/_Documents/Dev-DCP/DCP10+9-3.pdf)

Your submission needs to define how you envisage the parking to be constructed and within this the public domain and sustainable design elements consistent with the Campus Master Plan.

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 (details to be provided in class).

As part of your group you are required to undertake traffic surveys in the vicinity to provide a context to vehicle movements and demand. It would be expected that each student do at least 3 hours of data collection. Details of the traffic survey will be discussed in class.

The maximum length of your submission is 15 pages including diagrams, maps, plans, photos and references

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

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Exam

Due: **end of semester**

Weighting: **25%**

A 2 hour exam will be set for the course that may include any material covered in the lectures and tutorials including presentations by students.

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Delivery and Resources

Access to the Internet and regular access to the unit's ILearn website is recommended in ENVG212. 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.

Unit Schedule

Wk	Date	Lectures	Tutorials/Assessment Dates
1	23 Feb	Introduction to planning and assessment in NSW	Overview of course and assessments Development of surveys for Assessment 2 Look at site for major assessment
2	2 Mar	Strategic planning: LEP and the role of DCPs	Examination of an LEP and DCP with a focus on various development types
3	9 Mar	Site visit 1 – Urban activation precinct site visit	
4	16 Mar	Statutory planning and the role of environmental planning instruments	Planning skills – plan reading and scale ruler Assignment 4a. Presentations

5	23 Mar	Building Code of Australia Planning skills Part 1 – Plan and scale drawing master class	Planning skills Building assessment and compliance Assessment 1 due
6	30 Mar	Planning skills Part 2 - Development assessment master class	Assignment 2 due
7	6 April	Mid semester break	
8	13 April	Mid semester break	
9	20 April	Access and disability provisions in the BCA	Compliance audit and disability review around campus
10	27 April	Housing form and function	Assessment 4b Housing styles presentations
11	4 May	Planning for bushfire protection	
12	11 May	Site visit 2 Special needs and vulnerable housing The Landings North Turramurra	
13	18 May	Major land release and property development	Assessment 4c strategic planning Presentations
14	25 May	Placemaking and master planning	Assessment 4d Presentations Assessment 5 due
15	1 June	Planning reforms and an introduction to the Land and Environment Court	Recap on key skills and review for exam

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

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 outcome

- Develop a critical literacy and first-hand experience in the field of planning and development Communicate effectively verbally and visually; Gain an appreciation of the theory and practice of the development approval process in NSW Develop a rudimentary understanding of local government law and relevant planning instruments; Gain an appreciation of the range of methods, institutional and ethical contexts and values of stakeholders in development approval processes Gain plan reading skills;

Assessment tasks

- Planning vocabulary
- Site plan and SEE

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 outcome

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Assessment tasks

- Reflective Record of Council M
- Urban planning review
- Site plan and SEE
- Exam

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:

Assessment tasks

- Planning vocabulary
- Urban planning review

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:

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Assessment tasks

- Reflective Record of Council M
- Plan drawing and reading

- Planning vocabulary
- Urban planning review
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- Exam

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:

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Assessment tasks

- Reflective Record of Council M
- Plan drawing and reading
- Urban planning review
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- Exam

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 outcome

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Assessment tasks

- Plan drawing and reading
- Urban planning review
- Site plan and SEE
- Exam

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 outcome

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Assessment tasks

- Planning vocabulary
- Urban planning review
- Site plan and SEE

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 outcome

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Assessment tasks

- Reflective Record of Council M
- Urban planning review
- Site plan and SEE

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 outcome

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Assessment task

- Site plan and SEE

Changes since First Published

Date	Description
03/02/2015	I have modified assignment 5, the preparation of a statement of environmental effects and site plan to be a group assignment. This will require considerable work and having it as a group project will enable students to develop team skills and support greater thinking and analysis of the project and its impact. The value of the assessment has remained the same at 25%