



# ENVS818

## Environmental Planning

S1 Evening 2016

*Dept of Environmental Sciences*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Peter Davies

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Australian Hearing Hub

Tuesdays and Wednesdays

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 environmental and 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%	23/03/16
<u>Plan drawing and reading</u>	5%	12 March
<u>Major report and presentation</u>	35%	11/05/16
<u>Preparation of an REF</u>	25%	01/06/16
<u>In class participation</u>	10%	ongoing

### Environmental policy review

Due: **23/03/16**

Weighting: **25%**

The purpose of this assessment is to get students familiar with an area of environmental policy and practice. Students are required to select **ONE** of the following areas:

1. The **regulation of water pollution from coal and coal seam gas projects** (you may like to focus on a particular state (as the policy and practice varies) and also compare with other jurisdictions such as USA or Canada)
2. The management of **urban soil contamination** (in particular focusing on brownfield and greyfield development)
3. **Biodiversity protection** (with a particular focus on policy instruments such as biobanking and the protections afforded by relevant legislation for threatened species and endangered ecological communities)
4. **Managing bushfire risk** in urban areas with a particular focus on the environmental impacts that may relate to the protection of vegetation over assets and human health.

Your policy analysis and review must:

- Summarise the history of its development,
- Outline the principle objectives informing the policy
- Identify who is responsible for its implementation
- Provide at least 3 case studies describing its implementation
- Undertake a critical assessment of its effectiveness

**Word limit:** 2000 words

**Value of this assignment:** 25%

**Due date:** 23 March

On successful completion you will be able to:

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

## Plan drawing and reading

Due: **12 March**

Weighting: **5%**

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

## Major report and presentation

Due: **11/05/16**

Weighting: **35%**

### **Assessment 3. Major report and presentation**

This assessment task is worth 35% of your mark and is divided into presentation (10%) and written report (25%). All students must nominate their topic by the end of week 3 or will be allocated a topic by the convenor.

Your presentation should be in Powerpoint or similar format and should be between 7-10 minutes. You will be allocated a date for your presentation by the 4<sup>th</sup> week. This will occur in the second part of the semester (after the mid semester break).

Your written report, submitted at the time of your presentation, is to be a maximum of 2000 words and is to be in a format as a briefing paper for a government (Federal, State or Local). The

format must contain:

- Title page
- Executive summary
- Table of contents
- Chapter headings (as appropriate)
- References / or footnotes
- Appendices (may be included noting that these are not to form part of your 2000 words and will not be specially marked but may form additional information to support your report)

The executive summary must not exceed 1 page and shall have the following headings:

1. Title (1 line)
2. Purpose (1 sentence)
3. Background
4. Comment (particularly focusing on implications for your organisation)
5. Financial implications
6. Recommendations (if relevant)

Tables, graphs, figures and photos are encouraged.

Referencing may follow normal academic format or you may use footnotes (as typically used in legal publications) or endnotes (as are often used in texts).

#### **A. Sustainability metric tool for public open space.**

This task requires you to research and propose an index to measure the sustainability of public open spaces such as a park, natural area or sports field (your tool may cover each of these open space types or all three).

Your evaluation tool should be designed for use in the field (you may develop an Excel, APP or other data base system). It is expected that the utility of your tool would be demonstrated as part of your presentation and also submitted as an accessible file for assessment.

The tool should be applicable for use by state and local government, community and other sectors (you may choose to have a particular focus or user in mind and this should be articulated in your report).

In developing this tool you are to research and provide examples of other public open space or similar sustainability evaluation tools, their merits and use (demonstrating your research and critical review skills).

You should also test the tool and demonstrate how the evaluation criteria is applied in practice (this should include more than 5 locations).

The context of this task is that the state government has requested the development of tool to evaluate the benefit of public open space. This shall include but not be limited to economic value, social significance and environmental benefits.

*(note: Your tool can not be the same as the one used in the class tutorial but may draw on it)*

## **B. Green infrastructure.**

Green infrastructure is being positioned by environmental agencies as a way to integrate biodiversity into cities and so doing protect valuable species and ecosystems and more broadly connect people with nature.

Your task is to research and develop planning and urban design controls (such as a development control plan (DCP)) for green roofs and green walls or green streets.

Your report and presentation must draw on case studies (evidenced based policy) that highlight what works (no not) and why and how the controls can be practically implemented.

You may choose your 'client' from the following:

a city council with a large proportion of high density developments;

a suburban (inner ring) council with controls more relevant to medium to low density development; or

Greater Sydney Commission or Transport for NSW (or other similar government agency) who wish to develop more sustainable controls for the high and medium density around new transport nodes (such as North West Rail link).

## **C. Sustainable transport and metropolitan bike sharing schemes.**

You have been commissioned by the NSW Department of Transport to investigate the merits of introducing a bike-sharing scheme for Sydney. Your task is to:

- Review similar schemes in similar sized cities (research);
- Undertake a SWOT analysis (strength, weakness, opportunity, threat) (critical review);  
and
- Make recommendations for the introduction of a scheme would have the greatest positive impact on reducing private vehicle use.

Your assessment must consider a social, environmental and economic analysis. This may include costs to implement, infrastructure requirements, social and community values and where possible model the greenhouse savings.

**Word limit:** 2000 words

Excluding pictures, figures, diagrams and references

**Value of this assignment:** 35%

**Due date:** 11 May

On successful completion you will be able to:

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

## Preparation of an REF

Due: **01/06/16**

Weighting: **25%**

This is a group assignment (maximum 4 students per group) to prepare a review of environmental factors (REF) that would accompany a development application for a project. This is designed as a practical task to test your application of theory and learning across the semester. The preparation of an REF is the core business of most environmental consultants and planners.

Details of the development and reference information will be provided in class.

While this is a group project, in effect to lessen your individual work load, as part of your assessment each individual in the group is to identify their contribution to each chapter of the report and the % of their effort that went into each chapter. A signed statement by each of the members of your group is to be provided on the inside front cover of your report. This must clearly articulate the contribution of each individual to the final project. This is necessary in order to assess and grade both individual contribution and the group as a whole (noting that where an individual has clearly demonstrated greater input to the project and or quality they will receive a higher mark than their colleagues).

Ideally your group should nominate who has the major responsibility for key aspects / chapters of the report. You should also nominate and list who is the project leader. He or she will be responsible for coordination and submitting the REF (via turnitin).

The maximum length of your submission is 40 pages including diagrams, maps, plans, photos, appendix and references. It is expected that this be formatted in a professional manner as though you were a consultant submitting the REF for development assessment to government or your client.

**Page limit:** 40

**Value of this assignment:** 25%

**Due date:** 1 June

On successful completion you will be able to:

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

## In class participation

Due: **ongoing**

Weighting: **10%**

Tutorial attendance, engagement with tutorial materials and class discussions are critical elements of the learning strategy of ENV5818.

This assessment is based on:

- Participation in tutorials (including demonstration that you have read, understand and can critically discuss weekly readings or tasks);
- Attendance and
- General contribution to the learning environment of the lectures and tutorials.

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 environmental and planning law and policy within the decision-making process
- Communicate effectively verbally and visually

## Delivery and Resources

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

**Lectures and tutorials: Wednesday 6.00pm-9.00pm** (3 hours)

**Room: EMC - G230**

**Field trip Saturday 2 April**

**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>.

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

### 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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 environmental and 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

- Preparation of an REF
- In class participation

#### Learning and teaching activities

- Academic and student lead tutorial discussions based on readings and reflective practice
- Site visits (within campus as part of tutorials and externally for assessments) examining how environmental planning concepts can inform practical guidelines

### 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
- Major report and presentation
- Preparation of an REF

## Learning and teaching activities

- Lectures from staff and guest lectures from those practising in the environmental planning field
- Academic and student lead tutorial discussions based on readings and reflective practice
- Site visits (within campus as part of tutorials and externally for assessments) examining how environmental planning concepts can inform practical guidelines
- Reading of academic journals and industry reports
- Student presentations based on unit content and reflective reading and case studies

## 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 environmental and 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
- Major report and presentation
- Preparation of an REF
- In class participation

## Learning and teaching activities

- Lectures from staff and guest lectures from those practising in the environmental planning field
- Academic and student lead tutorial discussions based on readings and reflective practice
- Site visits (within campus as part of tutorials and externally for assessments) examining how environmental planning concepts can inform practical guidelines
- Reading of academic journals and industry reports
- Student presentations based on unit content and reflective reading and case studies

## 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 environmental and 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
- Major report and presentation
- Preparation of an REF
- In class participation

## Learning and teaching activities

- Lectures from staff and guest lectures from those practising in the environmental

planning field

- Academic and student lead tutorial discussions based on readings and reflective practice
- Site visits (within campus as part of tutorials and externally for assessments) examining how environmental planning concepts can inform practical guidelines

## 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

- Major report and presentation
- In class participation

### Learning and teaching activities

- Academic and student lead tutorial discussions based on readings and reflective practice
- Student presentations based on unit content and reflective reading and case studies

## 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 environmental and planning law and policy within the decision-making process

## Assessment task

- In class participation