



GGEOP461

Planning Experience

S1 Day 2016

Department of Geography and Planning

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	10
<u>Unit Schedule</u>	11
<u>Policies and Procedures</u>	12
<u>Graduate Capabilities</u>	13

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General Information

Unit convenor and teaching staff

Lecturer

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Contact via 98507220

Australian Hearing Hub Level 2 Room 2.346

Tuesdays and Fridays

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:

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

3. 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
4. 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
5. 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
6. An awareness of the diverse and changing skills required of the practising planner

Assessment Tasks

Name	Weighting	Due
<u>Review a planning issue</u>	20%	15/03/2016
<u>CV and LinkedIn profile</u>	15%	15/03/16
<u>Presentation and work plan</u>	20%	05/04/16
<u>Reflective journal</u>	20%	31/05/16
<u>Workplace supervisor assessmen</u>	25%	26/05/16

Review a planning issue

Due: **15/03/2016**

Weighting: **20%**

Part A. The purpose of this assessment is to critically assess a current planning issue, strategy or policy (1200 words max). You are required to:

1. Summarise the facts
2. Identify the reasons for the issues/strategy/policy
3. Who will be affected and why (for example what have local interest groups been saying)
4. How has it been reported in the media (e.g. balance of argument, socio-political aspects) and
5. Provide your critical review (+ and –ve aspects).

You are to write this in a style that would be relevant to publish in The Conversation or as a Perspective piece in Newplanner.

Part B. You are to provide a 1 page briefing report for the director of planning at your placement organisation. This should be formatted around 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)

On successful completion you will be able to:

- 2. Ability to integrate theory and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
- 3. 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
- 6. An awareness of the diverse and changing skills required of the practising planner

CV and LinkedIn profile

Due: **15/03/16**

Weighting: **15%**

Part A. CV

You are required to prepare your CV for the purpose of applying for a graduate level planning position. You are required to research relevant formats and produce a professionally relevant document to articulate your skills and experience.

Part B. Linked in profile

You are required to generate a Linked in profile for your future profession as a planner or similar role. You will need to invite me to be one of your contacts for the purpose of assessment and review. Note if you do not wish to have this on-line you may like to create a Word version based on a similar template.

Part C. Cover letter for a position of graduate planner

To accompany your CV you are to provide 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
- 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:

- 4. 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
- 5. 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

Presentation and work plan

Due: **05/04/16**

Weighting: **20%**

Part A 10 minute presentation

Assessment Mark: 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.

Assessment Criteria

- Persuasiveness and conciseness in communication
- Message on target
- Presentation within time limit
- Effective use of graphics
- Power of communication utilised including logical structure of presentation, clarity and use of metaphor, humour, and revealing stories/anecdotes
- Reflection on experience and expectation

Part B. Project Management Plan (PMP)

Word Length: 1,000 words (max) including diagrams, charts etc

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.

A model to guide development of your PMP follows:

Model for a Project Management Plan

Defining the Project

- Brief overview of the project
- Rationale for the project (why does it need to be done?)
- Any other background or contextual information
- Identify intended outcomes
- Define the scope of the project (what are its boundaries and what is beyond its scope)
- Identify key stakeholders -list them and identify the nature of their interest in the project
- *Identifying and Managing Tasks*
- Identify and briefly describe the critical tasks that will need to be done including any specific deliverables (eg reports)
- Place the most important tasks in order and produce a schedule/timetable for completion and include critical progress points or milestones for review
- Ascertain required resources (what are they, who has them and how you will access them)
- Describe how you will communicate with those involved with the Project and other key stakeholders

Risk Management

- Identify likely risks to the project (resource issues, information gathering, ethical issues, time management, communication challenges)
- Develop strategies to minimise risks

Monitoring and Evaluation

- Briefly discuss how you will know/measure/assess if the completed Project has achieved its intended outcomes
- Discuss how you will monitor progress of the project against your plan (eg construct weekly task list, plan for and schedule regular meetings)
- Identify critical points in the project and schedule more thorough review of progress at those times (perhaps involving key stakeholders)

On successful completion you will be able to:

- 1. Experience of working in a professional planning environment

Reflective journal

Due: **31/05/16**

Weighting: **20%**

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. As part of your submitted journal you are also required to concisely outline the four qualities Sandercock(*) identifies as comprising an emerging planning imagination and relate these to your experience as part of your placement.

As suggestions your Journal Entries may be:

- reasonably full records of (and reflections on) the sorts of activities and experiences you had in your host workplace on a particular day or set of days (e.g. if you participated in a meeting or focus group with important stakeholders, or attended a conference session on a subject related to your project)
- other entries might focus on a particular issue or dilemma – e.g. if you experienced a particular 'event' or were confronted with a situation that raised tricky or otherwise interesting questions. Maybe a picture or photograph completely sums up the emotions you felt when you went through this experience and this may be included in the submitted journal.
- Yet other entries might record your experience in learning a new skill or otherwise doing something for the first time (e.g. putting together a PowerPoint presentation about your Project, or meeting the CEO of your Host Workplace).
- Or maybe a significant idea or insight into how to improve the organisation you are in or how you feel your career should develop.

In other words the reflective journal is an important aid to making the most of your placement and to identifying issues that have a special relevance to you and your professional, academic and personal development. The journal is also your opportunity to consider a wide range of interrelated issues that have significant practical (and emotional) implications for you such as the nature and experience of office politics, relationship building, networking, and the place of the wider organisational culture in the successful delivery of a project. Your reflections can include these areas including the feelings, emotions and impressions engendered during the placement as they relate to your sense of comfort, organisational fit and cognitive style and considered in relation to the specific type of planning undertaken, the specific sector you occupied and their relation to your future career path. Critical reflection on your performance could include thinking carefully about the thinking that led to your choices and actions, what happened as a result of your actions and what you have learned from the experience particularly in terms of how your future behaviour and learning could be informed by this.

Other reflection may require deeper intellectual analysis such as how and whether or not strong connections were developed or engaged in the placement practice between theoretical and cultural perspectives and the wider literature of planning that you have studied. You may choose to illustrate all or any aspect of your reflection with anecdotes, stories or poetry or material from social media such as blogs and tweets and/or visual media including films, painting and cartoons.

Reflective Journal: Indicative Guide Only to Example of Content

1. *Describe the situation*

- What happened? Briefly describe the event/encounter/experience: what, when, and where. Who was involved and why?
- Context. Briefly describe any background incidents/circumstances that are relevant to how
- the situation arose/unfolded
- How did you feel about this experience at the time?

2. *Analyse the situation*

- What do you think should or shouldn't have happened?
- Could the handling of the situation have been improved? If so, how?

3. *Reflect on the situation*

Read back through what you have written above, and reflect on the following questions

- How do you feel about the event/encounter/experience now?
- Are there things that you wish you had done differently?
- What can you do now to build on the experience and/or improve the situation?
- What did you learn about yourself as a result of the experience (skills, knowledge, strengths, weaknesses)?
- What did you learn about your workplace as a result of the experience?

4. *Plan for the future.*

Based on your description of, and reflection on, the experience, jot down the things you want/ need to do, in the immediate and longer-term future, e.g.

- Is there someone you need to talk to about the situation?
- Is there a skill or some extra knowledge that you need to acquire? How are you going to go about doing that?
- Are there specific actions you need to take (a) now, and/or (b) in the longer-term?

5. *Evaluate.*

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

On successful completion you will be able to:

- 2. Ability to integrate theory and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
- 3. 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

Workplace supervisor assessment

Due: **26/05/16**

Weighting: **25%**

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

Their evaluation and report will be emailed directly to me for review and consideration.

Your evaluation will cover your performance in the workplace, standard of work, interaction with staff and colleagues and job readiness

On successful completion you will be able to:

- 1. Experience of working in a professional planning environment
- 2. Ability to integrate theory and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
- 4. 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

Delivery and Resources

Required and recommended reading:

There is no **required** text for GEOP461. However, the following materials are extremely useful.

Covey, S. 1989, *The Seven Habits of Highly Effective People*, New York: Simon and Shuster.

Fisher, R, Ury, W., and Patton, B. 1999, *Getting to Yes – Negotiated Agreement Without Giving In*, London: Random House.

Kitchen, T. 2006. *Skills for Planning Practice*, New York: Palgrave MacMillan. (Chapter 9)

Sandercock, L. 2003. *Cosmopolis II. Mongrel Cities in the 21 st Century*, London: Continuum.

Sandercock, L. 1998. *Towards Cosmopolis*, Chichester: John Wiley and Sons. ('Appendix – The Planner Tamed: Preparing Planners for the Twenty-First Century') see ilearn.

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

Schon, D. 1987. *Educating the Reflective Practitioner*, San Francisco: Jossey Bass.

Schon, D. 2001. 'The Crisis of Professional Knowledge and the Pursuit of an Epistemology of Practice' in Raven, J. and Stephenson, J. (eds), *Competence in the Learning Society*. New York: Peter Lang.

Unit Schedule

Wk	Date		
1	1 March	Workshop 1	Part 1: Introduction to the unit course expectations and placements Overview by PACE office Part 2: Professional issues and standards Students should bring a statement (one paragraph) of where they would like to work as a practicing planner on graduation
2			
3	15 March	Workshop 2	Part 1: Lateral thinking and analysis Part 2: Case study tutorial and workshop <i>Assessments 1 and 2 due</i>
4			
5			
6	5 April	Workshop 3	Part A Project presentations <i>Assignment 3 presentation in class due</i> <i>Assessment 3 written report due</i> Part B Mock interviews (group exercise – bring smart phone/ tablet)
7			Mid semester break

8			Mid semester break
9	21 April	No class	
10	28 April	No class	
11	5 May	No class	
12	17 May	Workshop 4	Skills workshop Part 1: Preparation of briefing notes and reports Part B Mock interviews (group exercise – bring smart phone/ tablet)
13	19 May	No class	
14	31 May	Workshop 5	Skills workshop Part 1: CV and responding to job descriptions <i>Assessment 4 due</i>
15			<i>Assessment 5 due (submitted by your workplace supervisor to unit convenor)</i>

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

New Assessment Policy in effect from Session 2 2016 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/

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

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://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

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:

Assessment task

- Workplace supervisor assessment

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

- 1. Experience of working in a professional planning environment
- 2. Ability to integrate theory and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
- 3. 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
- 4. 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

Assessment tasks

- CV and LinkedIn profile
- Reflective journal

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

- 3. 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

- 4. 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
- 5. 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 task

- Reflective journal

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

- 1. Experience of working in a professional planning environment
- 2. Ability to integrate theory and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
- 6. An awareness of the diverse and changing skills required of the practising planner

Assessment tasks

- Review a planning issue
- Presentation and work plan
- Workplace supervisor assessment

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

- 1. Experience of working in a professional planning environment
- 2. Ability to integrate theory and ethical reasoning and community and global engagement perspectives in the conceptualisation, development and execution of a project
- 3. 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

- Review a planning issue
- Presentation and work plan
- Reflective journal

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

- 1. Experience of working in a professional planning environment

Assessment tasks

- Presentation and work plan
- Workplace supervisor 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:

Assessment tasks

- Review a planning issue

- CV and LinkedIn profile
- Presentation and work plan
- Workplace supervisor 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

- 1. Experience of working in a professional planning environment
- 4. 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

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

- 5. 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