



# GEOP812

## Urban Social Impact Assessment

S1 External 2016

*Department of Geography and Planning*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Alison Ziller

[alison.ziller@mq.edu.au](mailto:alison.ziller@mq.edu.au)

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W3A

by appointment

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 or GradDipPP or MPPP or MA in (Media and Law and Culture)

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
- 4 To demonstrate research and written communication skills
- 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
<a href="#"><u>Scoping Report</u></a>	20%	24/3/2016
<a href="#"><u>Literature search and report</u></a>	40%	28/4/2016
<a href="#"><u>One of two options</u></a>	40%	02/6/2016

### Scoping Report

Due: **24/3/2016**

Weighting: **20%**

Short report scoping a social impact assessment.

On successful completion you will be able to:

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## Literature search and report

Due: **28/4/2016**

Weighting: **40%**

Literature search and report to develop the SIA described in the scoping report (Assignment 1)

On successful completion you will be able to:

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## One of two options

Due: **02/6/2016**

Weighting: **40%**

Students will complete one of two options set for this assignment.

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

**Option 2: Review of an SIA**, maximum 1500 words. A social impact assessment will be provided.

On successful completion you will be able to:

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regional planning

## 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

Wk	Date 2016	Theme	Lecture topic and integrated class activity	Assignment due date
1	3 March	<b>Introductions</b> <b>Foundation issues</b>	Meeting the lecturer and members of the class 1. Context: various contexts including contexts in which SIA is practiced in Australia	
2	10 March	<b>Foundation issues</b>	2. Understanding process and content. Key scoping consideration	
3	17 March	<b>Foundation issues</b>	3. The question of content: the fundamental role of distributional equity	
4	24 March	<b>Foundation issues</b>	4 More content: the social as a spatial issue - distributions and segregations,	<b>Assignment 1 due</b>
5	31 March	<b>Methodological issues</b>	1. Community "engagement": theory and reality	
6	7 April	<b>Methodological issues</b>	2. Finding and using quantitative data DIY: short surveys	
	8-22 April	<b>Recess</b>		
7	28 April	<b>Methodological issues</b>	3. Using the integrated cost benefit analysis	<b>Assignment 2 due</b>
8	5 May	<b>Contemporary social impact issues</b>	1. Climate change	
9	12 May	<b>Contemporary social impact issues</b>	2. Alcohol	
10	19 May	<b>Methodological issues</b>	4. Errors and ethics in impact assessment	

Wk	Date 2016	Theme	Lecture topic and integrated class activity	Assignment due date
11	26 May	Contemporary social impact issues	3. Social infrastructure	
12	2 June	Time for reflection	But I still want to know.... FAQs	Assignment 3 due
13	9 June	Review and overview	Putting SIA into practice in the neoliberal context	Assignment 3 returned

Please note: lecture topics and sequence may be subject to change

## 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

- 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
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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**

- 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
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- 3 To develop skills in identifying and using data relevant to SIA in urban and regional planning
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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:

## **Learning outcomes**

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## **Assessment tasks**

- Scoping Report
- Literature search and report
- 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:

## **Learning outcomes**

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## **Assessment tasks**

- Scoping Report
- 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

- 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
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### Assessment tasks

- Scoping Report
- Literature search and report
- 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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## **Assessment tasks**

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