



Gelop816

Local Government Approval Process

S2 Day 2017

Department of Geography and Planning

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General Information

Unit convenor and teaching staff

Convener and lecturer

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Credit points

4

Prerequisites

Admission to MEnvPlan or MPlan or GradCertEnvPlan or MEnvMgt or MEngMgt or MPPP or MEnv or GradDipEnv or GradCertSusDev or GradDipSusDev or GradCertEnvPlan or GradCertSIA or GradDipSIA or MDevStud or MSusDev

Corequisites

Co-badged status

Unit description

This unit examines the development approval process which is a major component of environmental planning in a statutory context. The examination will be undertaken from both theoretical and practical perspectives with a focus upon the foundation elements of environmental planning frameworks including stakeholders, assessment methods and professional planning ethics, while considering both administrative and jurisdictional contexts. This highly practical subject pays particular attention to methods of environmental assessment in development control and case studies are employed to relate theory to practice, generating professional planner practice skills for each participant.

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:

An understanding of the theory and practice of the development approval process in NSW, including plan making.

Knowledge of the range of methods, institutional and ethical contexts and values of stakeholders in the development approval processes, including understanding the role of councils and the NSW Land and Environment Court.

Critically analyse and evaluate practical case studies in development approval and assessment in order to recognise the strengths and limitations of the development approval process.

Plan reading, design and practical planning skills.

An ability to write logical and clearly structured reports, addressing defined issues, applying an understanding of planning terms in both strategic and development planning.

Presentation skills appropriate for briefing clients, stakeholders and councillors.

Consideration of the ways in which values and ethical issues affect the built environment and reflection on how personal values and assumptions influence ethical practice.

General Assessment Information

Failure to complete any single assessment task will result in failure of the unit.

The final grade is based on the total mark accumulated from all assessment tasks (including those in-class).

Late submissions will result in a 10% per day mark deduction.

Extensions are granted only on grounds of illness or misadventure, and appropriate supporting documentation (e.g. doctor's certificate) must be submitted and the extension will be for the same number of days as is covered by the doctor's certificate. Please contact your convener before the due date to request an extension. The University recognises that students may experience events or conditions that adversely affect their academic performance. The Disruption to Studies policy applies only to serious and unavoidable matters. Please refer to the policy for more information. If you are having problems completing an assignment, please contact the convener or lecturer as soon as possible.

Submitting your assignments: **Assignments should be submitted in iLearn via Turnitin.** In class assignments will be handed in during class time. Ensure that your name and student number are contained in the header or footer of each page. Keep a copy of all your submitted

assignments. Use a reference list to correctly list all sources cited in your text (note that failure to cite sources - including unpublished lecture material etc. - will be considered as plagiarism and will result in severe penalties, up to and including failure of the whole unit. If you need to include references to material not cited in your text, use a bibliography and include a brief paragraph explaining why). You must submit all assignments in order to be able to pass the course. Some assignments have a strict word limit the aim of which is to encourage concise and clear expression which is needed in most professional situations. You may include summary tables, dot points, maps and other devices to present your information succinctly providing your dot points can always be read as part of a full sentence.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Class Attendance</u>	10%	No	All days
<u>Class Participation</u>	10%	No	All days
<u>Learning & Reflection Journal</u>	5%	No	11/08/2017
<u>Learning & Reflection Journal</u>	5%	No	15/09/2017
<u>Measuring Plans</u>	5%	No	15/09/2017
<u>Student presentations</u>	30%	No	14/09/2017
<u>Learning & Reflection Journal</u>	5%	No	27/10/2017
<u>Development Assessment Report</u>	30%	No	28/10/2017

Class Attendance

Due: **All days**

Weighting: **10%**

You are expected to attend all days in full.

On successful completion you will be able to:

- An understanding of the theory and practice of the development approval process in NSW, including plan making.
- Knowledge of the range of methods, institutional and ethical contexts and values of stakeholders in the development approval processes, including understanding the role of councils and the NSW Land and Environment Court.
- Critically analyse and evaluate practical case studies in development approval and assessment in order to recognise the strengths and limitations of the development

approval process.

- Plan reading, design and practical planning skills.
- Presentation skills appropriate for briefing clients, stakeholders and councillors.
- Consideration of the ways in which values and ethical issues affect the built environment and reflection on how personal values and assumptions influence ethical practice.

Class Participation

Due: **All days**

Weighting: **10%**

Class participation and tutorials

On successful completion you will be able to:

- An understanding of the theory and practice of the development approval process in NSW, including plan making.
- Knowledge of the range of methods, institutional and ethical contexts and values of stakeholders in the development approval processes, including understanding the role of councils and the NSW Land and Environment Court.
- Critically analyse and evaluate practical case studies in development approval and assessment in order to recognise the strengths and limitations of the development approval process.
- Plan reading, design and practical planning skills.
- Presentation skills appropriate for briefing clients, stakeholders and councillors.

Learning & Reflection Journal

Due: **11/08/2017**

Weighting: **5%**

1 x A4 page on learnings and reflections from the day

On successful completion you will be able to:

- An understanding of the theory and practice of the development approval process in NSW, including plan making.
- Knowledge of the range of methods, institutional and ethical contexts and values of stakeholders in the development approval processes, including understanding the role of councils and the NSW Land and Environment Court.

Learning & Reflection Journal

Due: **15/09/2017**

Weighting: **5%**

1 x A4 page detailing learnings and reflections from the day

On successful completion you will be able to:

- An understanding of the theory and practice of the development approval process in NSW, including plan making.
- Critically analyse and evaluate practical case studies in development approval and assessment in order to recognise the strengths and limitations of the development approval process.
- Consideration of the ways in which values and ethical issues affect the built environment and reflection on how personal values and assumptions influence ethical practice.

Measuring Plans

Due: **15/09/2017**

Weighting: **5%**

A practical test on measuring plans

On successful completion you will be able to:

- An understanding of the theory and practice of the development approval process in NSW, including plan making.
- Plan reading, design and practical planning skills.

Student presentations

Due: **14/09/2017**

Weighting: **30%**

Student presentations of local government case study – strategic strategies, plans and policies.

A copy of this presentation which includes your talking notes and references is to be uploaded to iLearn by 12pm (midnight) 14 September 2017.

Presentations to take place in class 16 September 2017

Presentations – 12 PP slides

On successful completion you will be able to:

- An understanding of the theory and practice of the development approval process in NSW, including plan making.
- Plan reading, design and practical planning skills.
- An ability to write logical and clearly structured reports, addressing defined issues,

applying an understanding of planning terms in both strategic and development planning.

- Presentation skills appropriate for briefing clients, stakeholders and councillors.

Learning & Reflection Journal

Due: **27/10/2017**

Weighting: **5%**

1 x A4 page on learnings and reflections from the day

On successful completion you will be able to:

- An understanding of the theory and practice of the development approval process in NSW, including plan making.
- Knowledge of the range of methods, institutional and ethical contexts and values of stakeholders in the development approval processes, including understanding the role of councils and the NSW Land and Environment Court.

Development Assessment Report

Due: **28/10/2017**

Weighting: **30%**

Development Assessment Report to Council - maximum 3000 words

On successful completion you will be able to:

- An understanding of the theory and practice of the development approval process in NSW, including plan making.
- Critically analyse and evaluate practical case studies in development approval and assessment in order to recognise the strengths and limitations of the development approval process.
- Plan reading, design and practical planning skills.
- An ability to write logical and clearly structured reports, addressing defined issues, applying an understanding of planning terms in both strategic and development planning.

Delivery and Resources

GEOP 816 is presented in block mode to enhance planning profession skill learning and access to specialists in the planning field. The unit comprises lectures, workshops, and assessments designed to meet the learning objectives.

A reading list will be provided.

Students are requested to bring their laptops/tablets to all classes as internet access will be required for some activities.

GEOP 816 has a website which is accessible via ilearn.mq.edu.au. Here you can get access to unit materials, copies of PowerPoint slides, notices and a bulletin board to communicate with staff and fellow students. You should check the website regularly for messages.

Students are required to **borrow or purchase a scale ruler** in order to assess architectural plans - one of the skills that will be developed in the unit.

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_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

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

- Knowledge of the range of methods, institutional and ethical contexts and values of stakeholders in the development approval processes, including understanding the role of councils and the NSW Land and Environment Court.
- Critically analyse and evaluate practical case studies in development approval and assessment in order to recognise the strengths and limitations of the development approval process.
- Plan reading, design and practical planning skills.
- An ability to write logical and clearly structured reports, addressing defined issues, applying an understanding of planning terms in both strategic and development planning.
- Consideration of the ways in which values and ethical issues affect the built environment and reflection on how personal values and assumptions influence ethical practice.

Assessment tasks

- Class Participation
- Measuring Plans
- Student presentations
- Development Assessment Report

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

- An understanding of the theory and practice of the development approval process in NSW, including plan making.
- Knowledge of the range of methods, institutional and ethical contexts and values of stakeholders in the development approval processes, including understanding the role of councils and the NSW Land and Environment Court.
- Critically analyse and evaluate practical case studies in development approval and assessment in order to recognise the strengths and limitations of the development approval process.
- Plan reading, design and practical planning skills.
- An ability to write logical and clearly structured reports, addressing defined issues, applying an understanding of planning terms in both strategic and development planning.
- Presentation skills appropriate for briefing clients, stakeholders and councillors.
- Consideration of the ways in which values and ethical issues affect the built environment and reflection on how personal values and assumptions influence ethical practice.

Assessment tasks

- Class Attendance
- Class Participation
- Learning & Reflection Journal
- Learning & Reflection Journal
- Measuring Plans
- Student presentations
- Learning & Reflection Journal
- Development Assessment Report

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

- An understanding of the theory and practice of the development approval process in NSW, including plan making.
- Critically analyse and evaluate practical case studies in development approval and assessment in order to recognise the strengths and limitations of the development approval process.
- Plan reading, design and practical planning skills.
- An ability to write logical and clearly structured reports, addressing defined issues, applying an understanding of planning terms in both strategic and development planning.

Assessment tasks

- Class Participation
- Learning & Reflection Journal
- Learning & Reflection Journal
- Student presentations
- Learning & Reflection Journal
- Development Assessment Report

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

- Critically analyse and evaluate practical case studies in development approval and assessment in order to recognise the strengths and limitations of the development approval process.
- An ability to write logical and clearly structured reports, addressing defined issues,

applying an understanding of planning terms in both strategic and development planning.

Assessment tasks

- Class Participation
- Measuring Plans
- Student presentations
- Development Assessment Report

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

- An ability to write logical and clearly structured reports, addressing defined issues, applying an understanding of planning terms in both strategic and development planning.
- Presentation skills appropriate for briefing clients, stakeholders and councillors.

Assessment tasks

- Class Participation
- Learning & Reflection Journal
- Learning & Reflection Journal
- Student presentations
- Learning & Reflection Journal
- Development Assessment Report

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

- Knowledge of the range of methods, institutional and ethical contexts and values of stakeholders in the development approval processes, including understanding the role of

councils and the NSW Land and Environment Court.

- Presentation skills appropriate for briefing clients, stakeholders and councillors.
- Consideration of the ways in which values and ethical issues affect the built environment and reflection on how personal values and assumptions influence ethical practice.

Assessment tasks

- Class Attendance
- Class Participation
- Development Assessment Report