



# Gelop812

## Urban Social Impact Assessment

S1 External 2017

*Department of Geography and Planning*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	8

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## General Information

Unit convenor and teaching staff

Unit Convenor

Alison Ziller

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W3A428

by appointment

Credit points

4

Prerequisites

Admission to MEnvPlan or MPlan or GradCertEnvPlan or MEnvEd or MEnvMgt or MEnvStud or MEnv or MSusDev or MAppAnth or MPASR or MSocEntre or GradDipPASR or MDevCult or GradDipEnv or GradDipSIA or GradCertSIA or GradCertSusDev or GradDipSusDev or MGlobalHlthDevStud or GradDipPP or MPPP or MDevStud or MSc in (Environmental Health or Remote Sensing and GIS)

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 compulsory assignments in GEOP 812. 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 three assessment tasks. Detailed discussion of each task will be provided on the internal iLearn site and in class.

Slightly different arrangements regarding submission of assignments will be in place for internal and external students.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Social profile</u></a>	30%	No	31/03 17
<a href="#"><u>Literature search and report</u></a>	40%	No	12/05/2017
<a href="#"><u>Short survey design and report</u></a>	30%	No	02/06/2017

### Social profile

Due: **31/03 17**

Weighting: **30%**

Prepare a succinct social profile, max 3,000 words, of one of the following population groups in a local government area in NSW and identify the main social services available for members of that group living in that LGA.

The population groups are:

- i people with a disability and their carers, or
- ii Aboriginal adult men and women, or
- iii single parents with one or more children under 15

Assessment criteria

1. extensiveness of research
2. comprehensiveness of the social profile
3. clarity of presentation of material (clear written expression, use of visuals, proper

documentation of  
sources).

4. assessment of the relationship between the social profile and social service provision.

On successful completion 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
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## Literature search and report

Due: **12/05/2017**

Weighting: **40%**

Conduct a literature search, max 2000 words, on the social impacts of climate change so as to present a summary of what is currently available in the literature on this subject.

Assessment criteria

1. extensiveness of research
2. structure of the literature review
3. clarity of presentation of themes and findings
4. assessment of the current 'state we are in'.

On successful completion 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
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## Short survey design and report

Due: **02/06/2017**

Weighting: **30%**

This assignment requires students to prepare and administer a short factual survey (5 questions) on a social impact topic, report the results and reflect on the learning experience (max 500 words).

Assessment criteria

- 1 choice of topic – suitability for a short questionnaire
- 2 clarity of questions as finally administered
- 3 quality of presentation of results
- 4 clarity and depth of reflection on learning

On successful completion 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
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## Delivery and Resources

This unit may be taken as an internal or external student. Internal students will meet on Fridays from 3.0 - 6.0 pm in Room C5A 404

The delivery mode is lectures with integrated learning activities within the 3 hour time slot

Internal students should bring a laptop or similar to class for use in some class activities.

External students should follow guides on the iLearn site, including as presented in lectures, to these practice activities.

A reading list to accompany each topic in this unit will be provided

## Unit Schedule

Wk	Date	Theme	Lecture topic and integrated class activity	Assignment due date
1	3 Mar	<b>Foundation issues for SIA</b>	Overview of the course and assignment requirements 1. Defining the social. Basic concepts and the role of language;	
2	10 Mar	<b>Foundation issues for SIA</b>	2. Context: legislation, recent history of social issues in planning in NSW, intersection with local government planning; the status of the social.	
3	17 Mar	<b>Foundation issues for SIA</b>	3. Conceptual base: the big picture	
4	24 Mar	<b>Foundation issues for SIA</b>	4. The social as a spatial issue – distributions and segregations and the role of planning.	
5	31 Mar	<b>Methodological issues for SIA</b>	1. Localities, catchments, notifications and scope	<b>Assignment 1</b>
6	7 April	<b>Methodological issues for SIA</b>	2. Costs and benefits, before and after, with and without, faulty forecasting; misuse of economic methods	
7	14 April	<b>Methodological issues for SIA</b>	3. 'steps and stages' of SIA Consultation and procedural fairness	
	17 - 28	April inclusive	<b>Recess</b>	
8	5 May	<b>Contemporary social impact issues</b>	1. Licensed premises and 'lock outs' Using the with and without summary	
9	12 May	<b>Methodological issues for SIA</b>	4. Data, data shortfalls and unsubstantiated claims	<b>Assignment 2</b>
10	19 May	<b>Methodological issues for SIA</b>	5. Conflicts of interest, mistakes and dilemmas of practice. SIA and HIA. SIA and strategic planning.	
11	26 May	<b>Contemporary social impact issues</b>	2. to be advised	
12	2 June	<b>Reflections</b>	In-class presentations of Assignment 3	<b>Assignment 3</b>

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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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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- 5 To increase students' understanding of and sensitivity to social issues in urban and regional planning

#### Assessment tasks

- Social profile
- Literature search and report
- Short survey design and 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**

- 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

## **Assessment tasks**

- Social profile
- Literature search and report
- Short survey design and 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**

- 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**

- Social profile
- Literature search and report

- Short survey design and 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

- 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

- Social profile
- Literature search and report
- Short survey design and 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

- 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**

- Social profile
- Literature search and report
- Short survey design and 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**

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## **Assessment tasks**

- Social profile
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