



GEOP212

Planning and Development

S1 Day 2017

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>	7
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	10

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General Information

Unit convenor and teaching staff

Ian Sinclair

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Credit points

3

Prerequisites

12cp at 100 level or above

Corequisites

Co-badged status

Unit description

This unit examines the local government approval process, the associated appeals process, the development of Development Control Plans (DCPs), Local Environmental Plans (LEPs) and State Environmental Planning Policies (SEPPs). This planning and development process is examined across a number of local governments within New South Wales as an exemplar of the implementation of the planning process in any jurisdiction. A series of case studies is developed to display the daily experiences of planners working within local government.

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. Develop a critical literacy and first-hand experience in the field of planning and development.
2. Gain an appreciation of the theory and practice of the development approval process in NSW
3. Develop a rudimentary understanding of planning law and relevant planning instruments
4. Gain plan reading skills
5. Communicate effectively verbally and visually

Assessment Tasks

Name	Weighting	Hurdle	Due
Plan Drawing and Reading	20%	No	03/04/17
Development Determination	30%	No	01/05/17
Statement of Env Effects	30%	No	22/05/17
Attendance	20%	No	Weeks1-13

Plan Drawing and Reading

Due: **03/04/17**

Weighting: **20%**

This is an in class exam to test your plan reading skills. You will be given 40 minutes to complete this task. It will involve looking at a building plan and using your scale ruler and calculator to undertake a number of measurement and simple arithmetic tasks. You will also be required to interpret an LEP and other planning instruments and comment as to the compliance of the building according to zoning and other controls.

This Assessment Task relates to the following Learning Outcomes:

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Development Determination

Due: **01/05/17**

Weighting: **30%**

Attend and prepare a record of a meeting at a local council that determines development applications. This may be a Council meeting, a building and development committee, a planning and development committee or a development assessment panel meeting. You are to consider the process of development assessment in this meeting. Please ensure that the meeting you attend will discuss a Development Application.

(Note the matter may be deferred for another meeting so it is desirable to have an alternative or two and or speak to the assessment officer/author prior to the meeting to see if he or she believes the matter will be discussed).

Your record should include:

1. For your chosen development application (15%)
 1. Summarise the development (this needs to be in your own words not cut and paste from the council report)
 2. Discuss the current occupation of the site
1. What is proposed
 1. What is the land use zoning for the site? You are also required to look up the Local Environment Plan
 2. Referring to the LEP what are the objectives of the zone, what is permitted without consent, what is permitted with consent and what is prohibited in the zone
 3. List of state and local government policies were referred to in the assessment report and why the policy was relevant and how (or not);
 4. A summary of issues raised in the Council officer's report relevant to the council and other government agencies (if applicable);
 5. What was raised at the Council meeting (public speakers, elected councillors/Panel members and council officers)
 6. Your understanding of the respective roles and responsibilities associated with the DA. This should include at a minimum applicant, development assessment planner, and elected councillors, neighbours/objectors

1. Your critical reflections on the process. This should include at a minimum a comparison of what you expected with what you experienced, and any other issues you wish to canvass (10%).

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Statement of Env Effects

Due: **22/05/17**

Weighting: **30%**

This assessment requires you to prepare a Statement of Environmental Effects (SEE) for a proposed development on the university campus site. Details of the proposed development will be provided in the Assessment Guide.

There are a number of guidelines on how to prepare a SEE and you should address all relevant heads of consideration. A list of reference guides will be provided in the Assessment Guide.

This assessment should be no more than 10 pages including images, maps, photos and references.

You will work in groups on this project but you will work on separate parts of the SEE individually

and be marked on your contribution.

This Assessment Task relates to the following Learning Outcomes:

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- Develop a rudimentary understanding of planning law and relevant planning instruments
- Gain plan reading skills
- Communicate effectively verbally and visually

On successful completion you will be able to:

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Attendance

Due: **Weeks1-13**

Weighting: **20%**

Your attendance in class will be recorded via an attendance sheet which it is your responsibility to sign on the day of the class.

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Delivery and Resources

The text book for this course is *The Environmental Law Handbook, (6th edition)* which is available at the Co-op Bookshop. Its details are as follows:

The Environmental Law Handbook, edited by Peter Williams, Sixth edition, Pyrmont, NSW Thomson Reuters Professional, 2016

There are also a number of general texts covering the subject matter of this course, and the important ones are listed below. In addition to purchasing this text you should also purchase a scale ruler that covers between 1:100 and 1:500.

General texts that would be useful include:

Gurran, N., 2011 *Australian urban land use planning: principles, systems and practice*, Sydney University Press, Sydney.

Lyster R., [Lipman](#). Z., [Franklin](#). N., [Wiffen](#). G., Pearson. L, 2009 *Environmental and Planning Law in New South Wales*, Federation Press.

Thompson, S., 2007 *Planning Australia, An Overview of Urban and Regional Planning* Cambridge University Press, Melbourne.

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.*
- *Local Environmental Plans and State Environmental Planning Policies*

Copies of this legislation (including all amendments) are available at: <http://www.legislation.nsw.gov.au>.

Students will also be asked to access information about the standard LEP template, integrated development approvals process, exempt and complying development and strategic planning for Sydney from the Department of Planning and Environment. Go to <http://www.planning.nsw.gov.au>.

Unit Schedule

9am - 12pm on Mondays at C5A 313

Week	Date	Lecture topic	Tutorial
1	27February	Introduction to unit What is development?	On campus view of development
2	6 March	Planning and assessment in NSW Strategic planning, Zoning and LEP	Examination of land uses and permissibility
3	13 March	Statutory planning and the role of environmental planning instruments and Section 79C of the EP & A Act	
4	20 March	Environmental Planning Instruments	Working through a LEP
5	27 March	Development Control Plans	Architectural terminology; assessing view loss, privacy and overshadowing
6	3 April	Place making and master planning	Masterclass on plan reading and scale ruler and floor space ratios In class assessment 1 – plan reading and scale ruler
7	10 April	Development Assessment Part 1 • The Process	
Mid-Session Break			
8	1 May	Development Assessment Part 2 • Related Legislation	
9	8 May	Site visit 1 – Priority growth areas Lachlan's Line North Ryde	Bring scale ruler and handout (from iLearn site) to site visit
10	15 May	Council Process for Assessing a DA	
11	22 May	Conditions of Consent and the Appeal Process	
12	29 May	Site Visit 2 – Urban Redevelopment Area to be advised	
13	5 June	Conclusion and Unit Overview	

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

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:

Learning outcome

- 3. Develop a rudimentary understanding of planning law and relevant planning instruments

Assessment tasks

- Development Determination
- Statement of Env Effects

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. Develop a critical literacy and first-hand experience in the field of planning and development.
- 3. Develop a rudimentary understanding of planning law and relevant planning instruments

Assessment tasks

- Development Determination
- Statement of Env Effects

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 outcome

- 1. Develop a critical literacy and first-hand experience in the field of planning and development.

Assessment task

- Attendance

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. Develop a critical literacy and first-hand experience in the field of planning and development.
- 2. Gain an appreciation of the theory and practice of the development approval process in NSW
- 3. Develop a rudimentary understanding of planning law and relevant planning instruments
- 4. Gain plan reading skills

Assessment tasks

- Plan Drawing and Reading
- Development Determination
- Statement of Env Effects

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. Develop a critical literacy and first-hand experience in the field of planning and development.
- 3. Develop a rudimentary understanding of planning law and relevant planning instruments

Assessment tasks

- Plan Drawing and Reading
- Development Determination
- Statement of Env Effects

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 outcomes

- 1. Develop a critical literacy and first-hand experience in the field of planning and development.
- 2. Gain an appreciation of the theory and practice of the development approval process in NSW

Assessment tasks

- Plan Drawing and Reading
- Development Determination
- Statement of Env Effects

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:

Learning outcomes

- 4. Gain plan reading skills
- 5. Communicate effectively verbally and visually

Assessment tasks

- Development Determination
- Statement of Env Effects

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. Develop a critical literacy and first-hand experience in the field of planning and development.
- 2. Gain an appreciation of the theory and practice of the development approval process in NSW
- 3. Develop a rudimentary understanding of planning law and relevant planning instruments

Assessment tasks

- Development Determination
- Statement of Env Effects

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 outcomes

- 1. Develop a critical literacy and first-hand experience in the field of planning and development.
- 2. Gain an appreciation of the theory and practice of the development approval process in NSW

Assessment tasks

- Development Determination
- Statement of Env Effects