GEOP462

Social Impact Assessment

S2 Day 2018

Department of Geography and Planning

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General Information

Unit convenor and teaching staff Unit Convenor Alison Ziller alison.ziller@mq.edu.au Contact via alison.ziller@mq.edu.au W3A428 by appointment
Credit points 3
Prerequisites 39cp at 100 level or above
Corequisites
Co-badged status
Unit description Social impact assessment (SIA) is an important tool with wide application – to planning, policy development and service delivery. This unit provides a broad overview of SIA in urban and regional environments. it addresses both the processes needed to accomplish a diligent assessment and the resources – academic research and public agency data - available to inform a range of likely scenarios and assist the assessment process. The unit provides students with several ways to facilitate stakeholder participation in and response to proposals that may affect them. It provides a theoretical understanding of the role of SIA in planning practice and, through the use of case studies, an insight into practical difficulties, common mistakes and ethical issues that are frequently encountered.

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:

> On successful completion of this unit students will be able to : 1 Demonstrate an understanding of the practices and requirements of social impact assessment as a tool in planning systems and as a tool for community and regional development;

2 Demonstrate a knowledge of social impact issues in key planning procedures;
3 Apply knowledge and key concepts from social impact assessment to critical evaluation of planning decisions;
4 Identify and discuss different ways of integrating social issues into planning discourses and practices;
5 Express and discuss complex ideas about social change, social process and the evaluation, monitoring and mitigation of negative social impacts and enhancement of positive impacts arising from planning decisions;
6 Recognise ethical issues in planning procedures and articulate a reasoned and reflective position on appropriate standards of impact assessment in planning.

General Assessment Information

You must submit all three assignments to pass this course.

Unless a special consideration request https://ask.mq.edu.au/account/forms/display/special_consideration has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline.

Class attendance is critical – so is your active participation in class activities. Paid outside work commitments is not a legitimate reason for missing class. The roll will be called at each class.

Assignments should be submitted via Turn-it-in and in hard copy in class on the due date.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Memorandum	30%	No	20/8/2018
Overview, profile & summary	40%	No	8/10/2018
Short questionnaire design	30%	No	05/11/2018

Memorandum

Due: **20/8/2018**
Weighting: **30%**

Description.

Imagine you work for a local council. Write a memorandum on homelessness to assist elected representatives appreciate the issues. Your memorandum should include:

1 Definitions of various forms of homelessness

2 Rates of homelessness so far as these are available for parts of Australia

3 A short outline of factors contributing to homelessness

4 What a local council in NSW can do to ameliorate homelessness

5 A recommendation for a homelessness initiative for the local council with an explanation for your choice

Assessment criteria

i Comprehensiveness of research

ii Demonstrated understanding of the role of a local council in responding to homelessness

iii Good written expression.

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Overview, profile & summary

Due: **8/10/2018**
Weighting: **40%**

Prepare an issues overview, social profile and summary of the likely social pros and cons of an expansion to a boarding house. A development proposal for a specific site will be provided.

Tasks:

1 Provide an overview of the social costs and benefits of boarding house accommodation in

general

2 Provide a brief social profile of the area in which this boarding house is located

3 Summarise the pros and cons of an expanded boarding house in this location in a 'with and without' table.

Assessment criteria

i Clarity and succinctness of the overview of social costs and benefits of boarding houses

ii Selection of data for the social profile

iii Effective use of a summary 'with and without' table.

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Short questionnaire design

Due: **05/11/2018**
Weighting: **30%**

Assignment 3 will be developed in tutorial activities during the semester from week 9 onwards.

1 Students will work **in pairs** in class to

i) select a social impact topic suited to a short factual survey

ii) prepare 5 questions

iii) pilot the questionnaire

iv) administer the questionnaire, as approved by the course convenor, in person and on campus

iv) present the results in class on 5 November.

2 Students will submit **individual** assignments on 5 November comprising a description of the aim of their survey (max 500 words + tables) and the results achieved and a brief reflection (max 500 words) on the learning process.

Assessment criteria

1 quality of presentation of results (10% of marks)

2 clarity of description of the survey and results, and depth of reflection on learning (20% of marks)

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Delivery and Resources

The weekly lectures for this unit will be recorded and may be accessed via the Echo system.

The reading list for this unit is set out below and will also be available on the iLearn site for this Unit.

Examples of assessment tasks will be provided on iLearn.

Reading list

Week 1: Basic concepts and context

Burdge, R J, 2002, Why is social impact assessment the orphan of the assessment process? *Impact Assessment and Project Appraisal*, 20(1): 3-9. Interorganizational Committee on Guidelines and Principles for Social Impact Assessment 2003, US Principles and guidelines, *Impact Assessment and Project Appraisal,* September 21:3, pp 231-250 Ziller A, The community is not a place and why it matters, case study Green Square, 2004, *Urban Policy and Research*, 22,4, 465-479

Week 2: Distributional equity

Wilkinson Richard and Kate Pickett, 2012, The Spirit Level: Why More Equal Societies Almost Always Do Better, London, Penguin. This excellent book is written for the lay reader and will provide you with a good background on the issue of inequality. See also Wilkinson Richard and Kate Pickett, 2018, The Inner Level, How more equal societies reduce stress, restore sanity and improve everyone's well-being, London Allen Lane, Ch 1.

Week 3: Steps and stages and SIA guidelines

Planning Institute of Australia: Social Impact Assessment Policy Position Statement: http://www.planning.org.au/policy/policy-platform NSW Department of Planning and Environment2017, Social Impact Assessment Guideline, For State significant mining, petroleum production and extractive industry development, September: https://www.planning.nsw.gov.au/~/media/Files/DPE/Guidelines/social-impact-assessment-guideline-2017-09.ashx UNSW AND NSW Department of Health, *Health Impact Assessment: A practical guide*:http://hiaconnect.edu.au/wp-content/uploads/2012/05/Health_Impact_Assessment_A_Practical_Guide.pdf Vanclay, F Esteves, AM Aucamp, I & Franks DM 2015, Social Impact Assessment: Guidance for assessing and managing the social impacts of projects, *International Association for Impact Assessment*, April https://www.iaia.org/uploads/pdf/SIA_Guidance_Document_IAIA.pdf Use this as a resource – for example it has an extensive glossary

Also in week 3: Localities and catchments

Ziller, Alison, 2013, The question of locality: Case study - development application for a bulk discount liquor outlet at East Nowra, NSW, *Local Government Law Journal,*18, 196-207 – this document is on iLearn

Week 4: Integrating the social into costs and benefits

Ziller, Alison and Peter Phibbs, 2003, Integrating social impacts into cost-benefit analysis, a participative method: case study: the NSW area assistance scheme, Impact Assessment and Project Appraisal, vol. 21, no. 2 June, pp. 141-146.

Week 5: Licensed premises

Peter Miller and Alex Wodak, Fact Check: can you change a violent drinking culture by changing how people drink? The Conversation, 10 Mar 2015: http://theconversation.com/factcheck-can-you-change-a-violent-drinking-culture-by-changing-how-people-drink-38426 Livingston, Michael, The social gradient of alcohol availability in Victoria, Australia, 2012, *Australian and New Zealand Journal of Public Health*, 36, 1, pp41-47 Livingston M., Wilkinson C., Room R., 2015, Evidence Check, Community Impact of Liquor Licences, Sax Institute, https://www.saxinstitute.org.au/wp-content/uploads/Community-impact-of-liquor-licences-1.pdf Miller, Peter, Alcohol and violence: a complex issue in search of leadership, The Conversation, 14 Jan 2014: https://theconversation.com/alcohol-and-violence-a-complex-issue-in-search-of-leadership-21886This short summary also contains links to key background reports. Ziller A, B Rosen and S Walsh, 2015, "Alcohol is a planning issue", Local Government Law Journal 20, 168-183 -this document is on iLearn

Week 6: Social profiles data and maps

Planning principles set out in *Redcape Hotel Group Pty Ltd v Council of the City of Ryde [2016] NSWLEC 1497* https://www.caselaw.nsw.gov.au/decision/5812cbece4b0e71e17f54f21 For an example see the SIA prepared re. a proposed Dan Murphy's at Coogee - this document is on iLearn

If you are unfamiliar with social statistics, you may also find the following useful Carol Ey, Understanding statistics in social policy development and evaluation: a quick guide, Australian Parliamentary Library, 30 September 2016: http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1617/Quick_Guides/UnderstandingStatistics

Week 7: Affordable housing

Affordable housing SEPP http://www.planning.nsw.gov.au/~/media/D7796C1818794D238F49F77F2D792365.ashx NSW Department of Planning The State Environmental Planning Policy (Affordable Rental Housing) 2009(AHSEPP) Submissions to DPE re. Amended car parking rates for boarding house developments http://www.planning.nsw.gov.au/Policy-and-Legislation/State-Environmental-Planning-Policies-Review/Draft-amendment-to-parking-provisions-for-boarding-houses Nicole Gurran and others, Supporting affordable housing supply: inclusionary planning in new and renewing communities, AHURI final report 297, April 2018 https://www.ahuri.edu.au/__data/assets/pdf_file/0019/17272/AHURI_Final_Report_No297_Supporting_affordable_housing_supply_inclusionary_planning_in_new_and_r

Week 8: SIA and resource development

Rocky Hill SIA, prepared by Key Insights Pty Ltd, dated June 2016 – this document is on iLearn

Week 9: Consultation and procedural fairness

Department of Planning and Environment, Local Strategic Planning Statements, Guidelines for Councils, 2018 - this document is on iLearn Ombudsman NSW, 2012, Natural Justice/Procedural Fairness, *Public Agency Fact Sheet,*14, March: https://www.ombo.nsw.gov.au/__data/assets/pdf_file/0017/3707/FS_PSA_14_Natural_justice_Procedural_fairness.pdf Porter L 2017, Indigenous People and the Miserable Failure of Australian Planning, Planning Practice and Research, published online February 2017: https://doi.org/10.1080/02697459.2017.1286885 Preston J. 2015, The adequacy of the law in satisfying society's expectations, Environmental Planning Law Journal, 32, 182-201

Week 10: Common mistakes in SIA

Esteves, A M, Franks D & Vanclay F 2012, Social impact assessment: the state of the art, *Impact Assessment and Project Appraisal*, 30:1, 34-42 Ziller, Alison, 2017, Eroding public health through liquor licencing decisions, *J Law and Medicine*, 25/2

Unit Schedule

A schedule of lecture topics will be provided on the iLearn site for this unit.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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 outcomes

- On successful completion of this unit students will be able to : 1 Demonstrate an understanding of the practices and requirements of social impact assessment as a tool in planning systems and as a tool for community and regional development;
- 4 Identify and discuss different ways of integrating social issues into planning discourses and practices;

Assessment task

- Short questionnaire design

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:

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Assessment tasks

- Memorandum
- Overview, profile & summary
- Short questionnaire design

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:

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Assessment tasks

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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.

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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.

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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

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understanding of the practices and requirements of social impact assessment as a tool in planning systems and as a tool for community and regional development;

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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:

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reflective position on appropriate standards of impact assessment in planning.

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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.

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Changes from Previous Offering

Assignments, readings and the selection of contemporary social issues are updated each year.