



ENVG463

Planning and Design Project

S2 Day 2014

Dept of Environment & Geography

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General Information

Unit convenor and teaching staff

Unit Convenor

Jennifer Kent

jennifer.kent@mq.edu.au

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E7A-623

Please send me an e-mail to arrange a time.

Credit points

3

Prerequisites

Admission to BPlan and 39cp including ENVG370

Corequisites

Co-badged status

Unit description

Students undertake an industry-linked research project in the field of planning and design, overseen by academic staff. The exact nature of the projects varies according to industry, student and staff interests. Regardless of the specific project, assessment is based on the research project and a reflective diary.

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:

A critical understanding of the function, role and value transport planning adds to urban planning.

An understanding of the social, environmental and economic benefits of active transport, in particular cycling.

A working knowledge of transport planning documents.

Experience in the preparation of strategic planning documents.

Knowledge and understanding of critical elements required in a site specific transport plan incorporating networks, nodes, connectivity and urban design.

Ability to relate and creatively use principles of planning for transport in a site specific context.

An awareness of the planner's role in interpreting, refining and developing strategic plans with an emphasis on transport planning.

Experience in delivering planning proposals to an audience.

General Assessment Information

Assessment tasks are designed to ensure you are getting something out of the unit. You have a lot to gain from completing each task well - both as a student and a soon-to-be professional planner. Please let the unit convenor know if something is unclear about the expectations for each task. Some general tips:

- Late assignments will incur a 10% penalty per day late, including weekends. This penalty will be applied unless a valid medical certificate can be supplied. Please contact the unit convenor as soon as possible if you are unwell and unlikely to make a deadline.
- Please familiarise yourself with the University's policy on plagiarism.
- Please follow the guidelines provided for each assessment task carefully, taking particular note of arrangements for submission (where, when etc).
- All assignments should be well presented and properly referenced - this means:
 - Use at least 12 point font, 2cm margins and headings and subheadings.
 - Use diagrams (maps, plans, photos, images) where appropriate but:
 - always cite them if they're not yours,
 - always incorporate them into your text using captions and/or descriptions, and
 - always make sure they of a size and quality to make them useful.
 - Proof-read your work.
 - Use Australian English.
 - Familiarise yourself with the Harvard system of referencing and use it correctly.

Assessment Tasks

Name	Weighting	Due
<u>Barriers to cycling</u>	20%	22/08/14
<u>Transport to school</u>	20%	05/09/14
<u>Planning for Cycling in SOP</u>	10%	03/10/14
<u>Individual meeting with client</u>	10%	17/10/14

Name	Weighting	Due
<u>Active Transport Plan</u>	40%	07/11/14

Barriers to cycling

Due: **22/08/14**

Weighting: **20%**

This is a literature review that requires a critical analysis of a series of scholarly articles to answer the question: 'What are the benefits and barriers to the uptake of cycling?' Benefits and barriers should be considered as primarily relating to the built environment however a well rounded review will also draw in social, cultural, political and economic aspects. A list of suggested articles to review will be available on iLearn along with more detailed assignment outline including a set of grading guidelines. You should use the assignment outline on iLearn for official guidance on this assignment, however here are some preliminary tips:

- There's no specific requirement for the number of articles to review however you'll need to provide a convincing answer to the review question.
- Please structure your assignment using an introduction, body and conclusion.
- Please use the Harvard system for referencing (this is an easy way to gain and/or lose marks so it's worth getting it right!). Look up the requirements of the Harvard system online - there's plenty of guidance out there.
- Consider using subheadings for themes coming out of the literature. Write clearly.
- Try to be critical and look for inconsistencies and tensions in the literature - for example are barriers identified by one study not considered in another? Are the methods used appropriate? Are study limitations acknowledged and justified? Is the study overly contextual and therefore its findings not transferable to an Australian context?
- Please proof read your work.
- Please use Australian (British) English. See <http://www.oxforddictionaries.com/words/british-and-american-spelling> if you're unsure. Again, this is another great way to gain marks.

The aim of this assignment is to ensure you're familiar with some of the barriers to the uptake of cycling but also to set the standard for the presentation of future assignments. Writing is a great skill to have as a planner and here is an opportunity to make it perfect.

Word limit: 1500 words.

Submission: Via Turnitin by 9am on Friday 22/09/14.

Further questions: Please post to iLearn so everyone can benefit from the answer.

On successful completion you will be able to:

- A critical understanding of the function, role and value transport planning adds to urban planning.
- An understanding of the social, environmental and economic benefits of active transport, in particular cycling.
- Knowledge and understanding of critical elements required in a site specific transport plan incorporating networks, nodes, connectivity and urban design.

Transport to school

Due: **05/09/14**

Weighting: **20%**

Task: Deliver a report on active transport access and egress issues observed around a school site.

This assignment requires that you familiarise yourself with the locality around a school site. You will need to visit the locality on a school day and in your own time. The site can be anywhere and the school can be public or private.

You are required to undertake two periods of observation - one in the morning in the half hour prior to school starting, and one in the afternoon as school finishes. You'll also need to do a 'foot survey' (ie. walk around) the periphery of the school site. At no point should you enter the school grounds or speak to school students or staff.

Develop a short report which ultimately identifies any issues of urban form and function around the outside of the school that might act as 'barriers' to the use of active transport to school for students and staff.

The report should include (but not necessarily in this order):

- A short introduction detailing the aims of your report and a breakdown of its contents.
- Your methods including but not limited to how your observations were carried out, the time, day and date of your visit and the weather on the day;
- A description of the planning context of the site, including the primary planning instrument applicable to the site and any other statutory instruments or strategic planning issues that might be relevant.
- A description of the school site and its land use context (ie. the form and function of the school and surrounding development, including zoned use and actual use). You might want to include a print out of the applicable zoning map, images of surrounding development etc.
- A description of the site's transport context including the surrounding transport network, eg. roads (including condition, capacity, speed limit), footpaths and/or cycleways, relevant signage, nodes (eg. pedestrian crossings, traffic lights, kiss and ride facilities, bus stops) and destinations (eg. school entry points).

- A list of observed access and egress issues. You might want to use examples of best practice from the literature or published guidelines to identify areas of inconsistency between your observed school site and these examples. A folder containing planning guidelines for walking and cycling is on iLearn under “Resources”.
- A series of recommendations for how these issues could be overcome through modifications to the built environment and/or educational programs.

In addition to text, all issues should be visually presented in your report using a drawing (plan) of the site and photos taken during your visit. Your plan does not need to be to scale however it should be as accurate as possible in representing the school site and the way it relates to the site and context. Ensure all images and drawings are incorporated into your report text using labels, captions and/or descriptive text. And make sure they are good quality!

Word Limit: 1,500 words, excluding diagrams, plans, photos etc.

Submission: In person at the beginning of the session on Friday 05/09/14. Please don't work on your assignment during this class, it will need to be submitted at 9am.

Further questions: Please post to iLearn so everyone can benefit from the answer.

On successful completion you will be able to:

- A critical understanding of the function, role and value transport planning adds to urban planning.
- Knowledge and understanding of critical elements required in a site specific transport plan incorporating networks, nodes, connectivity and urban design.

Planning for Cycling in SOP

Due: **03/10/14**

Weighting: **10%**

This assignment requires submission of a review of existing planning and delivery documents relating to planning for cycling in Australia with a focus on the area around the Wentworth Point UAP. You should be able to use the information collated for this assignment as part of your final bike plan. Further information on this assignment will form part of that provided for Assignment 5.

Word limit: 1500 words, excluding diagrams, plans, photos etc.

Submission: Via Turnitin by 9am on Friday 03/10/14.

Further questions: Please post to iLearn so everyone can benefit from the answer.

On successful completion you will be able to:

- A critical understanding of the function, role and value transport planning adds to urban planning.

- A working knowledge of transport planning documents.
- Experience in the preparation of strategic planning documents.
- Knowledge and understanding of critical elements required in a site specific transport plan incorporating networks, nodes, connectivity and urban design.
- An awareness of the planner's role in interpreting, refining and developing strategic plans with an emphasis on transport planning.

Individual meeting with client

Due: **17/10/14**

Weighting: **10%**

This will be a 15 minute one-on-one meeting onsite at Sydney Olympic Park with the unit convenor. You'll be required to present your bike plan and talk through its final recommendations as though presenting to a client or government authority. You'll also be required to submit a one page executive summary of your plan. The convenor will provide feedback on the plan's progression which is to be incorporated into your final submission.

On successful completion you will be able to:

- A critical understanding of the function, role and value transport planning adds to urban planning.
- Experience in the preparation of strategic planning documents.
- Knowledge and understanding of critical elements required in a site specific transport plan incorporating networks, nodes, connectivity and urban design.
- Ability to relate and creatively use principles of planning for transport in a site specific context.
- Experience in delivering planning proposals to an audience.

Active Transport Plan

Due: **07/11/14**

Weighting: **40%**

The final assessment task for the unit will be submission of an active transport plan for a proposed school site in the Wentworth Point Urban Activation Precinct. Your plan should be a polished piece of work and one that can potentially be used to demonstrate your skills in project planning and presentation to potential employers.

Further guidelines of its contents and assessment criteria will be provided at the beginning of the unit.

On successful completion you will be able to:

- A critical understanding of the function, role and value transport planning adds to urban planning.
- A working knowledge of transport planning documents.
- Experience in the preparation of strategic planning documents.
- Knowledge and understanding of critical elements required in a site specific transport plan incorporating networks, nodes, connectivity and urban design.
- Ability to relate and creatively use principles of planning for transport in a site specific context.
- An awareness of the planner's role in interpreting, refining and developing strategic plans with an emphasis on transport planning.

Delivery and Resources

ENVG463: Planning and Design Principles is the Capstone for the Bachelor of Planning and is valued at 3 credit points. The goal of this Unit is to provide an opportunity in the final year to consolidate, integrate and synthesise prior knowledge and learning across the multiple subjects of the program. The assessment focus of the unit culminates in the development of an active transport plan for a specific site in the Wentworth Point Urban Activation Precinct (WP UAP). WP is undergoing rapid development and plans are underway to locate a primary school in the precinct. The Departments of Planning and Environment, and Education and Communities, are extremely keen to hear your ideas on how they can encourage students and staff to access the school on foot or by bike. Your plan therefore has very real potential to influence the way the school and the network in its vicinity is planned and managed.

Other assessment tasks are related to preparation of your final active transport plan. They include analysis of the access and egress issues faced by a school site, a literature review on planning for active transport, a review of the strategic and statutory planning context underpinning active transport in NSW, and a moot client meeting to discuss your recommendations for the WP UAP site.

The workshop format of the Unit combines group and individual work and provides an opportunity to advance specific skills necessary for the development of a transport plan. As part of the transport-planning focus for this unit, you will be expected to demonstrate skills in network analysis and mapping and in the presentation of concept designs for both the network and end of trip facilities. You're also expected to develop an understanding of planning principles for active transport and a sound working knowledge of the benefits and barriers to the uptake of active transport. By the end of the unit, you will have gained an ability to make recommendations as to how the built environment can be shaped to overcome these barriers.

ENVG463 is taught in block mode using six half day workshops over the course of the semester. Each session will consist of different activities, ranging from conventional lectures and tutorials to practical work. Three sessions will be taught on campus at Macquarie University (W6B357) and three sessions will be taught on-site at Sydney Olympic Park/Wentworth Point. All sessions, regardless of location, will be held between 9am and 1pm on Friday mornings. Check the Unit

Schedule in this guide to make sure you know where to be and when. Attendance at six half day workshops is compulsory and absence will only be excused by a medical certificate. Please contact the unit convenor as soon as possible if you have missed a workshop.

Face to face time is intentionally limited to give you time to prepare your final active transport plan - this gives you an indication of the standard expected in your final submission. Feel free to e-mail the unit convenor at any time if you need to catch up in between workshops.

There are no set readings for the unit however you will need to read widely to prepare your active transport plan and successfully complete other assessment tasks. A series of readings and resources will be provided - please see the "Resources" section on iLearn. You are also expected to undertake your own research to identify appropriate materials and readings to inform your submissions.

Unit Schedule

Date: 8 August. Activity: *Lecture* - "Preparing a Bike Plan", *Lecture* - "Planning for school sites", *Workshop* "Breaking down a bike plan", *Casual Chat*: Introductions, expectations and preparations for field trip. Location: W6B 357 at Macquarie University. Other: Preparation of field work forms.

Date: 22 August. Activity: Field Trip to Sydney Olympic Park (SOP). Location: Sydney Olympic Park. Other: Assignment 1 due.

Date: 5 September. Activity: *Lecture* - "The Transport Planning Context", *Lecture* - "Just what is it about cycling?!", *Workshop* "Presenting and manipulating maps and photos", *Casual Chat*: Checking in on plan preparation. Location: W6B 357 at Macquarie University. Other: Assignment 2 due.

Date: 19 September. Activity: *Lecture* - "Writing objectives and setting targets for active transport", *Workshop* - "Consulting the community", *Workshop* "Accessing and using transport data" *Casual Chat*: Checking in on plan preparation. Location: W6B 357 at Macquarie University.

Date: 17 October. Activity: Individual meetings at SOP. Location: Sydney Olympic Park. Other: Assignment 4 due.

Date: 7 November. Activity: Presentation to SOPA. Location: Sydney Olympic Park. Other: Assignment 5 due.

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.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy 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/

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://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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

- A critical understanding of the function, role and value transport planning adds to urban planning.
- A working knowledge of transport planning documents.
- Knowledge and understanding of critical elements required in a site specific transport plan incorporating networks, nodes, connectivity and urban design.
- An awareness of the planner's role in interpreting, refining and developing strategic plans with an emphasis on transport planning.
- Experience in delivering planning proposals to an audience.

Assessment tasks

- Barriers to cycling
- Transport to school
- Planning for Cycling in SOP
- Individual meeting with client
- Active Transport Plan

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

- A working knowledge of transport planning documents.

Assessment tasks

- Planning for Cycling in SOP
- Active Transport Plan

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

- A critical understanding of the function, role and value transport planning adds to urban planning.
- An understanding of the social, environmental and economic benefits of active transport, in particular cycling.
- A working knowledge of transport planning documents.
- Experience in the preparation of strategic planning documents.
- Knowledge and understanding of critical elements required in a site specific transport plan incorporating networks, nodes, connectivity and urban design.
- Ability to relate and creatively use principles of planning for transport in a site specific context.
- An awareness of the planner's role in interpreting, refining and developing strategic plans with an emphasis on transport planning.

Assessment tasks

- Barriers to cycling
- Transport to school
- Planning for Cycling in SOP
- Individual meeting with client
- Active Transport Plan

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

- A critical understanding of the function, role and value transport planning adds to urban planning.
- An understanding of the social, environmental and economic benefits of active transport, in particular cycling.
- Ability to relate and creatively use principles of planning for transport in a site specific context.
- An awareness of the planner's role in interpreting, refining and developing strategic plans with an emphasis on transport planning.

Assessment tasks

- Barriers to cycling
- Transport to school
- Planning for Cycling in SOP
- Individual meeting with client
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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.

This graduate capability is supported by:

Learning outcomes

- Experience in the preparation of strategic planning documents.
- Knowledge and understanding of critical elements required in a site specific transport plan incorporating networks, nodes, connectivity and urban design.

Assessment tasks

- Barriers to cycling
- Transport to school
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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

- Experience in the preparation of strategic planning documents.
- Knowledge and understanding of critical elements required in a site specific transport plan incorporating networks, nodes, connectivity and urban design.
- Ability to relate and creatively use principles of planning for transport in a site specific context.

Assessment tasks

- Barriers to cycling
- Transport to school
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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

- Experience in the preparation of strategic planning documents.
- Ability to relate and creatively use principles of planning for transport in a site specific context.
- An awareness of the planner's role in interpreting, refining and developing strategic plans with an emphasis on transport planning.
- Experience in delivering planning proposals to an audience.

Assessment tasks

- Planning for Cycling in SOP
- Individual meeting with client
- Active Transport Plan

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

- An understanding of the social, environmental and economic benefits of active transport, in particular cycling.
- An awareness of the planner's role in interpreting, refining and developing strategic plans with an emphasis on transport planning.

Assessment tasks

- Barriers to cycling
- Planning for Cycling in SOP
- Active Transport Plan

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 outcome

- An understanding of the social, environmental and economic benefits of active transport, in particular cycling.

Assessment task

- Barriers to cycling