GEOP462
Social Impact Assessment
S2 Day 2017
Department of Geography and Planning

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## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td>Unit Convenor</td>
</tr>
<tr>
<td>Alison Ziller</td>
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<tr>
<td><a href="mailto:alison.ziller@mq.edu.au">alison.ziller@mq.edu.au</a></td>
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<tr>
<td>Contact via <a href="mailto:alison.ziller@mq.edu.au">alison.ziller@mq.edu.au</a></td>
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<table>
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<tr>
<th>Credit points</th>
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<td>3</td>
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<table>
<thead>
<tr>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>39cp at 100 level or above</td>
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<th>Corequisites</th>
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<th>Unit description</th>
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<td>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.</td>
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## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

## Learning Outcomes

1. 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. 2 Demonstrate a knowledge of social impact issues in key planning procedures;
3. 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.

All written assignments must be submitted both electronically via the Turn-it-in system and in hard copy in class on the due date.

An assignment not submitted by the due date will attract a penalty of 5% per day (including weekend days) off the total mark of that specific course component after marking.

An extension may be granted in particular circumstances, such as verifiable illness or family misadventure. Documentation is required and the request must be made, before the due date if possible, via Ask.mq.edu.au.

Attendance at all classes is critical and the roll will be marked at each session. In the event that you are at a grade boundary in your result in this unit (including the Pass/Fail boundary) good attendance will be taken into consideration in finalising your grade.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
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<tbody>
<tr>
<td>Social Profile</td>
<td>30%</td>
<td>No</td>
<td>7/9/2017</td>
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<tr>
<td>Literature review</td>
<td>40%</td>
<td>No</td>
<td>12/10/2017</td>
</tr>
<tr>
<td>Short questionnaire</td>
<td>30%</td>
<td>No</td>
<td>02/11/2017</td>
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Social Profile

Due: 7/9/2017
Weighting: 30%

Description.

The population of the City of Sydney (Sydney local government area) is forecast to grow by 45.96% between 2017 and 2036. Using the resources available on the City's social profile and atlas, as well as data from BOCSAR, PHIDU and Health Statistics NSW, provide a social profile of three (3) current population groups in the LGA that you consider are likely to be vulnerable to
this rapid rate of increase.

**Tasks**

1. From your reading and lectures, identify a small number of indicators to use as criteria of vulnerability for this assignment.

2. Carefully examine the social data available on the above sites for the City of Sydney local government area.

3. Identify three (3) population groups likely to be vulnerable to rapid population growth.

4. Document the current demographic or social profile and location of three (3) groups identified.

5. Explain their likely vulnerability.

**Assessment criteria**

i. Choice and justification of the indicators of vulnerability

ii. Presentation of the social profile

iii. Clarity of explanation of the vulnerability of each group identified

iv. Structure and succinctness of the report.

This Assessment Task relates to the following Learning Outcomes:

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**Literature review**

Due: **12/10/2017**

Weighting: **40%**

Choose one aspect of climate change for this literature review, for example, rising temperatures, drought, sea level rises, increased storm events. Conduct a literature search on the social
impacts of this anticipated climate change so as to present a summary of what is currently available in the literature on this subject. Identify patterns, for example of emphasis and/or omission, in the literature you review.

Assessment criteria

i extensiveness of research
ii structure of the literature review
iii clarity of presentation of themes and concerns
iv identification of patterns and emphasis in the literature reviewed.

This Assessment Task relates to the following Learning Outcomes:

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  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;

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Short questionnaire design

Due: 02/11/2017
Weighting: 30%

Assignment 3 will be developed in tutorial activities during the semester from week 9 onwards. Students will work in small groups 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, on campus

iv) present the results in class on 2 November, and

v) on 2 November submit the results (in table form say 300 words) and a brief reflection (max
Unit guide GEOP462 Social Impact Assessment

500 words) on the learning process.

Assessment criteria

Criterion 1 applies to group work and Criteria 2 & 3 apply to individual work

1 clarity of questions as finally administered
2 quality of presentation of results
3 clarity and depth of reflection on learning.

This Assessment Task relates to the following Learning Outcomes:

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Delivery and Resources

This unit is delivered in weekly lectures with associated class room learning activities.

Lectures are recorded on the Echo system and Powerpoint presentations will be available on iLearn

Additional resources, including some examples of similar work will be available on the Department's GeoCommons site

Detailed information about the schedule of topics will be available to students on the iLearn site for this Unit

Required readings

Textbook: The new social impact assessment handbook, by Alison Ziller is available in the Macquarie bookshop and library.

Atkinson, R., 2015, Limited Exposure: Social Concealment, Mobility and Engagement with Public


Ellis Hugh, 2015, The re-creation of social town planning?, *Planning Theory & Practice*, 16:3, 436-440, DOI: 10.1080/14649357.2015.1059062


Ziller, Alison and Peter Phibbs, 2003, Integrating social impacts into cost-benefit analysis, a

**Recommended readings:**


Kearns Ade, Elise Whitley, Lyndal Bond, Matt Egan and Carol Tannahill, 2013, The psychosocial pathway to mental well-being at the local level: investigating the effects of perceived relative position in a deprived area context, *J Epidemiology and Community Health*, 67, 87-94


Liang W and Chikritzhs T 2011 Revealing the link between licensed outlets and violence: Counting venues versus measuring alcohol availability, *Drug and Alcohol Review*,30 524-535


Ombudsman NSW, 2012, Natural Justice/Procedural Fairness, *Public Agency Fact Sheet*, 14,


Smith, Katherine E., Gary Fooks, Gary, Jeff Collin, Heide Weishaar, and Anne B Gilmore, 2010, Is the increasing policy use of Impact Assessment in Europe likely to undermine efforts to achieve healthy public policy? *Journal of Epidemiology and Community Health*, 64,4, 478-487

Walters, P and Rosenblatt, T, 2008, Cooperation or Co-presence? The Comforting Ideal of Community in a Master Planned Estate, *Urban Policy and Research*, 26,4, 397-413


### 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://policies.mq.edu.au). Students
should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://www.mq.edu.au/policy/docs) 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](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/](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 Enquiry Service**

For all student enquiries, visit Student Connect at  [ask.mq.edu.au](http://ask.mq.edu.au)

**Equity Support**

Students with a disability are encouraged to contact the [Disability Service](http://www.mq.edu.au/academic-support-disability-services) who can provide...
Graduate Capabilities

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

- 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;
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Assessment tasks

- Social Profile
- Literature review
- Short questionnaire design

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**

- 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;
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**Assessment tasks**

- Social Profile
- Literature review
- Short questionnaire design

**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**

- 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;
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Assessment tasks
• Social Profile
• Literature review
• Short questionnaire design

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

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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Assessment tasks

• Social Profile
• Literature review
• Short questionnaire design

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

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**Assessment tasks**
- Literature review
- Short questionnaire design

**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**
- 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;
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**Assessment tasks**
- Social Profile
- Literature review
- 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:

**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;
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**Assessment tasks**

- Social Profile
- Literature review
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**Changes from Previous Offering**

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