



GGEOP461

Planning Experience

S1 Day 2018

Department of Geography and Planning

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General Information

Unit convenor and teaching staff

Unit Convenor

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W3A 431

by appointment

Lecturer

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Credit points

9

Prerequisites

Admission to BPlan and (39cp at 100 level or above) and permission by special approval

Corequisites

Co-badged status

Unit description

This unit provides an off-campus, work-integrated learning experience in the planning field. Placements may be undertaken across a range of sectors (such as government, industry, non-profit, industry and professional associations). Students complete a self-contained project during their placement as well as a critical appreciation of planning practice, ethics and learning. As far as possible, placements are arranged in accordance with each student's background, skills, experience, professional/academic interests and career aspirations. Students must complete 25 days work placement plus attend workshops on campus.

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:

Experience of working in a professional planning environment

Ability to integrate theory, ethical reasoning and community engagement perspectives in the conceptualisation, development and execution of a project

Opportunity to utilise and integrate reflection and emotional intelligence in the context of the workplace and professional work practices

A greater understanding of personal career preferences and divergent career paths and specific personal needs in relation to professional development and continuous learning

Increased understanding and development of the skills required of the practising planner

General Assessment Information

Late Submission Penalty

Unless a Special Consideration request 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. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Review a planning issue</u>	15%	No	12th March (midnight) Week 3
<u>Project Presentation</u>	20%	No	9th April (in class) Week 7
<u>Project Implementation Plan</u>	20%	No	14th May (midnight) Week 10
<u>Workplace Assessment</u>	10%	No	28th May Week 12
<u>Reflective journal</u>	25%	No	4th June (midnight) Week 13
<u>Active workshop participation</u>	10%	No	Throughout Semester

Review a planning issue

Due: **12th March (midnight) Week 3**

Weighting: **15%**

SUBMISSION: Turnitin via the GEOP461 iLearn site

Part A. The purpose of this assessment is to critically assess a current planning issue, strategy or policy (1200 words max) relevant to your placement organisation. You are required to:

1. Summarise the facts
2. Identify the reasons for the issues/strategy/policy
3. Outline who will be affected and why (for example what have local interest groups been saying)
4. Discuss how it has been reported in the media (e.g. balance of argument, socio-political aspects) and
5. Provide a critical review demonstrating an understanding of the complexities of the issue and reflecting upon the ethical implications.

Part B. You are to provide a 1 page briefing report for the director of planning at your placement organisation. This should be formatted around the following headings:

1. Title (1 line)
2. Purpose (1 sentence)
3. Background and precedence (has any one dealt with a similar issue elsewhere? If so, how?)
4. Comment
5. Financial, policy and ethical implications
6. Recommendations (if relevant)

NOTE: Careful selection of a current media article on a planning issue, strategy or policy will assist you in this assessment task.

Detailed assessment criteria can be found on the iLearn site for this course.

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Project Presentation

Due: **9th April (in class) Week 7**

Weighting: **20%**

This assessment task requires you to make a 12 minute oral presentation on your placement project (this includes 7 minutes for your presentation and 5 minutes for questions). The presentation should be engaging and professional. It may be made using Power Point or another format that you think would be appropriate. Topics to be covered include:

- A project description and expected outcomes
- A summary of the objectives of your partner organisation

- Discuss how the project will be managed
- Discuss any challenges you will need to overcome which relate to your workplace relationships, your skill set or networks that may affect the success of your project or future career (this should inform your reflective journal) and
- You will be required to answer 5 minutes of questions on your project.

You may include images, graphs and other legitimate material if they add value to your presentation.

The time limit for presentations will be enforced. Tailoring your presentation to the time limit is an assessable element.

Detailed assessment criteria can be found on the iLearn site for this course.

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Project Implementation Plan

Due: **14th May (midnight) Week 10**

Weighting: **20%**

SUBMISSION: Turnitin via the GEOP461 iLearn site

You are required to prepare a 2000 word project implementation plan on your placement project which will include addressing the following:

- Project definition and overview:
 - background and context
 - aims and objectives
 - intended outcomes
 - key stakeholders
 - communication plan
 - identify specific deliverables
- Project management:
 - identify the critical tasks that will need to be done to assist in the completion of the project and the dates they need to occur in the form of a timeline/gantt chart
- Resources

- identify required resources
- Risk management
 - identify the likely risks effecting project completion (e.g. time, resourcing, information gaps, ethical issues, communication?)
 - how will you develop strategies to manage these risks?
- Monitoring and Evaluation
 - how will you monitor the progress of the project against your plan (e.g. weekly task list, schedule regular meetings?)
 - how will you assess whether the project outcomes have been achieved?
- A tailored CV
 - demonstrate you are an appropriate person to undertake the project.
- Skills Check
 - reflect on the skills you are hoping to learn by completing the project.

Detailed assessment criteria can be found on the iLearn site for this course.

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Workplace Assessment

Due: **28th May Week 12**

Weighting: **10%**

This is an evaluation survey and report by your workplace supervisor on your project and placement. Their evaluation and report will be emailed directly to the unit convenor for review and consideration. The evaluation will cover your performance in the workplace, standard of work, interaction with staff and colleagues and job readiness.

On successful completion you will be able to:

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the conceptualisation, development and execution of a project

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Reflective journal

Due: **4th June (midnight) Week 13**

Weighting: **25%**

You must keep a reflective journal throughout your placement and write up weekly entries reflecting on your work placement and workshop participation. A Reflective Journal is a record of your thoughts and experiences. It is essentially a learning tool, designed to help you make the most of your placement and does so by encouraging you to:

- identify the key elements of what you have learned/experienced both in class and on placement;
- evaluate these experiences;
- plan future activities which build on these experience; and
- make connections between what you learn at university and its application in the workplace.

The format that your journal entries take is entirely up to you. As suggestions your journal entries may be:

- reasonably full records of (and reflections on) the sorts of activities and experiences you had in your host workplace on a particular day or set of days (e.g. if you participated in a meeting or focus group with important stakeholders, or attended a conference session on a subject related to your project) and during the workshops in class.
- other entries might focus on a particular issue or dilemma – e.g. if you experienced a particular ‘event’ or were confronted with a situation that raised tricky or otherwise interesting questions. Maybe a picture or photograph completely sums up the emotions you felt when you went through this experience and this may be included in the submitted journal.
- yet other entries might record your experience in learning a new skill or otherwise doing something for the first time during your placement or in class. You might reflect on what you have learnt from your supervisor or peers during class.
- a significant idea or insight into how to improve the organisation you are in or how you feel your career should develop.

In other words the journal is an important aid to making the most of your placement and to identifying issues that have a special relevance to you and your professional, academic and personal development.

ASSESSMENT TASK

SUBMISSION: Turnitin via the GEOP461 iLearn site

The Reflective Journal you submit for assessment must be an edited and 'tighter' version of your weekly reflective journal and should not exceed 2,000 words in length. As part of your submitted journal you are required to reflect on the key elements of what you have learned/experienced both in class and on placement; discuss your plan for future activities which build on these experiences; and make connections between what you learn at university and its application in the workplace.

Detailed assessment criteria can be found on the iLearn site for this course.

On successful completion you will be able to:

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Active workshop participation

Due: **Throughout Semester**

Weighting: **10%**

There are five scheduled workshops throughout the semester. Each workshop is worth 2 marks (i.e. 2% of your final unit grade). Students will be allocated 1 mark for attendance at each workshop and 1 mark will be allocated for participation. Students who substantially contribute to the workshop by participating in in-class activities and discussions will be awarded the full 1 mark. Partial marks will be awarded for less substantial participation.

Detailed assessment criteria can be found on the iLearn site for this course.

On successful completion you will be able to:

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Delivery and Resources

Required and recommended reading:

There is no required text for GEOP461. However, the following materials are useful.

Learning Skills workshops on Reflective Writing http://www.students.mq.edu.au/support/learning_skills/workshops/academic_language_and_learning_workshops/

Sandercock, L. 2004. 'Towards a Planning Imagination for the 21st Century' Journal of American Planning Association, 70: 2.

Sandercock, L. 2003. *Cosmopolis II. Mongrel Cities in the 21st Century*, London: Continuum.

Sandercock, L. 1998. *Towards Cosmopolis*, Chichester: John Wiley and Sons. ('Appendix – The Planner Tamed: Preparing Planners for the Twenty-First Century')

See iLearn for additional resources.

Unit Schedule

Tuesdays (selected dates) 3 - 6pm C5C 209

Wk #	Date	Workshop topic	Assessments
1	26 February	Workshop 1 Introduction to unit and assessments Reflective planning and ethics activity	
2	5 March	No class	
3	12 March	Workshop 2 Overview of placements Skills check - submissions	Assessment 1 - Planning Issue
4	19 March	No class	
5	26 March	No class	
6	2 April	No class	
7	9 April	Workshop 3 Student project presentations	Assessment 2 - Presentations
		MID-SEMESTER BREAK	
8	30 April	No class	
9	7 May	No class	

10	14 May	Workshop 4 Planning Jobs Selection criteria Interview tips - MQ Careers	Assessment 3 - Project Implementation Plan
11	21 May	No class	
12	28 May	Workshop 5 Interview techniques Unit overview	Assessment 4- Workplace Assessment
13	4 June	No class	Assessment 5 - Reflective Journal

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) (<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) (<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) (<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

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

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- A greater understanding of personal career preferences and divergent career paths and specific personal needs in relation to professional development and continuous learning
- Increased understanding and development of the skills required of the practising planner

Assessment tasks

- Review a planning issue
- Project Presentation
- Project Implementation Plan
- Workplace Assessment
- Reflective journal
- Active workshop participation

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 outcomes

- Opportunity to utilise and integrate reflection and emotional intelligence in the context of the workplace and professional work practices
- A greater understanding of personal career preferences and divergent career paths and specific personal needs in relation to professional development and continuous learning

Assessment tasks

- Reflective journal
- Active workshop participation

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

- Experience of working in a professional planning environment
- Ability to integrate theory, ethical reasoning and community engagement perspectives in the conceptualisation, development and execution of a project
- Increased understanding and development of the skills required of the practising planner

Assessment tasks

- Review a planning issue
- Project Presentation
- Project Implementation Plan
- Workplace Assessment

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

- Experience of working in a professional planning environment
- Ability to integrate theory, ethical reasoning and community engagement perspectives in the conceptualisation, development and execution of a project
- Opportunity to utilise and integrate reflection and emotional intelligence in the context of the workplace and professional work practices

Assessment tasks

- Review a planning issue
- Project Presentation
- Project Implementation Plan
- Workplace Assessment

- Reflective journal

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 of working in a professional planning environment
- Increased understanding and development of the skills required of the practising planner

Assessment tasks

- Project Presentation
- Project Implementation Plan
- Workplace Assessment

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 outcome

- Increased understanding and development of the skills required of the practising planner

Assessment tasks

- Review a planning issue
- Project Presentation
- Project Implementation Plan
- Workplace Assessment
- Active workshop participation

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

- Experience of working in a professional planning environment
- A greater understanding of personal career preferences and divergent career paths and specific personal needs in relation to professional development and continuous learning

Assessment task

- Active workshop participation