



GEOP462

Social Impact Assessment

S2 Day 2019

Department of Geography and Planning

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General Information

Unit convenor and teaching staff

Unit Convenor

Alison Ziller

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Building 6 First Walk Room 428

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 assessment tool with wide application – to land use planning and related public policy areas such as public health. The unit provides an introduction to and broad overview of SIA in urban and regional environments, and addresses both the processes needed to accomplish a diligent assessment and the resources available to inform the assessment process. Through the use of case studies, the unit provides 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
<u>SIA issues identification</u>	30%	No	29 Aug 2019
<u>Critique of an SIA</u>	40%	No	10 Oct 2019
<u>Presenting SIA issues visually</u>	30%	No	7 Nov 2019

SIA issues identification

Due: **29 Aug 2019**

Weighting: **30%**

Description.

You will be provided with an EIS and the accompanying SIA from a DA tracker source. Reviewing the information provided and examining the proposal using desktop research, make a list of likely social impact issues raised by this DA.

Assessment criteria

- 1 The assignment comprises a well-structured list of likely social impact issues
- 2 Key concerns are appropriately footnoted
- 3 Good written expression

On successful completion you will be able to:

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- 3 Apply knowledge and key concepts from social impact assessment to critical evaluation of planning decisions;
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Critique of an SIA

Due: **10 Oct 2019**

Weighting: **40%**

You will be provided with an SIA. Based on what you have learned so far in this course, provide a critique of this SIA taking account of the scope of the SIA, the analysis provided, the ways in which data has been used and any explicit or implicit assumptions.

Assessment criteria

- 1 Identification of omissions in the SIA
- 2 Critical assessment of the content of the SIA
- 3 Well-structured and well written review report

On successful completion 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;

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- 6 Recognise ethical issues in planning procedures and articulate a reasoned and reflective position on appropriate standards of impact assessment in planning.

Presenting SIA issues visually

Due: **7 Nov 2019**

Weighting: **30%**

Invariably SIAs are presented to and assessed by non-SIA specialists. They are also presented as one of a large number of documents. Making the point about social impact issues visually is often an effective short cut. This assignment provides an opportunity to explore ways of doing this.

Tasks

- i This assignment requires the student to select a planning proposal with critical social impact issues.
- ii On 7 November each student will present 7 slides to the class. The first slide will state the planning proposal. The following 6 slides will illustrate 6 key social impact issues relevant to the planning proposal.
- iii The sequence of slides should make a compelling case for or against the proposal (but not for and against).
- iv The slides should be copied into a word document and, with an accompanying short description of their significance for the proposal, submitted via Turn-it-in for final marking.

Assessment criteria

- 1 Clear statement of the social impact issues being addressed
- 2 Choice of visuals to document these issues
- 3 Clarity of explanation of relevance of each slide to the issues.

On successful completion 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;
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Delivery and Resources

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

Key readings for this unit are set out below. Examples of assessment tasks will be provided on iLearn.

Key readings

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, http://www.nmfs.noaa.gov/sfa/reg_svcs/social%20guid&pri.pdf

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.

Week 3: The social as a spatial issue

There will be a hand-out in this class

Week 4: Steps and stages. Localities and catchments

Planning Institute of Australia: Social Impact Assessment Policy Position Statement: <http://www.planning.org.au/policy/policy-platform>

UNSW AND NSW Department of Health, Health Impact Assessment: A practical guide: http://hia.connect.edu.au/wp-content/uploads/2012/05/Health_Impact_Assessment_A_Practical_Guide.pdf

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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 5: Local Aboriginal Land Councils

Stacey Meirs, 2018, The effect of land use planning decisions on the landholdings and viability of NSW Local Aboriginal Land Councils, Henry Halloran Trust, U Sydney, November: http://sydney.edu.au/halloran/publications/Miers_EffectOfLandUse.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>

Week 6: 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-21886> This 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

Ziller, Alison 2018, Online retail of alcohol, some dilemmas for professional SIA practice, *Impact Assessment and Project Appraisal*, 36:5, 383-389, DOI: [10.1080/14615517.2018.1452368](https://doi.org/10.1080/14615517.2018.1452368)

Week 7: Proponent led methodological issues

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

There will be a handout on this topic in the class.

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

Taylor E 2015, Fast food planning conflicts in Victoria 1969-2012: is every unhappy family restaurant unhappy in its own way? *Australian Planner*, 52.2 114-126

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

http://posa.org.au/wp-content/uploads/2010/08/FS_PS14_NaturalJustice_Nov10.pdf

Preston J. 2014, The adequacy of the law in satisfying society's expectations, *International Bar Association Annual Conference*, Tokyo, October: <http://www.lec.justice.nsw.gov.au/Documents/Speeches%20and%20Papers/PrestonCJ/PrestonCJThe%20adequacy%20of%20the%20law221014.pdf>

Week 10: Presenting SIA to non-specialists

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

Recap Hotel Group Pty Ltd v Council of the City of Ryde [2016] NSWLEC 1497 <https://www.caselaw.nsw.gov.au/decision/5812cbece4b0e71e17f54f21>

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.

Unit Schedule

Please note that the following schedule of lectures is subject to change.

Wk	Date	Theme	Lecture topic & integrated class discussion
1	1 Aug	Introduction Foundation issues for SIA	Overview of the course and assignment requirements 1. Basic concepts 2. Context:
2	8 Aug	Foundation issues for SIA	3. Conceptual base: the big picture - public health
3	15 Aug	Methodological issues for SIA	1. The social as a spatial issue – distributions and segregations and the role of planning.
4	22 Aug	Methodological issues for SIA	2. 'steps and stages' of SIA; 3. Localities, catchments, notifications
5	29 Aug	SIA and public policy dilemmas	1. Local Aboriginal Land Councils
6	5 Sept	SIA and public policy dilemmas	2. Licensed premises: a failure to keep up
7	12 Sept	SIA and public policy dilemmas	3. Proponent led methodological failures
	16 Sept -	27 Sept inclusive	Recess

Wk	Date	Theme	Lecture topic & integrated class discussion
8	3 Oct	SIA and public policy struggles	4. SIA and resource extraction
9	10 Oct	Methodological issues for SIA	4. Consultation and procedural fairness
10	17 Oct	Methodological issues for SIA	5. Presenting SIA issues to non-specialists
11	24 Oct	Methodological issues for SIA	Short surveys for use in SIA
12	31 Oct	Methodological issues for SIA	Short surveys: In – class collation and presentation of survey results
13	7 Nov	Methodological issues for SIA	The compelling case: presenting SIA issues visually

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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- Presenting SIA issues visually

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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- 4 Identify and discuss different ways of integrating social issues into planning discourses and practices;
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- 6 Recognise ethical issues in planning procedures and articulate a reasoned and reflective position on appropriate standards of impact assessment in planning.

Assessment tasks

- SIA issues identification
- Critique of an SIA
- Presenting SIA issues visually

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

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Assessment tasks

- SIA issues identification
- Critique of an SIA
- Presenting SIA issues visually

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;
- 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;
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Assessment tasks

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- Critique of an SIA
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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

- 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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reflective position on appropriate standards of impact assessment in planning.

Assessment tasks

- SIA issues identification
- Critique of an SIA
- Presenting SIA issues visually

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

- 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

- SIA issues identification
- Critique of an SIA
- Presenting SIA issues visually

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

- 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

- Critique of an SIA
- Presenting SIA issues visually

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;
- 2 Demonstrate a knowledge of social impact issues in key planning procedures;
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reflective position on appropriate standards of impact assessment in planning.

Assessment tasks

- SIA issues identification
- Critique of an SIA
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Changes from Previous Offering

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