# GEOP212

## Planning and Development

S1 Day 2019

*Department of Geography and Planning*

## Contents

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# General Information

Unit convenor and teaching staff
Lecturer/convenor
Linda Kelly
linda.kelly@mq.edu.au
6 First Walk Room 433

Moderator
Miriam Williams
miriam.williams@mq.edu.au

Credit points
3

Prerequisites
12cp at 100 level or above

Corequisites

Co-badged status

Unit description
This unit examines the relationship between planning and development, with particular reference to NSW. The development assessment process, determination and review of applications are studied at a practical level. It addresses the development of Development Control Plans (DCPs), Local Environmental Plans (LEPs) and State Environmental Planning Policies (SEPPs). This planning and development process is examined as it relates to state and local government in New South Wales. Case studies are developed to display the daily experiences of planners working within local government.

## 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:

Develop a critical literacy and first-hand experience in the field of planning and development.

Gain an appreciation of the theory and practice of the development assessment process in NSW.

Develop a rudimentary understanding of planning law and relevant planning instruments.

Develop plan reading and assessment skills.

Communicate effectively verbally and visually.

# General Assessment Information

**Late Submission Penalty**

Unless a Special Consideration request has been submitted and approved,

(a) a penalty for lateness will apply - two 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 days (including weekends) after the original submission deadline. No late submissions will be accepted for timed assessments - eg quizzes, online tests.

Submission of all assessment tasks will be using Turnitin via the GEOP212 iLearn site before midnight on the due date.

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
|------|-----------|--------|-----|
| Critical essay | 25% | No | 18 March 2019 |
| Local Planning Panel | 40% | No | 29 April 2019 |
| Place-making evaluation | 35% | No | 27 May 2019 |

## Critical essay

Due: **18 March 2019**
Weighting: **25%**

Provide a 1,000 word critical overview of the Hoddle subdivision that established the plan for the city of Melbourne in 1837. In particular consider:

- Ownership and use of the land at the time of the subdivision and prior to it.
- What geographical and ownership factors influenced the location of Melbourne?
- Historical basis for the subdivision pattern, for example, was there a subdivision from elsewhere that was the basis of the plan? Was this a typical city layout for its time? Was it innovative? Are there other examples of city layouts that have a number of similarities to Melbourne?  What are they?
- What role did planning in establishing Melbourne? What was the Government objective in establishing a city in this location?
- Legacy of the layout today. What features of the original plan remain? Have there been

street block changes or land use changes (in a broad sense), for example?

Images of historic and current plans, and photos may be included.

Detailed assessment criteria and additional resources will be made available on iLearn.

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# Local Planning Panel

Due: **29 April 2019**
Weighting: **40%**

Attend and prepare a 1,700 word report of a meeting of a local Planning Panel at a local council. You are to consider the process of development assessment and determination in this meeting. Select a Planning Panel meeting date to attend from the list provided and focus on a particular development application.

Your report should include:

A background statement addressing the name of the Panel, the local council, the location, time and date of meeting. What was on the agenda (ie how many items?) and the details of the application you are focusing on. Who are the members of the Panel?

Details of the development application to be determined –

1. What is the proposed development?
2. What planning instruments and DCPs apply to the development?
3. Is the development permissible? Does it meet the zone objectives? What are the development standards that apply? Does the development comply with them? If not, what is the extent of the non-compliance?
4. Were there any objections to the development? What were the issues?
5. Reading the Officer's Planning Report, what were the main planning issues with this application and how were they to be resolved?
6. Why did the matter need to be referred to the Planning Panel?

Panel Meeting

1. Who spoke on your matter? eg, architect, applicant, owner, planning consultant, objector/s.
2. What matters did they raise?
3. Were there any questions from the Panel? What were they?

4.  Was the decision consistent with the Officer's Recommendation? What changes, if any, were made by the Panel in its determination of the application?

Critical Reflection

1.  What did you think of the process? Was it open and transparent?
2.  Did you understand what was happening?
3.  Do you think people who attended the meeting got a fair hearing? How long was the matter before the Panel?
4.  Was the meeting well-run and professional?
5.  Was the process as you expected?

On successful completion you will be able to:

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# Place-making evaluation

Due: **27 May 2019**
Weighting: **35%**

You are to select a completed place-making project in NSW and evaluate it in a 1,500 word report by addressing the following headings:

Overview:

- Drawing on the academic literature on place-making, broadly overview the nature and practice of place-making
- Describe the aims and objectives of your selected place-making project

Background and context of the place-making project:

- Provide some background and context for the project (e.g. why has the particular site been selected, why is the project taking place, does the site have significant history?)
- Planning context: what is the relationship between the place-making project and local government and/or state government planning documentation?

Implementation processes:

- Who has been involved in the design of the project (consultancies, local government, local residents etc?)
- What community consultation and engagement practices have been part of the project?
- What are the steps involved in the project?

Evaluation:

- Evaluate the strengths and weaknesses of the project by drawing on the four qualities identified by the Project for Public Spaces that make great places: sociability; uses and activities; access and linkages; and comfort and image (see https://www.pps.org/article/grplacefeat)
- Discuss the outcomes of the place-making project and how it might evolve into the future

You may include referenced pictures of the place-making project.

In order to complete this evaluation you are required to draw upon at least two peer-reviewed academic texts on place-making. Some suggestions for potential resources will be provided on the iLearn site.

Detailed assessment criteria will be made available on the iLearn site for this course.

On successful completion you will be able to:
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- Develop a rudimentary understanding of planning law and relevant planning instruments.
- Communicate effectively verbally and visually.

# Delivery and Resources

This unit will be primarily taught by Linda Kelly presentations by guest speakers on selected weeks and activities outside the classroom.

There are no texts for this unit, however, you are encouraged to read the recommended readings below, as well as additional resources that will be posted on iLearn.

Recommended reading:

Gurran, N (2011) *Australian urban land use planning: principles, systems and practice*, Sydney University Press, Sydney

Jackson, S, Porter, L & Johnson, L.C (2017), *Planning in indigenous Australia*, Routledge, NY

Lyster, R, Lipman, Z, Franklin, N, Wiffen, G, & Pearson, L (2016) 4th ed. *Environmental and planning law in New South Wales*, The Federation Press, Annandale

Thompson, S & Maggin, P.J (eds) (2012) *Planning Australia: an overview of urban and regional planning*, Cambridge University Press, Port Melbourne

# Unit Schedule

Weekly topics (subject o change)

1. Introduction to unit
2. Legal framework for planning
3. Planning in NSW
4. Understanding height and scale
5. Environmental planning instruments - SEPPs
6. Environmental planning  instruments- LEPs
7. MQ Masterplan
8. Development control plans
9. Place-making
10. DA assessment - Part 1
11. DA assessment - Part 2
12. Infill development
13. No class

# Policies and Procedures

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

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

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the

key policies you need to know about throughout your undergraduate student journey.

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

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

## Results

Results 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 outcome

- Communicate effectively verbally and visually.

### Assessment tasks

- Critical essay
- Local Planning Panel
- Place-making evaluation

## 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

- Gain an appreciation of the theory and practice of the development assessment process in NSW.
- Develop a rudimentary understanding of planning law and relevant planning instruments.
- Develop plan reading and assessment skills.

### Assessment tasks

- Local Planning Panel
- Place-making evaluation

## 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

- Develop plan reading and assessment skills.
- Communicate effectively verbally and visually.

## Assessment tasks

- Critical essay
- Local Planning Panel
- Place-making evaluation

# 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

- Develop a critical literacy and first-hand experience in the field of planning and development.
- Gain an appreciation of the theory and practice of the development assessment process in NSW.
- Develop a rudimentary understanding of planning law and relevant planning instruments.
- Develop plan reading and assessment skills.

## Assessment tasks

- Critical essay
- Local Planning Panel
- Place-making evaluation

# 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

- Develop a critical literacy and first-hand experience in the field of planning and development.
- Gain an appreciation of the theory and practice of the development assessment process in NSW.
- Develop a rudimentary understanding of planning law and relevant planning instruments.

## Assessment tasks

- Critical essay
- Local Planning Panel
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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

- Develop a critical literacy and first-hand experience in the field of planning and development.
- Gain an appreciation of the theory and practice of the development assessment process in NSW.
- Develop plan reading and assessment skills.

## Assessment tasks

- Critical essay
- Local Planning Panel
- Place-making evaluation

# 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

- Develop a critical literacy and first-hand experience in the field of planning and development.
- Gain an appreciation of the theory and practice of the development assessment process in NSW.
- Develop plan reading and assessment skills.
- Communicate effectively verbally and visually.

## Assessment tasks

- Critical essay
- Local Planning Panel
- Place-making evaluation

# 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 outcome

- Develop a rudimentary understanding of planning law and relevant planning instruments.

## Assessment tasks

- Local Planning Panel
- Place-making evaluation

# 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

- Develop a critical literacy and first-hand experience in the field of planning and

development.

## Assessment tasks

- Critical essay
- Local Planning Panel
- Place-making evaluation