



# GEOP463

## Planning and Design Project

S2 Day 2019

*Department of Geography and Planning*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Convenor

Linda Kelly

[linda.kelly@mq.edu.au](mailto:linda.kelly@mq.edu.au)

Contact via email

6 First Walk Room 433

### Credit points

3

### Prerequisites

Admission to BPlan and (39cp at 100 level or above) including ENVG370 or GEOP370

### Corequisites

### Co-badged status

### Unit description

This unit provides an opportunity for final year planning students 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 a structure plan in a local context. The workshop format of the unit combines group and individual work and provides an opportunity to advance specific skills necessary for strategic and site master planning and how this relates to urban planning at a local to regional scale. Attendance at six workshops on campus is compulsory and active participation is required.

## 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 role of planning in designing healthy built environments.
- Experience in the preparation of strategic planning documents.
- An awareness of the planner's role in communicating issues to different audiences
- An understanding of the interplay between planning and design and the planner's various roles in this process.
- An ability to present complex issues clearly and succinctly.

An understanding of how to undertake various practical skills expected of a planner in the workplace.

## **General Assessment Information**

### **Late Submission Policy**

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.

### **General 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 you need clarification about the expectations for each task.

- Familiarise yourself with the University's policy on academic honesty.
- Follow the guidelines provided for each assessment task carefully, taking note of the marking criteria.
- All assignments should be well presented and properly referenced, using the Harvard system.
- Text should be in a minimum of 11 point font, 2cm margins and use headings and subheadings as appropriate.
- Use diagrams (maps, plans, photos, images) as appropriate – always cite them if they're not yours; always incorporate them into your text using captions and/or descriptions; always make sure they are of a size and quality to be readable and useful.
- Proof-read your work (more than once)
- Use Australian English
- Use the Harvard system of referencing.
- The use of headers and footers is encouraged for assessments that are in the form of a report.
- Assessment tasks are to be submitted on Turnitin by the date and time they are due.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Preparing a submission</a>	20%	No	22 August Week 4
<a href="#">Planning for Health</a>	40%	No	4 October Week 8
<a href="#">Structure Plan</a>	40%	No	1 November Week 12

### Preparing a submission

Due: **22 August Week 4**

Weighting: **20%**

You are to prepare a submission (maximum 1,000 words) on a currently exhibited draft policy/plan. Details will be provided on iLearn to ensure the exhibition and call for submissions is current. Your submission can be prepared from the viewpoint of:

- a government body (eg a council), or
- a private consultancy (eg planning consultant), or
- an advocacy group (eg interest group such as PIA; Community Housing Industry Association; LGNSW etc)

On successful completion you will be able to:

- Experience in the preparation of strategic planning documents.
- An awareness of the planner's role in communicating issues to different audiences
- An ability to present complex issues clearly and succinctly.
- An understanding of how to undertake various practical skills expected of a planner in the workplace.

### Planning for Health

Due: **4 October Week 8**

Weighting: **40%**

This assessment is in two parts:

1. Written report (group)
2. Presentation (individual)

1. In groups you are to undertake research into, and prepare a critical evaluation of, planning for healthy built environments. The report would address the academic literature on the topic as well as discuss practical examples of where it has been implemented. The group report would be 2,000 words. This part of the assessment is worth 20% of your final grade for the unit.

2. In addition, you are to undertake a recreational walk in a small group. Choices for the walk will include the Bay Walk, Narrabeen Lakes and the Coastal Walk. Other examples will be identified and posted on iLearn.

This will involve you undertaking some observational research with you as a participant. In evaluating the Walk you need to:

- establish your criteria for evaluation – make sure you include its role in planning for healthy environments
- prepare your evaluation including identifying any gaps or weaknesses
- make recommendations for changes or improvements

Your experience and findings should be completed in the form of an individual presentation to the class in week 8. This part of the assessment is worth 20% of your final grade for the unit.

On successful completion you will be able to:

- A critical understanding of the role of planning in designing healthy built environments.
- Experience in the preparation of strategic planning documents.
- An awareness of the planner's role in communicating issues to different audiences
- An understanding of the interplay between planning and design and the planner's various roles in this process.
- An ability to present complex issues clearly and succinctly.
- An understanding of how to undertake various practical skills expected of a planner in the workplace.

## Structure Plan

Due: **1 November Week 12**

Weighting: **40%**

Most Sydney metropolitan councils have prepared and have on exhibition , a draft local strategic planning statement (LSPS). Within the Statement will be a structure plan. You are to prepare a structure plan for a small area within a local government area building on the evidence within a draft LSPS. Your assessment submission will include the basis for the structure plan will be in the form of a short report (1,500 words) to provide context and an A3 structure plan which you will present to class.

On successful completion you will be able to:

- Experience in the preparation of strategic planning documents.
- An awareness of the planner's role in communicating issues to different audiences
- An understanding of the interplay between planning and design and the planner's various roles in this process.

- An ability to present complex issues clearly and succinctly.
- An understanding of how to undertake various practical skills expected of a planner in the workplace.

## Delivery and Resources

GEOP463: Planning and Design Project 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 workshop format of the unit combines group and individual work and provides an opportunity to advance specific skills necessary for a planner in the workplace. The assessment tasks and workshop activities will include working on your own, in pairs or in groups. This will reinforce skills of working independently as well as working co-operatively and collaboratively.

GEOP463 is taught in block mode using seven three - four hour workshops over the course of the semester. Each session will include the following components:

- Lecture or guest speaker presentation
- Student presentation on previous workshop activity
- Activity – field based and classroom based

Recommended readings:

Gehl, J (2011) *Life Between Buildings, Using Public Space*, Island Press, Washington DC

Government Architect NSW (2017) *Better Placed* <http://www.governmentarchitect.nsw.gov.au/policies/better-placed> (accessed 11 July 2018)

NSW Heritage Office and Royal Australian Institute of Architects (2005) *Design in Context: Guidelines for Infill Development in the Historic Environment* <http://www.environment.nsw.gov.au/resources/heritagebranch/heritage/DesignInContext.pdf> (Accessed 24 July 2017)

Thompson, S and Magiin, P. J (eds) (2012) *Planning Australia: an overview or urban and regional planning*, 2nd ed Port Melbourne, Victoria, CUB

Urban Design Advisory Service (1998) *Neighbourhood Character: An urban design approach for identifying neighbourhood character*, Sydney, Department of Urban Affairs and Planning (in MQ Library)

Whyte, W (1980) *The social life of small urban spaces*, The Conservation Foundation, Washington DC

You will need to read widely to prepare for your assessment tasks. Additional resources will be posted on iLearn as appropriate. You are expected to undertake your own research to identify appropriate materials and readings to inform your submissions.

## Unit Schedule

### 9am - 1pm Fridays

Week 1 (2 August) Introduction to unit and assessment tasks; campus spaces

Week 4 (23 August) Understanding design; local character assessment

Week 6 (6 September) Planning for development; desired future character

Week 7 (13 September) Planning and design

MID SEMESTER BREAK

Week 8 (4 October) Planning for healthy communities - student presentations

Week 10 (18 October) Planning for centres and precincts

Week 12 (1 November) Communicating the planning message; studio presentations

## 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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](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 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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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**

- Experience in the preparation of strategic planning documents.
- An ability to present complex issues clearly and succinctly.

## **Assessment tasks**

- Planning for Health
- Structure Plan

## **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**

- An awareness of the planner's role in communicating issues to different audiences
- An understanding of the interplay between planning and design and the planner's various roles in this process.
- An ability to present complex issues clearly and succinctly.
- An understanding of how to undertake various practical skills expected of a planner in the workplace.

## **Assessment tasks**

- Preparing a submission
- Planning for Health

## **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 role of planning in designing healthy built environments.
- Experience in the preparation of strategic planning documents.
- An understanding of the interplay between planning and design and the planner's various roles in this process.
- An understanding of how to undertake various practical skills expected of a planner in the workplace.

## Assessment tasks

- Preparing a submission
- Planning for Health
- Structure 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 role of planning in designing healthy built environments.
- An understanding of the interplay between planning and design and the planner's various roles in this process.
- An ability to present complex issues clearly and succinctly.

## Assessment tasks

- Planning for Health
- Structure Plan

## 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 outcome

- Experience in the preparation of strategic planning documents.

## Assessment task

- Structure Plan

## 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.
- An awareness of the planner's role in communicating issues to different audiences
- An ability to present complex issues clearly and succinctly.
- An understanding of how to undertake various practical skills expected of a planner in the workplace.

## Assessment tasks

- Preparing a submission
- Planning for Health
- Structure 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 outcome

- An awareness of the planner's role in communicating issues to different audiences

## 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**

- A critical understanding of the role of planning in designing healthy built environments.
- An understanding of the interplay between planning and design and the planner's various roles in this process.

## **Assessment task**

- Planning for Health