SPSW3070 Regional Social Policy and Planning
Course Outline
Semester 1, 2007

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Email: Geraldine.Oconnor@newcastle.edu.au

Course Co-ordinator: Debbie Plath
Room: W301A
Ph: 49215765
Fax: 49216933
Email: Debbie.Plath@newcastle.edu.au

Consultation hours:
Students are advised to consult with the lecturer about course content and assessment matters. Geraldine O’Connor is available by appointment, email and phone.

The course coordinator (Debbie Plath) is also available for consultation in room W228 at the following times: Wednesdays 12.00 – 2.00.

Course Overview
Everyday decisions are being made at all levels of government, Local, State and Federal, that impact on the social services sector. These decisions may be framed in policy that makes political sense but the impacts on the ground could be increased costs, isolation, or hardship to those you are working with.

The Social Services Sectors struggles to have its voice heard. As all levels of government devolve themselves of the responsibility for ‘public good’ the role of those working in the social services sector increases as it becomes the voice of the oppressed and those suffering under the weight of government policy. Students are the potential facilitators of future transformation to achieve realistic and sustainable outcomes.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2007

CTS Download Date: 13 February 2007
In this course students will examine current social planning practice and techniques with a regional focus. Students also explore concepts of locational disadvantage, regional policy, social planning, local economic development, smart growth and ecological sustainability. Relevant project work will be undertaken to develop knowledge and skills in social planning practice. Opportunities for more collaborative approaches across all areas of government will be explored.

**Unit Weighting**

10

**Contact Hours**

Workshop for 3 Hours per Week for weeks 1 & 7,
Workshop for 6 Hours per week for weeks 2,3,4,5 & 6 with Week 5,
22 March 2007 Week 5 - compulsory Field Trip.
On-line Discussion Board contact is available all semester with a designated 1 Hour Discussion Board component for Weeks 8-14.

**Learning Materials/Texts**

Provided at the end of this course outline

**Course Objectives**

At the completion of this course students will demonstrate:

1. An understanding of the concept, principles and application of ecological sustainability and its relevance to the social and community services sector.
2. A critical understanding of the concept of regionalism.
3. A critical understanding of local development and its relationship within a region.
4. An understanding of regional political and planning processes.
5. An appreciation of the impact of location on economic standards of living, social structure, sense of community, environmental quality, political processes and cultural experience.
6. A critical understanding of relevant legislative and policy contexts.

**Course Content**

1. Regionalism
2. Social Planning
3. Ecologically sustainability, Smart Growth and its relevance to those working in the social services sector
4. Government structures and processes
5. Relevant legislative and policy and political frameworks
6. Social capital, community building and citizen participation

**Assessment Items**

| Essays / Written Assignments | Essay 1; 1,500 words; 40%.
|-----------------------------|------------------------|
| Essays / Written Assignments | Essay 2; 2,000 words; 60%.
| Ungraded Group Task and Individual Paper | Students are required to satisfactorily participate in and complete a group presentation and submit a one page individual paper following the presentation.

**Assumed Knowledge**

A knowledge base developed in SPSW1001 Australian Welfare Policy (formerly SPSW1010) and SPSW2110 Community Processes and Social change (formerly SPSW2010), SWRK1001 Introduction to Social Work (formerly SWRK1010) and
SWRK2001 Social Work Theory and Practice 1 (formerly SWRK2100) or equivalent courses.

Callaghan Campus Timetable
SPSW3070
REGIONAL SOCIAL POLICY AND PLANNING
Enquiries: School of Humanities and Social Science
Semester 1 – 2007

<table>
<thead>
<tr>
<th>Activity</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
<th>Week(s)</th>
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<tbody>
<tr>
<td>Field trip</td>
<td>Thursday</td>
<td>9.00 – 15.00</td>
<td></td>
<td>March 22: Wk 5</td>
</tr>
<tr>
<td>Lecture &amp; Workshop</td>
<td>Thursday</td>
<td>9:00 - 12:00</td>
<td>W301A</td>
<td>Weeks 1 - 7</td>
</tr>
<tr>
<td>Lecture &amp; Workshop</td>
<td>Thursday</td>
<td>13.00 – 16.00</td>
<td>W301A</td>
<td>Weeks 2, 3, 4 &amp; 6 Only.</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>Thursday</td>
<td>1hour 17.30-18.30</td>
<td>On-line</td>
<td>Weeks 8-14</td>
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<td>continuous all</td>
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<td></td>
<td>Discussion Board</td>
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<td>semester</td>
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Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).

Submit the assessment item to other forms of plagiarism checking

Written Assessment Items
Students may be required to provide written assessment items in electronic form as well as hard copy.
Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- Requests for Special Consideration must be lodged no later than 3 working days after the date of submission or examination.
- Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.
- Requests for Rescheduling Exams must be lodged no later than 10 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Date) for semester 1 courses: 31 March 2007

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html
Faculty Information
The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan Campus
• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct
• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah Campus
• Ourimbah Hub: Administration Building

Faculty websites
Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health
http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology
http://www.newcastle.edu.au/faculty/science-it/

Contact details
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:
Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Students with a disability or chronic illness
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness, which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

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End of CTS Entry  -----------------------------------

Mandatory Program Component
This course is a mandatory program for students undertaking the Bachelor of Social Work program.

Group Work, Peer and Self-Assessment
The assessment in this course involves ungraded group work. Group formation will be based on student choice relating to topic and members. Groups are expected to work cooperatively in deciding how to approach the task and how work will be distributed and managed between group members. Some time will be spent in the first group meeting discussing group expectations and negotiating a group contract. Group members are to take responsibility for developing strategies for managing group processes and addressing any conflict that may arise in the group. The lecturer will be available as a resource to groups during class times and by appointment outside of class times to discuss any concerns in relation to the content or processes entailed in the group task.

The group task is graded as satisfactory or unsatisfactory. The specific criteria for determining the grade on each task are contained below and will be discussed in class. All group members will obtain the same result, unless a case is made to the course coordinator to exclude one or more group members from the final result. The course coordinator in consultation with the Social Work Discipline Convenor will review such cases. Groups or individuals with an unsatisfactory grade will be required to submit additional work to a satisfactory standard.
Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet**: All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/school/hss/studentlinks/studentform.html
- **By arrangement with the relevant lecturer, assignments may be submitted at any** Student Hub located at:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the hub. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- Essay 1; 1,500 words; 40 %. (Due: Thursday 29 March 2007)
- Essay 2: 2,000 words; 60%. (Due: Fri 8th June 2007)

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: http://www.newcastle.edu.au/study/forms/

Return of Assignments
Students can collect assignments from a Student HUB during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.
Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

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<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
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<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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<tr>
<td>Week</td>
<td>Week beginning</td>
<td>Lecture Topic &amp; Assessment at a Glance</td>
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| 1    | February 22    | **Morning**
Introduction and outline of course. |
| 2    | March 1        | **Morning**
Lower Hunter Regional Plan
Social Planning Model
Relevance of sustainability to Social Services Sector.
*Group Sustainability Presentation* 
**Afternoon**
Demographics Workshop |
| 3    | March 8        | **Morning**
Social Impact Assessment
Guest Speaker Anne Kempton
From Premiers Department on Social Impact Assessment for Lower Hunter Regional Strategy
*Group Sustainability Presentation* 
**Afternoon**
Regional Planning Issues Local, Regional, State opportunities for facilitation, Smart Growth.
Video *Broken Dreams Macquarie Fields* |
| 4    | March 15       | **Morning**
Community Building, Social Capital, Community Development
Guest Speaker: Mayfield Mainstreet Co-ordinator
*Group Sustainability Presentation* 
**Afternoon**
Demographic Workshop |
| 5    | March 22       | **FIELD TRIP:** Maitland Growth Areas: Current and Future Social Needs |
| 6    | March 29       | **Morning**
Field trip discussion
Balancing the Triple Bottom Line: Social, Environment and Economics
*Group Sustainability Presentation* 
**Afternoon**
Regional Transport – Guest Speaker Len Regan, Transport Planner
Politics & Participation
*Assessment Task 1 due* |
| 7    | April 5        | **Morning**
Environmental Issues
Course Summary
*Group Sustainability Presentation* |
|      | **Mid-Semester Recess: Friday 6 April to Friday 20 April 2007** |
| 8    | April 26       | Discussion Board |
| 9    | April 3        | Discussion Board |
| 10   | May 10         | Discussion Board |
| 11   | May 17         | Discussion Board |
| 12   | May 24         | Discussion Board |
| 13   | May 31         | Discussion Board |
| 14   | June 7         | Discussion Board |
|      | **Examination period: Tuesday 12 June to Friday 29 June 2007** |
ASSESSMENT TASKS

There is 1 ungraded (satisfactory/unsatisfactory) group assessment task for this course, 1 ungraded (satisfactory/unsatisfactory) individual task and 2 graded individual assessment tasks.

Ungraded Assessment Tasks

1. Understanding the concept of ‘sustainability' and its relevance for those working in the social service sector

This assignment requires students as part of a group to research a particular issue covered in a Council Community/Social Plan such as education, aged, homelessness, transport, etc. Community / Social Plans are available on Council websites. As part of their research, students are also required to compare the chosen issue across a number of Councils and demonstrate an understanding of the relevance of sustainability to this issue and to those working in the social services sector.

The following comment by Eva Cox provides an approach to sustainability that captures the social consideration:

“While this term (sustainability) should apply to a wide range of policy areas, it is too often limited by its environmental genesis and focus. If we are to use the term to frame actions that will produce futures, which do not diminish present resources and mend some of the current problems, sustainability must clearly include at its core the social relationships that govern our actions and decision-making. This approach puts the social at the centre of sustainability....’

Eva Cox, ‘Social Sustainability is about People’ in Sustainability and Social Science Round Table Proceedings Helen Cheney, Eve Katz and Fiona Solomon (eds) Institute for Sustainable Futures Sydney and CSIRO Minerals Melbourne (available on Blackboard.)

Students are to:

- form themselves into groups of 6;
- choose a topic from a Council Community Plan;
- compare this issue across a number of Councils;
- include a review of the current situation and practices, highlight problematic practices, highlight future directions and possibilities, review current reporting on this topic in the newspaper/radio;
- prepare a 20 min presentation on chosen topic and ensure presentation meets time constraints; and
- present information in a format that is relevant and meaningful to fellow students.

Groups are expected to work cooperatively in deciding how to approach the task and how work will be distributed and managed between group members. Some time will be spent in the first group meeting discussing group expectations and negotiating a group contract. Group members are to take responsibility for developing strategies for managing group processes and addressing any conflict that may arise in the group. The lecturer will be available as a resource to groups during class times and by appointment outside of class times to discuss any concerns in relation to the content or processes entailed in the group task.
Value: The group task will be graded as satisfactory or unsatisfactory, based on the assessment criteria listed below. All group members will obtain the same result, unless a case is made to the lecturer or course coordinator to exclude one or more group members from the final result. The course coordinator in consultation with the Social Work Discipline Convenor will review such cases. Groups or individuals with an unsatisfactory grade will be required to submit additional work to a satisfactory standard.

Due Date: Weekly group presentations to be completed by Week 7. Groups to be nominated by Week 2.

Length: 20 minute presentation.

Criteria:
- Demonstrated research, reading and understanding of chosen issue integrated through presentation with well-presented and supported ideas and opinions;
- Appreciation of the current opportunities and problems;
- Appreciation of future directions and possibilities;
- Explanation of the meaning of, implications and need for sustainability in relation to chosen topic area; and
- Discussion of the implications for those working in the social services sector.

Groups will be given verbal feedback in relation to each of these assessment criteria.

2. Individual follow-up paper on relevance of sustainability for those working in the social service sector

This task provides students with the opportunity to demonstrate their learning from the group task about the relevance of sustainability to those working in the Social Services Sector. Each student is to prepare one A4 page on your understanding and opinions of the relevance of sustainability to those working in the social services sector.

Value: Satisfactory/Unsatisfactory

Due Date: Week following group presentation

Length: one page double spaced & A4

Criteria:
- Demonstrated understanding of the relevance of sustainability to those working in the social services sector;
- Appreciation of the current opportunities and problems, future directions and possibilities; and
- Well presented and supported ideas and opinions.

Students will be given written feedback in response to each of these assessment criteria.
Graded Assessment Tasks

1. Social Impact Assessment Action Plan (40%) (Individual Assignment)

Choose a future Growth Area and prepare an action plan for the preparation of a Social Impact Assessment (SIA) Report for this area. (The Lower Hunter Regional Strategy will be the example worked up in class and supporting information is available on Blackboard)

The Lower Hunter Regional Strategy is a blueprint to guide the development of the Lower Hunter Region (Newcastle, Lake Macquarie, Port Stephens, Maitland and Cessnock) for the next 25 years. The Strategy aims to balance good environmental, transport, infrastructure and community outcomes with this projected growth.

The Strategy recently added a draft Conservation Plan but still lacks an Infrastructure Plan and a Regional Social Plan to quantify the services and facilities required to service and support the future population. The impacts of development on existing services and facilities and what is required to service the future population need to be quantified and will be explored during workshop sessions.

The Environmental Planning and Assessment Act requires that social matters be considered in the preparation of development proposals for Growth Areas. The preparation of a Social Impact Assessment (SIA) is the process and format in which this information is gathered and provided and is required to accompany any development proposal for Growth Areas. A Social Impact Assessment quantifies the capacity of existing facilities, the issues that are relevant to an area and recommends the services and facilities that will be required to service the new population.

In preparation for writing a Social Impact Assessment Report in Task 2, students are required to prepare an action plan demonstrating an understanding of the relevant matters and sources of information that need to be considered in the preparation of a SIA report for one chosen Growth Area and the structure of this SIA report. This action plan will demonstrate:

- an appreciation and understanding of the chosen Local Area and its relationship to the region it is located within;
- an appreciation of the current issues of this area and the existing services and facilities;
- a knowledge of relevant sources for background research and relevant demographic information;
- an understanding of the development anticipated for this area;
- the possible impacts of future growth in this area on local and regional services and facilities;
- how the services required to support this population will be identified;
- a clear understanding of the steps required to prepare a Social Impact Assessment; and
- a draft Structure for the SIA report.

Value: 40%

Due Date: Thursday 29th March 2007

Length: 1,500 words, double spaced & A4

Criteria:
• Evidence of research and an understanding of the sources of information available for the analysis of social issues related to a Growth;
• Appreciation of the social services required for the chosen Growth Area;
• Appreciation of the role of Local Growth within a regional context;
• Understanding of the role and format of a SIA report;
• Discussion of the implications for those working in the social services sector;
• Professional written expression, formal referencing and suitable formatting.

2. Social Impact Assessment (SIA) Report for future Growth Area (60%)
(Individual Assignment)

Students are required to write a Social Impact Assessment (SIA) Report for a chosen Growth Area. The Social Impact Assessment Report must include:

• A demographic profile of the area relevant to the chosen Growth Area;
• A discussion of the relationship of this Local Area to the region it is located within;
• A profile of the current issues of this area and the existing services and facilities including capacity and strengths;
• The use of relevant sources for background research;
• A profile of the development anticipated for this area;
• Identification of the services required to support this future population;
• An analysis of the impacts of future growth in this area on local and regional services and facilities;
• A professional report structure and presentation of information; and
• A section on the relevance of the timely provision of social services and infrastructure to those working in the social services sector must also be included.

Value: 60%
Due Date: Friday 8 June 2007 (Week 14)
Length: 2,000 words, double spaced & A4
Criteria:

• Well-presented and supported ideas and opinions;
• Appreciation of the role of regional policy and legislation in the provision of social services and infrastructure;
• Demonstrated capacity to structure and present information in a professional report format;
• Demonstrated understanding of the process of Social Impact Assessment; and
• Relevant research integrated through report with professional written expression and accurate, formal referencing.
REFERENCES AND RESOURCES

Required weekly reading and other resource material will be placed on Blackboard.

Essential reading (available in short loans)

Lower Hunter Regional Strategy (details) (on Blackboard)

Highly recommended

Additional Resources:
Cocklin, C., and Alston, M. eds (2003)*Community Sustainability in Rural Australia: A Question of Capital* Centre for Rural Social Research Wagga Wagga
Engwicht, D (1996) *Towards an Eco-city Calming the Traffic* Envirobook
Flannery, Tim, (2006) *We are the weather makers: the story of global warming / Tim Flannery* Melbourne:Text Publishing,

Hamilton, C., & Denniss, R., (2005) *Affluenza: when too much is never enough* Published Crows Nest, N.S.W.:Allen & Unwin,

Hamilton, C., and Maddison, S., (2007) *Silencing Dissent*


Hunter Valley Research Foundation *Hunter Region Economics Indicators (Quarterly)* HVRF


Stretton, Hugh, (2005) *Australia fair* Published Sydney: UNSW Press, 2005


**Useful Websites**

*Lower Hunter Regional Strategy*

*Queensland Government Policy Handbook*

*Australian Council of Social Service*

*Australia Institute*
[www.tai.org.au](http://www.tai.org.au)

*Community Builders NSW – Project of the NSW Government*

*Department of Planning*
pull down plan for Action, click on Transport Planning and find Transport and Population Data Centre for population projections available for regions.

*Newcastle City Council Social Plan*
[www.ncc.nsw.gov.au](http://www.ncc.nsw.gov.au)
My Community / Community Planning/ Community Plan 2006-2010

*Local Governments for Sustainability*
[www.iclei.org](http://www.iclei.org)
Jesuit report on disadvantaged suburbs by post code
www.jss.org.au

Planning Institute of Australia Social Planning Chapter
www.planning.org.au/chapters/social_planning.ssi

Social Research Murray Catchment
www.ecommerce.aw.Latrobe.edu.au/research

‘Blueprint for a Living Continent. A way forward from the Wentworth Group of concerned scientists.’
www.westpac.com.au social impact report
www.aaas.org/international/atlas/index2.html analysis of relationship between human population and the environment
www.tblaustralia.net/ triple bottom line conference
www.climatecam.com NCC ClimateCam

www.iplan.nsw.gov.au/engagement (reference to regional strategies under PlanFirst are no longer relevant)

www.cis.org.au
Centre for Independent Studies

Videos
Regional Planning and Sense of Place
Rebuilding Communities 307.34162089 REBU
Lost in the Suburbs 307.74 LOST
Lost in Space 307.760994 LOST
In Search of Identity 307.7640954 INSE
Urban Living – The influence of Place on Behaviour 307.76 URBA
Ocean Views

Sustainability
No Forest No Future 307.14 NOFO
Search for a Supermodel 333.70994SEAR