SPSW3070 Regional Social Policy and Planning  
Semester 1, 2008  
10 Units

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Course Co-ordinator: Kylie Aglias  
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Email: kylie.aglias@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 (Kylie Aglias) is also available for consultation in room W227 at the following times: 12-2pm.

Course Overview

This course provides the platform to explore social policy in relation to issues related to social planning, community development, regions and sustainability. Is social policy equitably addressing the needs of all sectors of our society? Are we treating all sectors of our society in a fair and reasonable manner? How do we develop effective social policy? What should policy be taking? How do we know this? What are the needs of regional areas? How do these differ from City areas? How is social policy being reflected in social planning? What other factors are restricting or driving the development and delivery of social policy? The inter-relationship of all levels of government and opportunities for more collaborative approaches will be explored.

This course will look at the interconnectedness of social needs with the delivery of other needs within an area and opportunities for co-operation to provide more appropriate and cost-effective solutions to local problems. How regional areas function in comparison to city and local areas will be explored. How the social planning process links to urban planning, policy development and sustainability will be explored.

Eva Cox in ’A Civil Society’ (1995) alerts us to the importance of ensuring that policy addresses the needs of...
all citizens. Elizabeth Farrelly in Blubberland (2007) reminds us that ‘Everything, ...connects to everything else.’ These ideas speak about sustainability in its broadest definition. The relevance of sustainability to those working in the social services sector will be explored.

In this course students will undertake self-led research on a wide range of issues related to policy development and implementation, and to explore such concepts as locational disadvantage, regional policy, social planning, local economic development and ecological sustainability. Relevant project work will be undertaken to develop knowledge and skills in social planning practice and policy and its relationship to urban development.

**Contact Hours**

Six hours, one day a week for eight weeks consisting of a 3 hour lecture in the morning and 3 hour workshop in the afternoon. A compulsory Field trip will be held in week 4.

On-line Discussion Board contact is available all semester with a designated 1 Hour Discussion Board component for Weeks 9-14.

**Learning Materials/Texts**

Provided at the end of this course outline

**Course Objectives**

At the completion of this course students will demonstrate:

An understanding of the concept, principles and application of ecological sustainability and its relevance to the social and community services sector.

1. An understanding of social planning processes.
2. A critical understanding of the concept of regionalism.
3. A critical understanding of relevant legislative and policy contexts.
4. A critical understanding of local development and its function within a region.
5. An appreciation of the impact of location on access to services, social structure, sense of community, environmental quality, political processes and cultural experience.

**Course Content**

1. Regionalism
2. Social Planning
3. Sustainability and its relevance to those working in the social services sector
4. Government structures and processes
5. Relevant legislative, policy and political frameworks

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Essay 1; 1,500 words; 40%.</th>
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<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Essay 2; 2,000 words; 60%.</td>
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<tr>
<td>Ungraded Group Task</td>
<td>Students are required to satisfactorily participate in and complete a group presentation.</td>
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**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 – 2008
Field trip Thursday 9.00 – 16.00 March 13 Wk 4
Lecture & Workshop Thursday 9:00 - 12:00 W301A Weeks 1 - 7
Lecture & Workshop Thursday 13.00 – 16.00 W301A Weeks 1 - 7
Consultation Thursday 9.00 – 16.00 W301A Week 8
Discussion Board Thursday 1hour 8pm-9pm On-line Week 8
Continuous all semester

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.
Details of the Student Academic Integrity Policy 000608 are -

Introduction
Academic integrity, honesty, and a respect for knowledge and truth are fundamental to the University. These principles are the bases of all academic endeavours in teaching, learning and research. Dishonest practices contravene academic values of respect for knowledge, and respect for truth, scholarship and scholars. They devalue the quality of learning, both for the individual and for others enrolled in the course, program or University as a whole.

This policy is intended to reinforce the importance of integrity and honesty in an academic environment. (1)

Academic Dishonesty
Dishonesty in the preparation or presentation of any assessable work is regarded as misconduct, and the University imposes serious measures on students who are found to have acted in this way. There are two major categories of academic dishonesty:

Academic Fraud
Academic fraud: is making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:
- falsification of data;
- using a substitute to undertake, in full or part, an examination or other assessment item;
- reusing one's own work that has been submitted previously and counted towards another course (without permission);
- making contact with another person, contrary to instructions, during an examination or other assessment item;
- bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item;
- making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

Plagiarism
Plagiarism: is the presentation of 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.

Roles of Responsible Officers
The persons named below are all Responsible Officers in terms of this Policy.
1 Lecturers/tutors, assessment supervisors and markers are usually the first to become aware of possible acts of academic dishonesty. They are required to alert the Course Coordinator to any suspected cases of student academic dishonesty.
2 Course Coordinators must make a judgment as to whether a case of academic dishonesty exists and whether the case requires a remedial action or possible penalty.
3 Student Academic Conduct Officers (SACOs) are appointed by each Head of School to:
   1 Provide advice to students and staff on matters of student academic dishonesty within the School;
   2 Ensure that School staff are provided with appropriate training and induction on student academic integrity;
   3 Consider, in accord with the procedures set down in the accompanying Procedures for Dealing with Student Academic Dishonesty, reported instances of academic dishonesty within the School, make determinations and apply penalties, within the range of penalties available to the Student Academic Conduct Officer;
   4 If a penalty is imposed, record the student's name, offence and penalty on the central Student Academic Misconduct Register and inform the student;
   5 Refer more serious cases of academic dishonesty to the Head of School;
   6 Take responsibility for managing, at School level, any plagiarism detection system adopted by the University and monitor the extent and nature of students' plagiarism within the School;
   7 Provide annual reports to the Head of School on the cases of student academic dishonesty arising in the School and the action taken or penalties imposed;
   8 Provide advice to the Head of School on how to reduce the occurrence of academic dishonesty within the School.

4 Heads of Schools and Pro Vice-Chancellors:
   Heads of Schools shall refer serious cases of student academic dishonesty via the Pro Vice-Chancellor, to the Vice-Chancellor for consideration under the Student Discipline Rules.
5 The Vice-Chancellor shall consider any cases of student academic dishonesty referred by the Pro Vice-Chancellors and will take action under the Student Discipline Rules.

Actions and Penalties
If any form of academic dishonesty has occurred, one or more of the following actions may be taken or penalties imposed:

<table>
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<tr>
<th>Remedial Actions:</th>
<th>May be determined by:</th>
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<tr>
<td>(i) counselling or training on proper academic conventions and techniques;</td>
<td>any Responsible Officer at any step within the procedure;</td>
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<tr>
<td>(ii) attempt the assessment item again without loss of marks</td>
<td>Course Coordinator and/or SACO</td>
</tr>
<tr>
<td>Penalties:</td>
<td>May be determined (imposed) by:</td>
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<td>(iii) attempt the assessment item again with a capped mark;</td>
<td>SACO</td>
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<td>(iv) completion of a new piece of work with a capped mark;</td>
<td>SACO</td>
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<tr>
<td>(v) award a mark appropriate to the work completed, excluding any parts resulting from dishonest practices;</td>
<td>SACO</td>
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<td>(vi) award no marks for the assessment item;</td>
<td>SACO</td>
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<td>(vii) a grade of fail in the course;</td>
<td>Vice-Chancellor or Discipline Committee</td>
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<td>(viii) exclusion from enrolment in a particular program and/or course(s) permanently or for a lesser period;</td>
<td>Vice-Chancellor or Discipline Committee</td>
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<td>(ix) exclusion from the University permanently or for a lesser period;</td>
<td>Vice-Chancellor or Discipline Committee</td>
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<td>(x) such other penalty as is deemed appropriate.</td>
<td>Vice-Chancellor or Discipline Committee</td>
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The Vice-Chancellor may direct that students under investigation for academic misconduct or other breaches of discipline will not be eligible to graduate until the matter is resolved.

Any cases referred to the Vice-Chancellor will be dealt with under the University's Student Discipline Rules. These Rules are available at:


Criteria for Determining Penalties
Penalties will be imposed, taking into account the following criteria:

(i) the nature and extent of the dishonesty;
(ii) the level of the student;
(iii) the student's knowledge of academic regulations;
(iv) the Discipline's conventions.

Student Academic Misconduct Register
All students penalised as a result of a case of student academic dishonesty will have their name, the nature of the charge and the penalty recorded on a central Student Academic Misconduct Register, held by the University's Records Management Office. Other students who have been the subject of a remedial action may at the discretion of the Student Academic Conduct Officer be entered on the Student Academic Misconduct Register. All students entered on the Register will be notified.

Appeals
A penalty imposed by the Student Academic Conduct Officer may be appealed in writing by the student, to the Pro Vice-Chancellor within 14 days of the decision. 2

The decision of the Pro Vice-Chancellor on the appeal is final.

A decision of the Vice-Chancellor or Discipline Committee may be appealed using the appeal procedure outlined in the Student Discipline Rules.


A student who has a complaint about the process of the investigation should follow the student grievance procedures.

http://www.newcastle.edu.au/service/complaints/

Student Support

Privacy and Personal Information Protection Act
The University is bound by the Privacy and Personal Information Protection Act 1998 (NSW). notes:

1. For the purposes of this Policy, for students enrolled in enabling programs "Head of School" means the Director of the English Language and Foundation Studies Centre and "Pro Vice Chancellor" means the Deputy Vice Chancellor.
2. In the case of a matter where the Pro Vice-Chancellor has already been consulted, the Deputy Executive Dean will consider the appeal.

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.

Special Circumstances Affecting Assessment Items - Procedure 000641

Date of Commencement: Monday, 1st January 2007

1. Introduction

This procedure supports the University’s commitment to addressing special circumstances which affect performance in assessment - Rules Governing the Administration of Assessment Items.

This procedure should be read in conjunction with those Rules.

2. Relevant Definitions

In this document:
assessment item means any form of assignment, examination, quiz, test, laboratory task, tutorial exercise or other work used:

i. to measure student learning outcomes; and
ii. to determine the final result of a student in a course.

alternative / replacement assessment item means an assessment item which provides an opportunity for the student to demonstrate learning outcomes similar to those covered by the original assessment item or examination. An oral examination may be an alternative assessment to a written examination. An alternative assessment item carries the same percentage of total weighting for the course as the original assessment item;

Course Coordinator means the academic staff member responsible for the management of a particular course;

documentation means original documents or copies of originals certified as true copies by a Justice of the Peace or authorised officer of the University;

examination means an assessment by way of a test, by oral or written questions or performance, undertaken by the student within a stated timeframe, in a designated location, online, or on a computer identified for that purpose;

Head of School means the Head of School with responsibility for the course in which the assessment is undertaken;

in writing means using a form or a paper-based document or an email, fax or other electronic document capable of being converted to hardcopy;

major assessment item means:

i. any assessment item, including the final examination, worth 20% or more of the final result; or
ii. a compulsory assessment item that must be satisfactorily completed in order for a student to received a pass mark or better in that course;

personal information means the information provided by students to support their application;

progressive assessment means the process of assessing items throughout the term as part of ongoing assessment;

responsible officer means the person responsible for the administration and supervision of an assessment item, including examinations, as defined in the Rules for the Administration of Assessment Items; and

term means the period of time for the delivery of a course. Terms include semesters, trimesters, summer terms etc.
3. **Procedure**

Students are entitled to apply for consideration of the impact of certain circumstances on their performance in assessment under the Rules Governing the Administration of Assessment Items.

3.1 **Identifying Special Circumstances**

3.1.1 Allowable special circumstances may include one or more of the following:

i. medical grounds - including psychological illness;

ii. disability or long term medical condition (where performance in a particular assessment is adversely affected);

iii. compassionate grounds – for example the death or serious injury of a close family member or close friend;

iv. hardship or trauma – for example sudden loss of employment; family breakdown; severe disruption to domestic arrangements; impact of crime or accident; impact of natural disasters;

v. unavoidable commitments within the term and/or exam period – eg cultural or religious commitments; and

vi. unscheduled work commitments, representative duties, military/reserve commitments; jury duty or other court appearances.

3.1.2 Some situations that do not constitute allowable circumstances include: misreading the course outline; having travel bookings for holidays; returning home; regular work commitments, or early commencement of holiday employment.

3.1.3 This procedure does not cover the ongoing accommodation/assistance provided by the Disability Support Service to assist students with a disability to undertake study or exams. This Special Circumstances Procedure should be used by students with a disability only when performance in a particular assessment task has been adversely affected.

3.2 **Mechanisms for Addressing Circumstances Affecting Assessment**

3.2.1 Students may be entitled to apply for one of the following:

i. rescheduling of examination – where circumstances (as defined in 3.1 above) prevent the student from attempting an examination on a scheduled date; and

b. the rescheduled examination date falls within the same formal examination period;

ii. granting of an extension of time beyond the published due date for the submission, presentation or performance of an assessment item where circumstances have affected the student’s ability to meet the deadline;

iii. granting of special consideration where circumstances:

a. prevented the student from attending or attempting an assessment item, particularly an examination; and/or

b. affected or disadvantaged their preparation or performance in an assessment item they had attempted; or

v. affected or disadvantaged their performance in a number of the assessment items they had attempted in a course.

3.3 Except in exceptional circumstances, as approved by the Head of School, a student will be able to apply for consideration of special circumstances on only one occasion for a particular assessment item.

3.4 A student whose application for a rescheduled examination, extension of time or special consideration is granted, will be eligible for the full range of marks available for the assessment item and/or the full range of grades available for the course.

3.5 **Procedure for Addressing Circumstances Affecting a Minor Assessment Task**

3.5.1 Where circumstances affect a student’s performance in an assessment task that is not a major assessment item (refer definition above) no form or formal application is required.

3.5.2 The student must apply in writing – preferably by email - to the Course Coordinator and seek appropriate consideration eg an extension of time on an assessment item, rescheduling of a class test or ‘special consideration’ of the impact of circumstances on their performance. The Course Coordinator may request further information to substantiate the request.

3.5.3 The Course Coordinator is responsible for:

i. evaluating the request;

ii. providing a response in writing (preferably by email) to the student;

iii. recording the application and outcome; and

iv. maintaining a record of all applications and outcomes.
3.6 Outcomes of Applications for Extension of Time, Rescheduling of Class Test; or ‘Special Consideration’ in a Minor Assessment Item

3.6.1 Where a student seeks an extension of time on an assessment task or the rescheduling of a class test, the Course Coordinator will respond in writing – preferably by email - advising the students of:
   i) the additional time allowed for submitting the task; or
   ii) the arrangements for undertaking the exam/test.

3.6.2 Where a student seeks ‘special consideration’ of their performance in an assessment item, the Course Coordinator may offer one of the following responses:
   i) the result for the assessment item remain unchanged;
   ii) the student be offered an alternative or replacement assessment task – the result of which will be the recorded mark for the task; or
   iii) the circumstances be noted with a view to reviewing the result in the light of further evidence at which time one of the two responses listed as (i) or (ii) will be provided.

3.6.3 Where a student wishes to appeal the decision of the Course Coordinator, an appeal should be lodged in writing – preferably by email - to the Head of School.

The remainder of this Procedure applies to MAJOR Assessment Items

3.7 Procedure for Addressing Circumstances Affecting a Major Assessment Item

3.7.1 Where circumstances affect a student’s performance in a major assessment item, the following procedures must be followed and their outcomes recorded and reported.

3.7.2 Students must:
   i) apply using the form available online;
   ii) note the receipt number provided for their application;
   iii) gather the required documentation;
   iv) write the receipt number clearly on all documents; and
   v) submit the documentation either in hard copy or electronically to a Student Hub.

3.7.3 The application is not completed until documentation – with receipt number – is submitted to a Student Hub.

3.8 Documentation Required to Support an Application to Address Circumstances Affecting a Major Assessment Task

All applications must include documentation.

Note: Documents provided must be either original documents or certified copies of the original.

3.8.1 Students applying on medical grounds (including psychological grounds) must submit a medical certificate, completed by a registered medical or dental practitioner or other appropriate professional. The certificate should state:
   i) the date on which the practitioner examined the student; and
   ii) the severity of the condition; and
   iii) the likely period of impact on the student.

3.8.2 Students registered with the Disability Support Service may provide a supporting letter from the Disability Liaison Officer (DLO) provided the original documentation supplied to the Disability Support Services includes the details listed in 3.8.1 above.

3.8.3 Students applying on other grounds must submit suitable documentary evidence. For appeals based on:
   i) compassionate grounds - supporting evidence may include a medical certificate or letter from a counsellor, or doctor, a funeral notice, or a statutory declaration;
   ii) hardship/trauma – supporting evidence may include a medical certificate or a letter from a counsellor or doctor, a police officer or fire officer, or a statutory declaration, depending on the nature of the issue;
   iii) unavoidable commitments during the semester supporting evidence should include a statutory declaration or documents relating to the commitment; and
   iv) an unscheduled work commitment - supporting evidence may include a letter from the student's immediate work supervisor explaining the changed circumstances.

3.9 Application for Rescheduled Examinations - Major Assessment Items Only

3.9.1 Applications for a rescheduled examination in the same exam period on the basis of religious, medical, compassionate or other grounds, must be made using the form available online and documentation
submitted to a Student Hub.

3.9.2 Applications must be accompanied by appropriate documentary evidence and received in the Student Hub no later than ten working days prior to the first date of the examination period.

3.9.3 If circumstances arise within the ten working day cut off that prevent a student from attending or attempting an examination, an application must be submitted under the Special Consideration clauses of this Procedure. Refer 3.12.

3.10 **Outcomes of Application for Rescheduled Examination**

3.10.1 A student applying for a rescheduled examination will be notified of the outcome by the Examinations Office of the University before the scheduled date for the examination.

3.10.2 Where the outcome is to provide a rescheduled examination, the date of the rescheduled exam will be notified to the student before the date of the original examination.

3.10.3 A student applying for a rescheduled online examination will be notified of the outcome by the Course Coordinator before the scheduled date of the original examination.

3.11 **Application for an Extension of Time on an Assessment Item - Major Assessment Items Only**

3.11.1 Applications for an extension of time on assessment items must be made using the form available online.

3.11.2 Applications are not finalised until appropriate documentation, as outlined in 3.8 above, is submitted to a Student Hub prior to the due date of the item or - in exceptional circumstances - at a time the Course Coordinator approves.

3.11.3 Students must nominate an expected outcome on their application:
   i how long an extension of time they require; and
   ii the new due date that the assessment will be submitted.

3.12 **Outcomes of Application for Extension of Time on an Assessment Item - Major Assessment Items Only**

3.12.1 An application for an extension of time on an assessment Item will be approved or rejected by the Course Coordinator in a timely manner in order to provide the student with the opportunity to submit by the due date or with minimal penalty.

3.12.2 If the application is approved, the Course Coordinator can accept the proposed new submission date that the student has requested, or decide on a different submission date. No further extension will be granted beyond that date, unless there are exceptional circumstances.

3.12.3 When the assessment item is submitted, the student must attach a copy of the email (advising the outcome of their application) to indicate an extension has been granted.

3.13 **Applications for Special Consideration - Major Assessment Items Only**

3.13.1 Students may apply for consideration of the impact of special circumstances on their performance:
   i on an assessment item; or
   ii across a number of assessment items in a course.

3.13.2 Requests for Special Consideration must be made using the form available online. Appropriate documentation, with the receipt number of the web application clearly recorded on it, must be lodged with a Student Hub in hard copy or by fax/email no later than three (3) working days after the date of submission for the assessment task, or for the final assessment task or examination. In exceptional circumstances the Course Coordinator may permit an extended timeframe.

3.13.3 Students must retain a copy of their application.

3.13.4 The Course Coordinator will:
   i consider the application;
   ii if necessary request more documentation; and
   iii make a determination on the application for special consideration.

3.14 **Outcomes of Applications for Special Consideration**

3.14.1 For applications for special consideration of an assessment item the Course Coordinator will recommend one of the following options:
   i the application not be accepted because of timing or inadequate documentation;
   ii the result for the assessment item remain unchanged;
iii the student be granted withdrawal without failure from the course on compassionate grounds;
iv an alternative or replacement assessment item be provided - obligatory in courses with a single
assessment item;
v the application be noted with a view to reviewing the result in the light of subsequent evidence and
at that time recommending (ii), (iii) or (iv) above.

3.14.2 If:

i the application is made for special consideration of circumstances affecting performance in an
examination in the formal examination period, and
ii the outcome of that application is the granting of a special examination, the final mark awarded to
the student for that assessment item will be the mark achieved in the special examination – not
whichever mark is higher.

3.15 Notification of Outcomes

3.15.1 For applications for special consideration students will be informed of the outcome in a timely manner
via an email from the appropriate Student Hub.

3.15.2 Students are notified by email and are therefore advised to log on to the system to view the outcome
of their application.

3.16 Retention of Records and Confidentiality

3.16.1 The application for consideration of circumstances affecting performance in assessment and attached
documents will be treated as personal information.

3.16.2 Officers of the University will comply with the University’s Privacy Management Plan, along with
relevant anti-discrimination and privacy legislation in the handling of applications.

3.16.3 Any documentation relating to an application will be retained for a minimum of three (3) years.

3.17 Appeal Process

3.17.1 An appeal against a decision regarding an application to address the impact of circumstances on a
particular assessment item will not be allowed until the final result for the course is available.

3.17.2 An appeal against a final result based on a decision regarding an application to address the impact
of special circumstances on an assessment item, must be lodged in writing under the Appeals Against a
Final Result Procedure. The appeal will follow the procedure set out in that document.

3.18 Reporting on Outcomes of Applications for Addressing Adverse Circumstances

3.18.1 At the beginning of each year all Schools will provide an annual report to the Pro Vice-Chancellor of
the Faculty on applications regarding major assessment items. That report will identify the number of
applications, under which categories they fall and the outcomes.

3.18.2 The Pro Vice-Chancellor of the Faculty will report to the first meeting of Academic Senate every year
on the number of applications, under which categories they fall and the outcomes for the previous year. The
report will include an assessment of the procedures used.

4. Essential Supporting Documents

• Rules for the Administration of Assessment Items

5. Related Documents


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 2008
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.

### Changing Your enrolment

Courses listed on your confirmation of enrolment are a reflection of your academic program. If these are not correct you will need to make the necessary amendments. You can do this online:

**Vary your enrolment online at myHub**

### Adding Courses

You may apply to add a course or to change from one course to another, providing you do so formally. You can vary your program online.

Under a new University rule you only have up until the beginning of the third week of semester or trimester to add courses to your program. After this date you will have missed too much to successfully complete the course. If you want to do so you will need to make an application to the School offering the course.

Courses cannot be added after the following dates:

- **Semester 1 courses:** 3 March 2008
- **Semester 2 courses:** 4 August 2008
- **Trimester 1 courses:** 11 February 2008
- **Trimester 2 courses:** 2 June 2008
- **Trimester 3 courses:** 15 September 2008

### Withdrawing from courses without financial or academic penalty

You may withdraw from a course without financial penalty on or before the following dates:

- **Semester 1 courses:** 31 March 2008
- **Semester 2 courses:** 31 August 2008
- **Trimester 1 courses:** 18 February 2008
- **Trimester 2 courses:** 9 June 2008
- **Trimester 3 courses:** 22 September 2008

In subsequent years the census date for non-standard terms will be different. You should check these dates with the University.

If you withdraw after these dates, you will be deemed to have been enrolled in the course, and will be liable for HECS payment or program fee.

### Withdrawing from courses without academic penalty

You may withdraw from a course without academic penalty on or before the following dates:

- **Semester 1 courses:** 6 June 2008
- **Semester 2 courses:** 7 November 2008
- **Trimester 1 courses:** 24 April 2008
- **Trimester 2 courses:** 8 August 2008
- **Trimester 3 courses:** 21 November 2008

Students are not permitted to withdraw from a course containing a placement later than the last working day before the placement starts.

### 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](http://www.newcastle.edu.au/services/disability)

**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/](http://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](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: Tuesday 25 March 2008)
- Essay 2: 2,000 words; 60%. (Due: Fri 6th June 2008)

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.
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:

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</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>
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<tr>
<td>50% to 64%</td>
<td>Pass (P)</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>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</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>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</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>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</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>
</tr>
<tr>
<td>Week</td>
<td>Week beginning</td>
<td>Lecture Topics &amp; Assessment at a Glance</td>
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<tr>
<td>1</td>
<td>February 21*</td>
<td><strong>Morning - Overview</strong>&lt;br&gt;Introduction and outline of course.&lt;br&gt;<strong>Afternoon – Policy</strong>&lt;br&gt;Policy development</td>
</tr>
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<td>2</td>
<td>February 28*</td>
<td><strong>Morning – aged/health</strong>&lt;br&gt;Guest Speaker: Social Planner&lt;br&gt;<strong>Afternoon – Using Census Data</strong>&lt;br&gt;Group aged/health Presentation</td>
</tr>
<tr>
<td>3</td>
<td>March 6*</td>
<td><strong>Morning – Transport and policy</strong>&lt;br&gt;Guest Speaker: Transport Planning&lt;br&gt;<strong>Afternoon – Public / Affordable housing</strong>&lt;br&gt;Regional Planning Issues Local, Regional, State opportunities for facilitation, Group housing presentation</td>
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<td>4</td>
<td>March 13**</td>
<td>FIELD TRIP</td>
</tr>
<tr>
<td>5</td>
<td>March 20*</td>
<td><strong>Morning - Community Development &amp; Economics</strong>&lt;br&gt;Guest Speaker: Mayfield Mainstreet Co-ordinator&lt;br&gt;<strong>Afternoon – Triple/Quadruple Bottom Line</strong>&lt;br&gt;Group Presentation transport</td>
</tr>
<tr>
<td>6</td>
<td>March 27*</td>
<td><strong>Morning – Cultural Sensitivity</strong>&lt;br&gt;Guest Speaker: Consultation&lt;br&gt;<strong>Afternoon – Education/training and Policy</strong>&lt;br&gt;Group Presentation Community/TBL</td>
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<tr>
<td>7</td>
<td>April 3*</td>
<td><strong>Morning – Influencing Policy</strong>&lt;br&gt;Guest Speaker: Activist&lt;br&gt;<strong>Afternoon – Course Overview</strong>&lt;br&gt;Group Presentation Renewable Energy</td>
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<tr>
<td>8</td>
<td>April 10*</td>
<td>Consultation</td>
</tr>
</tbody>
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**Mid-Semester Recess: Friday 11 April to Friday 25 April 2007**

9 May 1  Discussion Board
10 May 8  Discussion Board
11 May 15 Discussion Board
12 May 22 Discussion Board
13 May 29 Discussion Board
14 June 5 Discussion Board

Assessment Task 2 due Friday 6th June 2008

Examination period: Tuesday 17 June to Friday 4 July 2008
Notes: * Attendance at 90% of classes is compulsory. An explanation for non-attendance is required.

** Attendance at the field trip is compulsory. Any student not attending the field trip will be required to complete a 1,000-word paper set to cover the outcomes of the field trip. This paper is to be handed to the lecturer in class the week following the field trip, Thursday March 20th. The paper will be graded satisfactory/unsatisfactory.

ASSESSMENT TASKS

There is 1 ungraded (satisfactory/unsatisfactory) group assessment task for this course and 2 graded individual assessment tasks. The purpose of the upgraded task is to focus self-directed research in line with course outcomes.

Ungraded Assessment Tasks

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

“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.)

This assignment requires students as part of a group to research a particular social issue covered in class. As part of their research, students are required to critique existing policy around the chosen issue and discuss the relevance of sustainability to this issue.

Students are to:

- form themselves into groups of 8-10;
- choose social policy topic;
- undertake 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;
- Critically analyse these practices;
- Demonstrate relevance of sustainability to this topic;
- 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. All
group members must contribute to the research however, the presentation needs to consider the number of members that should present.

**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 undertaken Weeks 1-7. 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 relevance of sustainability to those working in the social services sector.

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

**Graded Assessment Tasks**

*Learning Support Unit – Workshops and Courses is a valuable resource. This course requires highly development analytical and critical thinking skills and assumes that students are competent at essay structuring and development. Students are encouraged to check the courses available to develop these skills and improve the quality of contribution to the course and work submitted.*

1. **SOCIAL POLICY REPORT ACTION PLAN (40%) (Individual Assignment)**

Choose a Topic area of interest to you and develop an Action Plan for the preparation of a Report on this issue. The report is to explore the issues related to your chosen topic and research the policies that determine these issues. The following examples will assist with your considerations.

**Transport**
A client has approached you and has no car and has to get to work, they want to study at Uni and live in Cessnock, and they live in Nelson Bay and have been diagnosed with cancer and need weekly treatments. Each of these examples has a range of issues that need to be addressed and are determined and limited by policies and decisions made.

**Housing**
Explore housing policy and options in relation to Public Housing, affordable housing, homelessness etc, and regional policy and planning factors.

**Childcare**
Your client is a single mother who needs childcare so she can undertake shift work. What are the options for the client? How do you access these? Are they satisfactory? What policies and planning issues determine and affect the client’s options? What is the basis of these policies? Do they satisfactorily address the issues? Do they need to change? If so what are the issues that need to be addressed in a revised policy? What strategies would you use to review and change these policies? What detailed information do you need to support your case, statistical, anecdotal? What are the regional factors relevant to or impacting on this issue?

Other topics could be aging, health, mental health, youth etc.
Assignment one is to shape your topic and approach for assignment two. The amount of time and thinking required to frame your approach to an assignment is always underestimated. It is a vitally important phase and supports focussed and directed research and writing for undertaking your assignment. As you are away for the second half of the semester, with Discussion Board contact, assignment 1 will assist to ensure you are on the right track for assignment 2. This task allows you to make this assignment relevant to your own interests and perspective or you may choose to challenge yourself and research an area that you know nothing about to expand your knowledge.

This action plan will demonstrate:

- an appreciation of the relevant issues and policies related to the chosen topic;
- relevant sources for background research and demographic information;
- research on best practice and future trends relating to this issue;
- an appreciation of policy development;
- the proposed report Structure;
- an understanding of the relevance of sustainability to the chosen topic.

Value: 40%
Due Date: Tuesday 18th March 2007 5pm (Week 6)
Length: 1,500 words, double spaced & A4

Criteria:

- An understanding of the sources of information available for the chosen issue;
- Appreciation of the relevant issues and policies related to the chosen issue;
- Analysis of the chosen issue in relation to policy development;
- Discussion of the implications of sustainability for those working in the social services sector;
- Professional written expression, formal referencing and suitable formatting.

The format of the Action Plan may include dot points if relevant, however, a detailed explanation of your reasoning for choosing particular points is expected.

2. Social Policy report (60%) (Individual Assignment)

Write a report for your supervisor relating to the development of policy for the social issue you have explored. Detail the chosen issue, research and ideas you have developed. The Report must include:

- The use of relevant sources for background research;
- Relevant demographic information;
- An understanding of relevant issues;
- An understanding of current thinking and trends; and
- Discussion on the relevance of the timely provision of social services and infrastructure to sustainability and social services sector workers must also be included.

Value: 60%
Due Date: Friday 6th June 2007 (Week 14) 5pm
Length: 2,000 words, double spaced & A4

Criteria:

- Well-presented and supported ideas and opinions;
- A demonstrated appreciation of the role of policy and legislation and regional difference in the provision of social services and infrastructure;
- An appreciation of policy development;
- Demonstrated capacity to structure and present information in a professional report format;
- Relevant research integrated through report with professional written expression and accurate, formal referencing.
REFERENCES AND RESOURCES

Required weekly reading and other resource material are electronically available in Short Loans or will be placed on Blackboard. This reading list is a starting point to guide your research. There is a wealth of information available on these topics.

Essential reading (available in short loans)


Lower Hunter Regional Strategy State of New South Wales through Department of Planning October 2006 (on Blackboard)

Highly recommended


Additional Resources:


Engwicht, D (1996) Towards an Eco-city Calming the Traffic Envirobook

Farrelly, E. M., Blubberland The Dangers of Happiness Sydney:UNSW Press ,c2007

Flannery, Tim, (2006) We are the weather makers: the story of global warming Melbourne:Text Publishing,

Flannery, Tim F. 2002 The future eaters: an ecological history of the Australasian lands and people Published New York: Grove Press


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


School of Humanities and Social Science
Nest, N.S.W.: Allen & Unwin, 2007
Hunter Valley Research Foundation Hunter Region Economics Indicators (Quarterly) HVRF
McKay, Hugh Advance Australia Where?
Morrison Reg, Plague Species
Stretton, Hugh, (2005) Australia fair Published Sydney : UNSW Press, 2005

Useful Websites
Lower Hunter Regional Strategy

Central Coast Regional Strategy

Queensland Government Policy Handbook
www.premiers.qld.gov.au

Australian Council of Social Service
http://www.acoss.org.au

Australia Institute
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.

Local Governments for Sustainability
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 Plan First are no longer relevant)

Videos

Regional Planning and Sense of Place
Rebuilding Communities 307.34162089 REBU
In Search of Identity 307.7640954 INSE
Ocean Views

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