



## Faculty of Education and Arts School of Humanities & Social Science

<http://www.newcastle.edu.au/school/hss/>

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### SPSW3070 - Regional Social Policy and Planning Semester 1, 2009 Course Outline

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**Consultation hours:** By Appointment

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**Consultation hours:** By Appointment

#### Course Overview

**Semester** Semester 1 - 2009

**Unit Weighting** 10

#### Teaching Methods

Lecture

Tutorial

#### Brief Course Description

In this course students examine how social planning practice and techniques fit with community and policy development through regional focus. Students will explore aspects including locational disadvantage, community development and the relevance of ecological sustainability to the social services sector. Relevant project work is undertaken to develop knowledge and skills in social planning practice in relation to other professions.

#### Contact Hours

Lecture for 3 Hours per Week for 7 Weeks

Tutorial for 3 Hours per Week for 7 Weeks

#### Course Objectives

At the completion of this course students will demonstrate:

**Course Outline Issued and Correct as at: Week 1, Semester 1 - 2009**

**CTS Download Date: 23.02.09**

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

### Course Content

1. Regionalism;
2. Ecologically sustainable development;
3. Planning structures and processes;
4. Relevant legislative and policy frameworks;
5. Social capital and citizen participation;
6. Relevance to social and community sector work.

### Assessment Items

Essays / Written Assignments	Essay 1; 40%.
Essays / Written Assignments	Essay 2; 60%.
Other: (please specify)	In addition students will be required to successfully participate in group tasks and will be given advice and assistance to meet the criteria for these tasks as published in the course outline.

### 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 – 2009

Lecture	Thursday	9:00 - 12:00	W301A	Weeks 1-7 only - Plus On-line Component Week 1-7 only plus On-line Component weeks 8-14
and Tutorial	Thursday	13:00 - 16:00	[SRLT2]	

## **IMPORTANT UNIVERSITY INFORMATION**

### **ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

- a) falsification of data;
- b) using a substitute person to undertake, in full or part, an examination or other assessment item;
- c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
- d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
- e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
- f) 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.
- g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

- a) copying or paraphrasing material from any source without due acknowledgment;
- b) using another person's ideas without due acknowledgment;
- c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system .During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

### **MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

### **SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with

the University policy specified in **Late Penalty** above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

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

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

<http://www.newcastle.edu.au/policylibrary/000641.html>

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

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

## **STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

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 contact the Disability Liaison Officer on 02 4921 5766, email at: [student-disability@newcastle.edu.au](mailto: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 on confidentiality and documentation visit the Student Support Service (Disability) website: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability) .

## **CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

<http://www.newcastle.edu.au/study/fees/censusdates.html>

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

**Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

**To check or change your enrolment online go to myHub:** <https://myhub.newcastle.edu.au>

## STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:

[www.newcastle.edu.au/service/studentssupport/](http://www.newcastle.edu.au/service/studentssupport/)

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<p><b>Callaghan Campus</b> Shortland Hub: Level 3, Shortland Building Hunter Hub: Level 2, Student Services Centre</p> <p><b>City Precinct</b> City Hub &amp; Information Common, University House</p> <p><b>Central Coast Campus (Ourimbah)</b> Student Hub: Opposite the Main Cafeteria</p>	<p><b>Port Macquarie students</b> contact your program officer or <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a> Phone 4921 5000</p> <p><b>Singapore students</b> contact your PSB Program Executive</p>
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## OTHER CONTACT INFORMATION

<p><b>Faculty Websites</b> <a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a> <a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a> <a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a> <a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a> <a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></p> <p><b>Rules Governing Undergraduate Academic Awards</b> <a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></p> <p><b>Rules Governing Postgraduate Academic Awards</b> <a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></p> <p><b>Rules Governing Professional Doctorate Awards</b> <a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</a></p>	<p><b>General enquiries</b> <b>Callaghan, City and Port Macquarie</b> Phone: 02 4921 5000 Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></p> <p><b>Ourimbah</b> Phone: 02 4348 4030 Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></p> <p><b>The Dean of Students</b> <b>Deputy Dean of Students (Ourimbah)</b> Phone: 02 4921 5806; Fax: 02 4921 7151 Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></p>
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This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

### Mandatory Program Component

This course is a mandatory program component. Refer - <http://www.newcastle.edu.au/policylibrary/000647.html> (section 2).

### Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer - <http://www.newcastle.edu.au/policylibrary/000648.html>

**Studentmail and Blackboard:** Refer - [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.

## Group Work, Peer and/or Self-Assessment

The assessment in this course involves group work/peer and/or self-assessment. Refer - <http://www.newcastle.edu.au/policylibrary/000650.html>

The purpose of this group task is outlined in Assessment Tasks below.

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, distribute and manage work 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 will be how successfully the group meets the purpose of the task and will be discussed in class. Feedback will be provided through shared discussion following the presentation. The lecturer will provide specific feedback to individual groups upon request. 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.

### ASSESSMENT TASKS

- *There is 1 ungraded (satisfactory/unsatisfactory) group assessment task for this course and 2 graded individual 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 to improve the quality of your contribution to the course and work submitted.*

Group Assessment Task (Ungraded presentation week 6 class time)

Class presentation that provides a summary and revision of one topic area covered in course and demonstrates an appreciation of the concept of ‘sustainability’ and its relevance for those working in the social service sector.

*Eva Cox writes: “ 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 prepare a 30minute class presentation that provides a revision of the course content and learning in one topic area covered. As part of their research, students are required to critique existing policy around the chosen topic area and discuss the relevance of sustainability to this issue.

The purpose of this group task is to:

- develop students ability to work collaboratively;
- focus self-directed learning;
- appreciate and negotiate different points of view and ideas;
- demonstrate understanding of course objectives and criteria;
- facilitate review and discussion of course content;
- present information in an engaging way within a set timeframe.

Students are required to:

- form themselves into groups of 6-8;
- choose a topic area covered in course to explore;
- meet the criteria listed below; and
- prepare a 30 min presentation and discussion on chosen topic area; (***ensure presentation meets time constraint***)

Groups are expected to adhere to the Group Work requirements outlined above. 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:** Presentations class time Week 6 . Groups to be nominated by Week 2.

**Length:** 30 minute presentation.

**Criteria:**

- Understanding and integration of course content;
- Analysis of frameworks and practices;
- Critical analysis of frameworks and practices;
- Opportunities for improved practice identified and discussed;
- Inclusion of current reporting in the newspaper/radio;
- Integration of relevance of sustainability to those working in the social services sector;
- Time frame of 30 minutes;
- Information presented in a meaningful and engaging manner suited to topic area;
- Successful facilitation of discussion.

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

### **Graded Individual Assessment Tasks**

There are two graded assessment tasks.

#### **1. PROJECT PLAN AND LITERATURE REVIEW (40%) (Individual Assignment due week 5, Tuesday 31 March 2009 at 5pm)**

This project requires you to choose a topic or idea related to the course content that you would like to explore. Undertake a literature Review and prepare a Project Plan for detailed exploration in Assignment 2.

**The Project Plan** will consider: what topic are you intending to explore? What is your motivation for exploring this? What resources will you use? Will you use a scenario to explore topic? What format will you use to present your research?

This project enables students to develop a topic relevant to their own interests and perspective. The topic needs to be a fresh area that has not been explored in other subjects.

**The Literature Review** will include a very brief summary of text and very brief discussion of how this text will support your exploration (min 4-6 readings); how will you present the information, article/report?

The Project Plan and Literature Review meet the criteria listed below

**Value:** 40%

**Due Date:** Tuesday 31 March 2009 at 5pm (Week 5)

***(Need to request an extension of time? This must be applied for and approved prior to the due date)***

**Length:** 1,500 words, double spaced & A4

The Project Plan and Literature review will be assessed on the successful demonstration of:

- relevance and framing of chosen topic area;
- appreciation of relevant policies and practice frameworks related to the chosen topic area;
- relevance of chosen readings to topic area;
- exploration of best practice and future trends relating to chosen topic area;
- an appreciation of policy development;
- discussion of the relevance of sustainability to the chosen topic.

The format of the Project Plan may include dot points if appropriate; however, a detailed explanation of your reasoning for the inclusion of particular points is expected.

## **2. COMPLETED PROJECT (50%) (Individual Assignment due week 14 Friday 5 June 2009 at 5pm)**

Complete Project generally as outlined in Project Plan

**Value:** 60%

**Due Date:** Friday 5th June 2009 (Week 14) 5pm

***(Need to request an extension of time This must be applied for and approved prior to the due date)***

**Length:** 2,500 words, double spaced & A4

The Completed Project will be assessed on the successful demonstration of:

- Well-presented and supported ideas and opinions;
- appreciation of relevant policies and practice frameworks related to the chosen topic area;
- Relevant research integrated through report with professional written expression and accurate, formal referencing.
- exploration of best practice and future trends relating to chosen topic area;
- an appreciation of policy development;
- discussion of the relevance of sustainability to the chosen topic area
- Demonstrated capacity to structure and present information in a professional format;



Grading guide		
49% or less	Fail (FF)	An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable 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.
50% to 64%	Pass (P)	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.
65% to 74%	Credit (C)	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.
75% to 84%	Distinction (D)	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.
85% upwards	High Distinction (HD)	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.

Week	Class Date Thursday	Lecture Topic
		<i>Could be subject to change</i>
1	05/03/2009	Morning: Course overview
2	12/03/2009	Morning & Afternoon: Regional Considerations
3	19/03/2009	Morning & Afternoon: Social Policy
4	26/03/2009	Morning & Afternoon: Social Planning: Social Capital, Capacity Build Community Engagement principles <i>(31<sup>st</sup> March Last day to withdraw without financial penalty.)</i>
5	02/04/2009	Morning & Afternoon: Community Development
6	09/04/2009	Morning & Afternoon: Group Presentations Course Review
	13/04/2009	Semester Recess: Friday 10 <sup>th</sup> April – Friday 17 <sup>th</sup> April
7	23/04/2009	Morning: Assignment Workshop Afternoon: Appointments
8	27/04/2009	Discussion Board Questions
9	04/05/2009	Discussion Board Questions
10	11/05/2009	Discussion Board Questions
11	18/05/2009	Discussion Board Questions
12	25/05/2009	Discussion Board Questions
13	01/06/2009	Discussion Board Questions <i>(5<sup>th</sup> June Last day to withdraw without failure.)</i>
<b>Examination period: Monday 9<sup>th</sup> June to Friday 26<sup>th</sup> June 2009</b>		

## REFERENCES AND RESOURCES

***Required weekly readings 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)**

Weekly readings placed on Blackboard

Hoff, M. and McNutt, J. (1994) **The Global Environmental Crisis – Implications for Social Welfare and Social Work**, Avebury Aldershot

Beer, A., Maude, A. and Pritchard W. (2003) **Developing Australia's Regions: Theory & Practice** Sydney UNSW Press

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

**Highly recommended**

Sirilli, E (1999) **Ripples from the Zambezi: Passion, Entrepreneurship and the Rebirth of Local Economies** New Society Publishers British Columbia

**Additional Resources:**

Botsman, P. and Latham, M., (Ed) (2001) **The Enabling State** Pluto Press Australia Ltd, Annandale

Peter Bridgman and Glyn Davis (1998) **Australian policy handbook** Allen & Unwin, St Leonards, N.S.W (2004 edition in Central Coast library)

Cocklin, C., and Alston, M. eds (2003) **Community Sustainability in Rural Australia: A Question of Capital** Centre for Rural Social Research Wagga Wagga

Cox, Eva (1999) **A Truly Civil Society** 1995 Boyer Lectures ABC Books

Dalton, T, Draper, M, Weeks, W and Wiseman J 1996, **Making social policy in Australia: An introduction** Allen and Unwin, St. Leonards

Davies, Geoff (2004) **Economia: New economic Systems to Empower People and support the World** ABC Books Sydney

Diesendorf, M & Hamilton, C., (eds) (1997) **Human Ecology, Human Economy** Allen and Unwin St Leonards

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

Florida, R., (2003) **The Rise of the Creative Classes**, Pluto Press Australia.

Gray, I. and Lawrence, G. (2001) **A Future for Regional Australia – Escaping Global Misfortune** Cambridge University Press

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. (ed), (2007) **Silencing Dissent: how the Australian government is controlling public opinion and stifling debate** / edited by Clive Hamilton and Sarah Maddison, Crows Nest, N.S.W.:Allen & Unwin, 2007

Ife, J., (2002) **Community Development: Creating Community Alternatives – Vision, Analysis and Practice** (2<sup>nd</sup> edn) Longman, Melbourne

Ife, J.(2001) **Human Rights & Social Work: Towards Rights Based Practice**. Cambridge University

Press, Cambridge.

Jacobs, J. (2002) **The Death and Life of Great American Cities (? Edn)** New York: Random House, 2002

Kunstler, James Howard (1993) **The geography of nowhere: the rise and decline of America's man-made landscape** New York : Simon & Schuster

Landry, Charles (2006) **The Art of City Making** London:Earthscan, c2006

McKay, Hugh **Advance Australia Where?**

Morrison Reg, **Plague Species**

Newell, Patrice, **The olive grove** Ringwood, Vic.:Penguin, 2000

Newman, P. & Kenworthy, J. (1999) **Sustainability and Cities: Overcoming Automobile Dependence** Island Press USA

Raulston Saul, J., (2005) **The Collapse of Globalisation and the reinvention of the World** Penguin Group Victoria

Stilwell, F., (1992) **Understanding Cities and Regions** Pluto press

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

Troy, P., (1995) **Australian Cities: Issues, Strategies and Policies for Urban Australia in the 1990's** Cambridge University Press

### **Useful Websites**

#### **Queensland Government Policy Handbook**

[www.premiers.qld.gov.au](http://www.premiers.qld.gov.au)

#### **Australian Council of Social Service**

<http://www.acoss.org.au>

#### **Australia Institute**

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

#### **B.A.N.K of Ideas**

<http://www.bankofideas.com.au/index.html>

#### **Community Builders NSW – Project of the NSW Government**

<http://www.communitybuilders.nsw.gov.au/ext/index/html>

#### **Department of Planning**

<http://www.dop.nsw.gov.au/>

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](http://www.iclei.org)

#### **Jesuit report on disadvantaged suburbs by post code**

[www.jss.org.au](http://www.jss.org.au)

#### **Planning Institute of Australia Social Planning Chapter**

[www.planning.org.au/chapters/social\\_planning.ssi](http://www.planning.org.au/chapters/social_planning.ssi)

#### **Project for Public Places**

<http://www.pps.org/>

#### **Social Research Murray Catchment**

[www.ecommerce.aw.Latrobe.edu.au/research](http://www.ecommerce.aw.Latrobe.edu.au/research)

#### **Village Well**

[www.villagewell.org](http://www.villagewell.org)

'Blueprint for a Living Continent. A way forward from the Wentworth Group of concerned scientists.'

[www.westpac.com.au](http://www.westpac.com.au) social impact report

[www.aaas.org/international/atlas/index2.html](http://www.aaas.org/international/atlas/index2.html) analysis of relationship between human population and the environment

[www.tblaustralia.net/](http://www.tblaustralia.net/) triple bottom line conference

[www.climatecam.com](http://www.climatecam.com) NCC ClimateCam

[www.iplan.nsw.gov.au/engagement](http://www.iplan.nsw.gov.au/engagement) (reference to regional strategies under Plan First are no longer relevant)

## Videos / DVD's

### ***Sustainable Communities***

Creating Community : How did they do it in Cuba?

End of Suburbia

No Forest No Future           307.14 NOFO

Search for a Supermodel       333.70994SEAR

Faculty of Education and Arts  
School of Humanities & Social Science

## Regional Social Policy and Planning SPSW3070

### Important Additional Information

#### 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/study/forms/>
- **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
  - Opposite Café Central, 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 address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

*NB: Not all of these services may apply to the Port Macquarie Campus.*

- **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 available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

Essay 1; 1,500 words; 40%.
Essay 2; 2,500 words; 60%.

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**.

Refer - 'Guide to the Assessment Policies and Procedures of the University of Newcastle - Guideline 000779' available @ <http://www.newcastle.edu.au/policylibrary/000779.html> (section 6.8.2.ix)

Refer - 'Rules Governing the Administration of Assessment Items - Rule 000113' available @ <http://www.newcastle.edu.au/policylibrary/000113.html> (section 18)

### **Special Circumstances**

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - 'Special Circumstances Affecting Assessment Items - Procedure 000641' available @ <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.

### **Re-marks & Moderations**

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under 'Procedures for Appeal Against a Final Result' (Refer - <http://www.newcastle.edu.au/study/forms/>).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student's final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
  - a) whether there was a single marker, or
  - b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)

2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - *'Re-marks and Moderations - Procedure 000769'* available @ <http://www.newcastle.edu.au/policylibrary/000769.html>

### **Return of Assignments**

Students can collect assignments from a **nominated** 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.

Refer - *'Guide to the Assessment Policies and Procedures of the University of Newcastle - Guideline 000779'* available @ <http://www.newcastle.edu.au/policylibrary/000779.html> (section 6.8.2.viii)

### **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). For further information on referencing and general study skills refer - *'Infoskills'* available @ [www.newcastle.edu.au/services/library/tutorials/infoskills/index.html](http://www.newcastle.edu.au/services/library/tutorials/infoskills/index.html)

### **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.

Refer - *'Information for Student Representatives on Committees'* available @ [http://www.newcastle.edu.au/service/committees/student\\_reps/index.html](http://www.newcastle.edu.au/service/committees/student_reps/index.html)

### **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 is available @ <http://www.newcastle.edu.au/currentstudents/index.html>