



**UNSW**  
SYDNEY

Australia's  
Global  
University

# Built Environment

BEIL6006  
Heritage Planning



Course Outline – Term 2, 2020

## Disclaimer

Information within this document is subject to change. The full and most accurate course outline will be available in Moodle closer to the start of the term in which the course is offered.

## 1. COURSE STAFF

<b>Course Contact</b>	TBC
<b>Email</b>	

## 2. COURSE DETAILS

<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Approx. 150 hours including class contact hours, weekly individual and group online learning activities, readings, class preparation, and assessment activities.
<b>Teaching Times and Location</b>	Find details in timetable <a href="http://www.timetable.unsw.edu.au">http://www.timetable.unsw.edu.au</a>

## Description

This course provides students with an overview of the theory and practice of heritage planning. Focused predominately within NSW and metropolitan Sydney, the course will, however, explore heritage planning in Australia at World, National, State and Local levels. By undertaking Heritage Planning you will develop your appreciation and understanding of the physical and nonphysical aspects of Australia's heritage. The course will provide you with an introduction to the various statutes that apply to heritage within Australia and NSW. During the first half of the semester, we will cover the history of heritage conservation in Australia, including the ICOMOS Burra Charter, and how heritage is identified, assessed and managed at World, National, Commonwealth, and State and Local levels. Following mid-semester break, our focus shifts and we concentrate on different aspects of our heritage including; cultural landscapes, Aboriginal and settler archaeology, built heritage, cultural landscapes, interpretation and intangible values. Throughout the course you will learn from experienced professionals working in the public and private sectors. They will present various disciplinary perspectives including archaeology, architecture and landscape architecture. The guest lecturers will talk about their 'real life' experience of working in heritage in the context of the legislation and urban development in Sydney and elsewhere.

Drawing on this professional experience, the course will canvass some of the different approaches to understanding heritage and conservation. Many of these approaches are political and official, involving governments at international, national, state and local levels. They are also formal and involve statutory planning processes such as identification, assessment, listing via planning instruments and heritage registers, and provisions for permits and applications. In each case, the approaches, solutions and outcomes for heritage projects vary based on political will, economic issues, the formal protective mechanisms, professional judgments, subjectivity and community values. The primary aim of the course is to ensure that as future professionals in the fields of urban planning, architecture and landscape architecture, you develop a sound understanding of the theoretical, legislative, administrative and practical aspects of heritage conservation that is grounded in 'real world experience'. This, in turn, will enable you to gain an understanding of how heritage and the values attributed to it change through time and reflect how we see ourselves as a nation, a state, a community and as individuals.

## Aims

The course aims for Heritage Planning include:

1. to provide a theoretical and practical understanding of heritage planning at international, national, state and local levels.
2. To develop your understanding of the way in which heritage conservation interacts with legislation, and development. It considers the shifts in thinking about heritage and the challenges and issues that emerge the context of development.

## Course Learning Outcomes (CLOs)

At the successful completion of this course, you will be able to:

1. Define philosophy of heritage and conservation planning
2. Identify the levels of heritage assessment: international, national, state and local
3. Review the legal framework; setting objectives and formulating policy
4. Develop criteria for selecting and assessing heritage conservation items and areas
5. Examine effects of cultural heritage conservation (physical; social; tangible; intangible)
6. Evaluate heritage conservation in context in relation to Field Trip
7. Appraise heritage conservation in action (DA's; Heritage Impact Statements; case studies)
8. Apply current cultural heritage theory and practice.

## 3. ASSESSMENT

Assessment task	Weight	CLOs Assessed
1. Prepare a nomination for heritage place	45%	1, 2, 3
2. Heritage report	45%	1, 2, 7, 8
3. In-class discussion	10%	1, 2, 3, 4, 5, 6, 7, 8

## 4. COURSE IMPROVEMENT AND FEEDBACK

Feedback from students is an integral part of improving courses and teaching approaches. One of the primary mechanisms of feedback is myExperience, which we strongly urge all students to complete at the end of term. Course convenors use the feedback to make ongoing improvements to the course. This is communicated in Moodle in the myFeedback Matters page.