

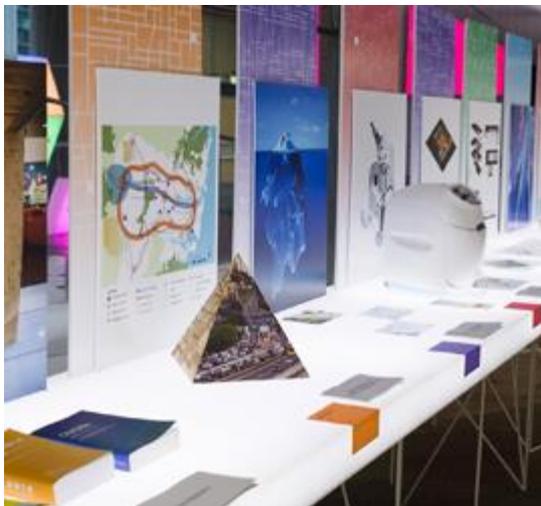


UNSW
SYDNEY

Australia's
Global
University

Built Environment

PLAN2001
Strategic Planning



Course Outline – Term 1, 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

Course Contact	Apro Simon Pinnegar
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2. COURSE DETAILS

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

Description

Strategic planning is a dynamic, analytical, and interdisciplinary process, and in its academic context is where the practical, applied nature of the discipline is interrogated through a more conceptual, theoretical and critical lens. A major characteristic is the synthesis of diverse information and analysis, alongside community and stakeholder opinion into communicable planning documents. This course provides instruction in the theory and practice of strategic planning as an integrative activity and adopts an applied focus in considering a contemporary multifaceted planning issue. The key drivers of change within our cities, for example housing supply and affordability, urban renewal, urban justice, infrastructure and transport, are unpacked, and the tensions that shape how decisions get made - or not - understood through the complex lens of urban governance and how planning - and planners - engaged with those we plan for. As planners we are interested in the inherently spatial dimensions of these urban processes, recognising that collective efforts to influence land use change and behaviours of urban stakeholders take place at different geographical scales, and impact on different groups in different ways. This course focuses on the metropolitan scale, where the conditions requiring strategic planning are arguably most evident.

Aims

The aims of this course are:

1. To familiarise students with the key elements of strategic planning as a principal articulation of 'spatial policy', particularly at the metropolitan scale, in its varying economic, social and environmental dimensions.
2. To create an appreciation of the complex forces (economic, social, environmental, political, ideological etc.) which operate in or impinge upon the 'planning system' – as broadly defined – and which in turn effect and regulate urban development possibilities particularly at the regional and metropolitan levels.
3. To provoke students to delve into, and question, how challenges and opportunities facing metropolitan and regional areas are framed.
4. To encourage students to critically engage with the city, and the drivers, issues, policies and politics shaping outcomes at the metropolitan or regional level. In particular, students will be challenged to think about the role of strategic planning activity in addressing these complex issues.

Course Learning Outcomes (CLOs)

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

1. Critically engage with academic contributions to spatial planning theory which have underpinned recent developments in strategic planning debates
2. Identify and evaluate the multiple drivers shaping the dynamics and parameters for long-term strategic planning at the sub-regional and metropolitan scale
3. Critically engage with strategic planning frameworks and metropolitan planning documents, distilling their key elements, strengths and weaknesses, and applicability to the Australian context
4. Demonstrate an understanding of different forms of urban governance arrangements and the centrality of those arrangements in facilitating effective, efficient and equitable strategic outcomes
5. Develop necessary critical and analytical skills for the preparation of strategic plans

3. ASSESSMENT

Assessment task	Weight	CLOs Assessed
1. Assignment One	30%	1, 2, 3, 5
2. Written Assignment Two	45%	1, 2, 3, 4, 5
3. Group presentation	25%	2, 4, 5

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.