



UNSW
SYDNEY

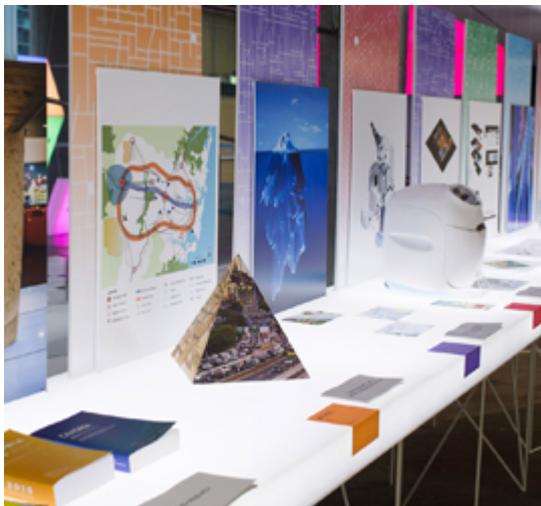
Australia's
Global
University

Built Environment

PLAN3001

Practice: Communication,
Engagement, and Participation

Lucy Cole-Edelstein



3+ Abbreviated Course Outline – T1 to T2

Disclaimer

This abbreviated course outline is indicative of the outcomes, delivery and assessment. While Course Learning Outcomes will remain constant, other details may be subject to change. The full and most accurate course outline will be available in Moodle.

1. COURSE STAFF

Course Convenor	Lucy Cole-Edelstein
Email	lucy.coleedelstein@unsw.edu.au

2. COURSE DETAILS

Credit Points: 6 UoC

Learning Activity	Hours per week
Lecture	21
Tutorial	0
Studio	0
Computer Lab	0
Online learning activity	9

Description

In an increasingly complex and interconnected world, planning professionals must be able to work and communicate effectively. Planners need to understand the importance of public and stakeholder engagement in the city-making process and be able to design appropriate and effective strategies and techniques for these activities. During their Practice Year, all students will have the opportunity to develop and enhance their communication and engagement skills, whether working in government, private industry or for not-for-profit organisations. Engaging with academic debate regarding collaborative planning and place-making, students will draw upon their own work experience to appreciate and reflect upon the centrality of effective communication in deliberative engagement processes. Students will work both on self-directed projects as well as group exercises during intensive study periods during the year.

Program Learning Outcomes (PLOs)

This course addresses the following **Bachelor of City Planning** Program Learning Outcomes:

1. Apply critical thinking skills and synthesise complex information in order to address multi-scalar challenges and perspectives shaping space and place
2. Demonstrate a rigorous and integrated understanding of concepts and principles of urban planning and their practical application
3. Demonstrate application of systematic and specialised knowledge and analytical skills to reach appropriate evidence-based decisions to inform planning issues and actions
4. Demonstrate professional and ethical conduct and personal accountability consistent with the expectations of the planning profession and the community when engaged in planning roles and activities

Course Learning Outcomes (CLOs) with Alignment to PLOs and Assessment

CLO #	CLO Statement	PLO #	Related Assessment
CLO 1	Effectively communicate verbally and in print form with a breadth of stakeholders as a professional planner	1,2,3,4	1,2,3,4
CLO 2	Critically analyse and evaluate engagement contexts, processes and different engagement techniques	1,2,3,4	1,2,3,4
CLO 3	Reflecting upon community engagement best practice and apply it to their own professional contexts and personal practice	1,2,3,4	1,2,3,4
CLO 4	Design a community/stakeholder engagement strategy that draws upon both academic and real world practice	1,2,3,4	1,2,3,4
CLO 5	Deliver a community/stakeholder engagement strategy and its techniques	1,2,3,4	1,2,3,4

3. ASSESSMENT

Assessment Task	Weight	Course Learning Outcomes assessed	Due Date
1. Critical reflections portfolio (3,000 words or equivalent)	50%	1,2,3,4,5	
2. Deliberative planning paper	20%	1,2,3,4,5	
3. Group presentation	20%	1,2,3,4,5	
4. Participation & Discussion	10%	1,2,3,4,5	Throughout

4. WEEKLY COURSE SCHEDULE

Week	Topic	Activity	Related CLO
Week 1	<p>What is communication anyway?</p> <ul style="list-style-type: none"> Exploring communication styles using the D.O.P.E. test Introduce the 'receiver/sender' model of communication (Chinese whispers) <p>Effective communication</p> <ul style="list-style-type: none"> What does this mean for how we write, present, argue and discuss? 	<ul style="list-style-type: none"> Using Hugh Mackay's 10 Laws of Communication, students will explore what each of these mean for how they might be communicating in the workplace and with communities Group exercise – develop a process which communicates your priorities for the work experience you are about to 	1,2,3,4,5

		embark on. Draw on the communication styles, model and laws discussed	
	<p>Engagement Essentials (module one of the Engagement Certificate, IAP2)</p> <p>Essential elements for engagement</p> <ul style="list-style-type: none"> • Understanding what people want and need • Uses of engagement, engagement definition, engagement model <p>Context, scope</p> <ul style="list-style-type: none"> • Introducing context, scope, purpose, people and influence • Defining what is in and what is not is essential. What is the focus of the engagement? <p>Purpose, people, influence</p> <ul style="list-style-type: none"> • Defining what the purpose of engagement is sounds simple. In fact it is one of the hardest things to determine! • Four different approaches to stakeholder identification will be presented and. • Critical reflection by the group will focus on the strength and weaknesses of each approach • • What is negotiable, what is not? Given the information you have, what will the engagement feedback be able to influence? What is not able to change? Importantly, how do you define and present these? 	<ul style="list-style-type: none"> • Group work – using an example from the group, identify the key elements of context – what will influence or impact or provides the history of this project or issue? • As a group, and using the purpose cards, identify which purposes apply to your project • Each group will use one of these to identify who they need to be engaging with • Students will be asked to consider how engagement has occurred through the lens of one of the key elements – scope, context, purpose, people and influence. 	
Week 2	<p>Introductions and welcome</p> <ul style="list-style-type: none"> • Students share: what engagement they have experienced; was it different from expectations, and how?; what communication challenges they have experienced or witnessed; does engagement improve or hinder their work?; what has 	<ul style="list-style-type: none"> • Without using words, explain how to make toast. One third of the room uses A4 paper; one third of the room uses post it notes; one third of the room does it in small groups. • Presentation and debrief what did you notice? 	1,2,3,4,5

	<p>surprised them most during their experience?</p> <ul style="list-style-type: none"> • Revisit the engagement model using case studies <p>Pulling it all together</p> <ul style="list-style-type: none"> • Developing a community engagement plan • Evaluating the effectiveness of communication 	<ul style="list-style-type: none"> • Using your case studies, and working in small groups, design four questions to identify the information you need • Using a case study or project from the group, in small groups, design a community engagement process-using all the steps we have explored • Using case studies and working as a group, identify purposes, stakeholders, activities and goals/evaluation for the project 	
Week 3	<p>Warm up welcome back</p> <p>Hard to reach and never heard</p> <ul style="list-style-type: none"> • Focus groups, workshops – reaching the hard to reach • Who are we not hearing from? • How can we reach them? <p>Deliberative techniques</p> <ul style="list-style-type: none"> • Introduction to deliberation and dialogue and methods of engagement that support these; citizen juries, 21st century town hall meetings – Guest presenters (Abbie Jeffs and Prof Lyn Carson) 	<ul style="list-style-type: none"> • Debrief – highs and lows of working! • Engagement lessons? • Communication lessons? • What is hardest? • Using a world café technique, students identify: what they have learned about engagement; what makes engagement effective; how they can apply this in their 	1,2,3,4,5