

Course Outline

Code: ENP705

Title: Water Allocation and Planning

Faculty of Arts, Business and Law

School of Social Sciences

Teaching Session: Semester 1

Year: 2018

Course Coordinator: **Associate Professor Claudia Baldwin**

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1. What is this course about?

1.1 Course description

This course develops a critical understanding of the water planning process and cycle, policy, legislation and institutional frameworks at the international, national and state level. It provides knowledge in current best practice and a logic frame for developing, implementing, monitoring, and evaluating effectiveness of a water allocation plan. You will develop skills in setting objectives, developing a consultation plan, undertaking a resource analysis, and applying tools such as risk assessment, socio-economic analysis, adaptive management and decision support to implement core principles of decision making including procedural fairness and distributional equity.

1.2 Course content

- Module 1 (Weeks 1,2) – overview of the water planning process, the planning cycle, policy, legislation and institutional frameworks at the international, national and state level
- Module 2 (Weeks 3-5) – initiating a water plan including setting priorities, identifying stakeholders, modes of community engagement, undertaking a situational analysis of the resource including demands, status, trends, risks, pressures, asset values and priorities
- Module 3 (Weeks 6-9) – examining the hierarchy and the setting of objectives; identifying and assessing possible strategies including the tools and approaches to impact risk assessment and looking at the core principles of decision making including procedural fairness and distributional equity
- Module 4 (Weeks 10-12) – implementation of a water plan including operational adaptive management, monitoring and plan review

2. Unit value

12 units

3. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities Completing these tasks successfully will contribute to you becoming:
Perform critical analysis and synthesis with both qualitative and quantitative data.	1	Creative and critical thinkers. Knowledgeable.
Make meaningful contributions and new connections between apparently challenging, contradictory or unlikely elements through interviews, and reflect on personal values and professional practice.	2	Engaged. Creative and critical thinkers.
Apply theoretical, creative and technical planning skills in preparing, reviewing, analysing and implementing plans	3	Empowered.
Operate in a manner that recognises cultural diversity, the need for equity in outcomes and the knowledge of and implementation of high personal and professional ethical standards.	3	Ethical.
Apply planning knowledge and skills while respecting the need to protect biological diversity and recognising intergenerational equity issues.	3	Ethical.

4. Am I eligible to enrol in this course?

Refer to the *Coursework Programs and Awards - Academic Policy* for definitions of “pre-requisites, co-requisites and anti-requisites”

4.1 Enrolment restrictions

Must be enrolled in AR404 or AR406

4.2 Pre-requisites

Nil

4.3 Co-requisites

Nil

4.4 Anti-requisites

Nil

4.5 Specific assumed prior knowledge and skills

Nil

5. How am I going to be assessed?

5.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

5.2 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Essay	Individual	30%	1500 words	Friday, Week 4	Blackboard
2	Report	Individual	30%	1500 words	Friday, Week 8	Blackboard
3	Project Plan	Individual	40%	2000 words	Friday, Week 13	Blackboard
			100%			

Assessment Task 1: Essay

Goal:	To critically analyse a plan in comparison to best practice and policy.	
Product:	Essay	
Format:	Nominate and briefly describe a case study of a contemporary water plan that you will work on throughout the course, preferably within your region, and/or for which you can easily access information. Choose an area for improvement of water planning identified in the 2009 Biennial Assessment. For example, an area relevant to one of findings 1.3, 1.4, 1.6, 1.7 or 1.8, may work well for this purpose. Describe how the Biennial Assessment and the NWI recommend addressing this area. Examine the State level policies and legislation applying to your case study that informs or guides how to deal with this matter. Critically examine and document how well the existing case study plan that you've chosen addresses this area.	
Criteria	<ul style="list-style-type: none"> • demonstration of understanding and interpretation of water planning legislation and policy • demonstration of critical analysis • clear and concise written presentation with appropriate referencing 	
Generic skill assessed		Skill assessment level
Problem solving		Graduate
Communication		Graduate
Applying technologies		Graduate

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Assessment Task 2: Report

Goal:	To demonstrate communication and analytical skills in relation to water planning.	
Product:	Report	
Format:	<p>In relation to the situation analysis for your case study plan, interview the water planner or a person who contributed to the situation analysis, to identify what worked well and what could have been done better and why. In particular, seek information about the assessment of:</p> <ul style="list-style-type: none"> • ecosystem and water resource condition, trends, future inflows • use of water (consumptive use and demand), and non-consumptive values (cultural, recreational) • threats, risks (SWOT) and knowledge gaps <p>Write a report summarising your findings and evaluating the evidence.</p>	
Criteria	<ul style="list-style-type: none"> • appropriate description of interview findings • critical analysis of findings using supporting evidence • clear and concise written presentation with appropriate referencing 	
Generic skill assessed	Skill assessment level	
Communication	Graduate	
Problem solving	Graduate	

Assessment Task 3: Project Plan

Goal:	To apply best practice principles and demonstrate project management skills.	
Product:	Project plan	
Format:	<p>Develop a detailed project plan for the formal re-making of your case study water plan. Demonstrate how best practice water planning and procedural fairness principles can be applied. Identify resources needed to develop the plan. Show what you would do if you only had 2/3 of the resources needed. Indicative budget only is required.</p>	
Criteria	<ul style="list-style-type: none"> • demonstrated understanding of good practice water planning process • demonstrated consideration of water planning principles • clear and concise written presentation with appropriate referencing 	
Generic skill assessed	Skill assessment level	
Organisation	Graduate	
Applying technologies	Graduate	

5.3 Additional assessment requirement**Plagiarism**

In order to minimise incidents of plagiarism and collusion, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

5.4 Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

6. How is the course offered?

6.1 Directed study hours

Online: 3 hours per week

6.2 Teaching semester/session(s) offered

Semester 1 – Sippy Downs

6.3 Course activities

Teaching Week / Module	What key concepts/content will I learn?	What activities will I engage in to learn the concepts/content?	
		Directed Study Activities	Independent Study Activities
1	Overview of the water planning process, the planning cycle	Drivers for water planning. Review newspaper article on water planning link to NWI principles	See readings
2	National and state policy, institutional and legal frameworks.	Links between water planning and other planning e.g. NRM planning. Issues raised in biennial assessment.	See readings
3	Initiating a water plan including setting priorities, identifying stakeholders, modes of community engagement	Stakeholder analysis and engagement plan. Aboriginal consultation.	See readings
4	Part A: Situation analysis of the resource including demands, status, trends, risks, pressures, asset values and priorities	Obstacles to sustainable level of extraction and integration of SY and climate change risk. Examples of precautionary principle.	See readings

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5 <i>Good Friday Public Holiday 30th March</i>	Part B: Situation analysis socio-economic assessment	Socio-economic profile and techniques. Review outcomes of Assessment 1.	See readings
Mid Semester Break			
6	Introduction to the concept of logic frame: setting of objectives	TBL objectives of water plans. Program logic schematic, SMART objectives, adaptive management	See readings
7	Part A: Identifying and assessing strategies including the tools and approaches to impact risk assessment	Strategies dealing with surface and groundwater connectivity. Impact assessment	See readings
8 <i>Anzac Day Public Holiday 25th April</i>	Part B: Identifying and assessing strategies	Multi Criteria Analysis (MCA) and Deliberative MCA. Reducing risk	See readings
9 <i>Labour Day Public Holiday Monday 7th May</i>	Principles of decision making including procedural fairness and distributional equity.	Steps to achieve procedural fairness. Trade-offs and distributional fairness. Mitigating impacts: structural adjustment. Review and feedback on Assessment 2.	See readings
10	Implementation including operational adaptive management	Dealing with assumptions and uncertainty. Co-management.	See readings
11	Monitoring and Review.	Assessing indicators and monitoring for a plan using program logic.	See readings
12	Project Management	Effective reviews. Implications for policy and audits.	See readings
13	Review.	Assessment 3 due	See readings

Please note that the course activities may be subject to variation.

7. What resources do I need to undertake this course?

7.1 Prescribed text(s)

Nil

7.2 Required and recommended readings

Recommended: Baldwin C and Hamstead M, 2014, *Integrated Water Resource Planning: Achieving Sustainable Outcomes*, Earthscan from Routledge, London. Lists of required and recommended readings are found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

7.3 Specific requirements

COMPUTER REQUIREMENTS for ONLINE STUDENTS

Details of the minimum requirements for undertaking this course can be found at:

https://usc.custhelp.com/app/answers/detail/a_id/1371/

Online students are also advised to have broadband access at their study location.

7.4 Risk management

There is minimal health and safety risk in this course. It is your responsibility to familiarise yourself with the Health and Safety policies and procedures applicable within campus areas.

8. How can I obtain help with my studies?

In the first instance you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Peer Advisors and Academic Skills Advisors. You can drop in or book an appointment. To book: Tel: +61 7 5430 2890 or Email: studentcentral@usc.edu.au

9. Links to relevant University policies and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

<http://www.usc.edu.au/university/governance-and-executive/policies-and-procedures#academic-learning-and-teaching>

10. General enquiries

In person:

- **Sippy Downs** - Student Central, Ground Floor, Building C
- **USC SouthBank** - Student Central, Building B, Ground floor (level 1)
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Building A

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au