

LGL301 Professional Practice: Legal Frameworks and Issues

School: School of Law and Society

2020 Semester 1

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course prepares you for professional roles where they are required to interact with the legal system. You will gain a basic understanding of how law is made, what legislation looks like and how to interpret legislation. In addition, to prepare you for regulatory enforcement roles in the environment and public health sectors, training will be provided on relevant investigation, enforcement and prosecution processes within the framework of relevant legislation. You will also develop an understanding of the content of specific pieces of legislation through problem based learning.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|-------------------------|-------|----------------|--------------------|
| BLENDED LEARNING | | | |
| Lecture | 1hr | Not applicable | Not Yet Determined |
| Tutorial/Workshop 1 | 2hrs | Not applicable | Not Yet Determined |

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES | | GRADUATE QUALITIES |
|---|--|--|
| On successful completion of this course, you should be able to... | | Completing these tasks successfully will contribute to you becoming... |
| 1 | Demonstrate an understanding of the legal frameworks and principles as they relate to professional practice in Public and Environmental Health Law. | Knowledgeable Empowered |
| 2 | Demonstrate an ability to apply your knowledge of the legal frameworks and principles associated with Public and Environmental Health Law by: identifying the appropriate conditions for approval and compliance; and critically evaluating the effectiveness of those strategies. | Creative and critical thinker Engaged |
| 3 | Demonstrate an ability to undertake legal research as it relates to public and environmental health practice. | Knowledgeable Creative and critical thinker |
| 4 | Demonstrate an ability to communicate an understanding of the legal frameworks and principles involved in the general investigation, enforcement and prosecution processes. | Engaged Sustainability-focused |
| 5 | Demonstrate an understanding of the legal and ethical issues associated with the protection of individuals and collective rights and responsibilities. | Knowledgeable Ethical |

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

JST101

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

In each tutorial from Weeks 2-4 a revision quiz will be conducted to test students on the content from these weeks. The revision quiz will be marked during tutorial time so that students will be able to review their understanding and to help better prepare for the Week 5 examination.

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|---------------------------------------|---------------------|-------------|--------------------------------|-----------------------|--|
| All | 1 | Examination - not Centrally Scheduled | Individual | 30% | 45 minutes | Week 5 | In Class |
| All | 2 | Oral | Group | 30% | 15 minutes | Refer to Format | In Class |
| All | 3 | Report | Individual | 40% | Max 3000 words | Week 13 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Open book class test

| GOAL: | Demonstrate an understanding of the legal frameworks and principles as they relate to professional practice in Public and Environmental Health Law and ability to communicate that understanding within the exam format. To help prepare you for this exam, a revision quiz will be conducted during tutorial time in Weeks 2- 4. | | | | | | | | | | | | | | | |
|------------------------------|--|-----|---------------------------|---|--|---|--|---|--|---|--|---|--|---|--|--|
| PRODUCT: | Examination - not Centrally Scheduled | | | | | | | | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | | | | | | | | |
| FORMAT: | The test will be held during the first Tutorial in Week 5. Questions will be drawn from all areas of the course considered up to the date of the test. The class test is open book and will consist of multiple choice and short answer questions. More details on the class test will be provided in the introduction lecture in Week 1. | | | | | | | | | | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Each answer will be graded for its accuracy and clarity of expression.</td> </tr> <tr> <td>2</td> <td>Any multiple-choice questions will have only one correct answer.</td> </tr> <tr> <td>3</td> <td>The class test will be assessed according to each student's ability to: Demonstrate knowledge of the law, as evidenced by accurate statement of relevant legal principles.</td> </tr> <tr> <td>4</td> <td>Demonstrate understanding of the law, as evidenced by cogent and coherent application of legal principles to the fact situation.</td> </tr> <tr> <td>5</td> <td>Demonstrate academic communication skills, as evidenced by logical structure of arguments, appropriateness of conclusions, inclusion of case authorities and legislative references, and use of accurate and appropriate expression.</td> </tr> <tr> <td>6</td> <td>Assessment criteria are mapped to the course learning outcomes. 1 2 3 4 5</td> </tr> </tbody> </table> | No. | Learning Outcome assessed | 1 | Each answer will be graded for its accuracy and clarity of expression. | 2 | Any multiple-choice questions will have only one correct answer. | 3 | The class test will be assessed according to each student's ability to: Demonstrate knowledge of the law, as evidenced by accurate statement of relevant legal principles. | 4 | Demonstrate understanding of the law, as evidenced by cogent and coherent application of legal principles to the fact situation. | 5 | Demonstrate academic communication skills, as evidenced by logical structure of arguments, appropriateness of conclusions, inclusion of case authorities and legislative references, and use of accurate and appropriate expression. | 6 | Assessment criteria are mapped to the course learning outcomes. 1 2 3 4 5 | |
| No. | Learning Outcome assessed | | | | | | | | | | | | | | | |
| 1 | Each answer will be graded for its accuracy and clarity of expression. | | | | | | | | | | | | | | | |
| 2 | Any multiple-choice questions will have only one correct answer. | | | | | | | | | | | | | | | |
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| 4 | Demonstrate understanding of the law, as evidenced by cogent and coherent application of legal principles to the fact situation. | | | | | | | | | | | | | | | |
| 5 | Demonstrate academic communication skills, as evidenced by logical structure of arguments, appropriateness of conclusions, inclusion of case authorities and legislative references, and use of accurate and appropriate expression. | | | | | | | | | | | | | | | |
| 6 | Assessment criteria are mapped to the course learning outcomes. 1 2 3 4 5 | | | | | | | | | | | | | | | |
| GENERIC SKILLS: | | | | | | | | | | | | | | | | |

All - Assessment Task 2: Group-based solution to a problem-based scenario

| | | |
|------------------------------|---|---|
| GOAL: | You are to conduct a group presentation detailing your understanding of the problem based scenario in terms of the:relevant problem including:the causes of the problem; andmanner in which it impacts:directly on each of the relevant stakeholders; andmore broadly on relevant industries and community at large;the solution to this problem in regards to:the legislative framework that is currently in place to address this issue; and the associated policy considerations underlying that legislative responsethe effectiveness of the current legislative solution in light of:the practical impact of the legislative response upon relevant stakeholders, industries and the community at large; and whether the current legislative framework or associated policy considerations underlying that legislative response should be amended to improve the outcome for all relevant stakeholders, industries and community at large. | |
| PRODUCT: | Oral | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | From weeks 6-9 inclusive, you will work on a problem based environmental and public health scenario in groups.In the group, each of you will be allocated the role of a specific stakeholder with regard to the scenario.Details of the problem will be provided in a staged format over the course of 4 weeks (from weeks 6-9 inclusive).Some time will be allocated in tutorials to work on the tasks to help you investigate and identify relevant issues and areas for further self-directed research.The group presentation and any supporting material (eg: PowerPoint slide presentation) are due for submission in Week 10 prior to the Lecture.Presentations will occur in weeks 10 and 11.The allocation of presentation times will be made in the tutorial by your Tutor.Your group may request a particular tutorial time but the final decision as to when a group presents rests with the tutor.A single group mark will be allocated upon completion of this assessment. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | The group's ability to: Identify the causes and implications of the problem as it applies directly to key stakeholders and indirectly to relevant industries and the community at large |
| | 2 | Identify relevant legislative framework and underlying policy considerations that are currently in place and apply these to the problem-based scenario |
| | 3 | Evaluate the effectiveness of the current legislative framework in light of the practical impact it has on key stakeholders, relevant industries and the community at large. |
| | 4 | Identify and suggest viable amendments to the current legislative framework so as to improve the outcome for all relevant stakeholders, industries and community at large. |
| | 5 | Demonstrate research skills |
| | 6 | Communicate solution through the group oral presentation and supporting material. |
| GENERIC SKILLS: | | |

All - Assessment Task 3: Final evidentiary report

| | | |
|------------------------------|---|--|
| GOAL: | Developing further from your group presentation you will prepare an individual report detailing the:competing vested interests;legal issues; and policy considerations Arising from the problem based scenario. | |
| PRODUCT: | Report | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | The report is to be prepared as if it were to be presented to a review panel for consideration | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Your ability to: Identify the causes and implications of the problem as it applies directly to all key stakeholders and indirectly to relevant industries and the community at large |
| | 2 | Identify relevant legislative framework and underlying policy considerations that are currently in place and apply these to the problem-based scenario |
| | 3 | Evaluate the effectiveness of the current legislative framework in light of the practical impact it has on key stakeholders, relevant industries and the community at large. |
| | 4 | Identify and suggest viable amendments to the current legislative framework so as to improve the outcome for all relevant stakeholders, industries and community at large. |
| | 5 | Demonstrate research skills |
| | 6 | Demonstrate academic and legal competency in this written assessment task. |
| GENERIC SKILLS: | | |

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

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

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

| REQUIRED? | AUTHOR | YEAR | TITLE | EDITION | PUBLISHER |
|-----------|--------------|------|-------------------------------------|---------|--------------------------|
| Required | Reynolds, C. | 2011 | Public and Environmental Health Law | | Federation Press, Sydney |

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

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

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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.

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

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

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au