

## Course Outline

**Code: LGL301**

**Title: Professional Practice: Legal Frameworks and Issues**

**School:** Law and Criminology  
**Teaching Session:** Semester 1  
**Year:** 2020

**Course Coordinator:** Amanda Paton  
**Email:** [apaton@usc.edu.au](mailto:apaton@usc.edu.au)

**Course Moderator:** Dr Lara Christensen  
**Email:** [lchriste@usc.edu.au](mailto:lchriste@usc.edu.au)

Please go to the USC website 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 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Court Visit to view court cases	Students will be invited to attend a court visit at the Caloundra Magistrates Court in Week 13 on either Tuesday or Wednesday from 9am until 11am.

### 2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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?

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
Demonstrate an understanding of the legal frameworks and principles as they relate to professional practice in Public and Environmental Health Law.	1,2 and 3	Knowledgeable Empowered
Demonstrate an ability to apply your knowledge of the legal frameworks and principles associated with Public and Environmental Health Law by: <ul style="list-style-type: none"> <li>identifying the appropriate conditions for approval and compliance; and</li> <li>critically evaluating the effectiveness of those strategies.</li> </ul>	2 and 3	Engaged Creative and critical thinkers
Demonstrate an ability to undertake legal research as it relates to public and environmental health practice.	2 and 3	Knowledgeable Creative and critical thinkers
Demonstrate an ability to communicate an understanding of the legal frameworks and principles involved in the general investigation, enforcement and prosecution processes.	1, 2 and 3	Engaged Sustainability-focused
Demonstrate an understanding of the legal and ethical issues associated with the protection of individuals and collective rights and responsibilities.	2 and 3	Knowledgeable Ethical

#### 5. Am I eligible to enrol in this course?

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

##### 5.1 Enrolment restrictions

Nil

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

JST101

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

## 6. How am I going to be assessed?

### 6.1 Grading scale

Standard – 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

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Examination	Individual	30%	45 minutes	Week 5	In Class
2	Oral	Group	30%	15 minutes	In tutorial weeks 10-11 (Due Week 10)	In Class
3	Report	Individual	40%	Max 3000 words	Week 13	Online Assignment Submission with Plagiarism check
			100%			

#### Assessment 1: Open book class test

<b>Goal:</b>	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.
<b>Product:</b>	Examination
<b>Format:</b>	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.
<b>Criteria:</b>	<p>Each answer will be graded for its accuracy and clarity of expression. Any multiple-choice questions will have only one correct answer.</p> <p>The class test will be assessed according to each student's ability to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of the law, as evidenced by accurate statement of relevant legal principles.</li> <li>▪ Demonstrate understanding of the law, as evidenced by cogent and coherent application of legal principles to the fact situation.</li> <li>▪ 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.</li> </ul>

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

<b>Goal:</b>	<p>You are to conduct a group presentation detailing your understanding of the problem-based scenario in terms of the:</p> <ul style="list-style-type: none"> <li>• relevant <u>problem</u> including:             <ul style="list-style-type: none"> <li>○ the causes of the problem; and</li> <li>○ manner in which it impacts:                 <ul style="list-style-type: none"> <li>▪ directly on each of the relevant stakeholders; and</li> <li>▪ more broadly on relevant industries and community at large</li> </ul> </li> </ul> </li> <li>• the <u>solution</u> to this problem in regard to:             <ul style="list-style-type: none"> <li>○ the legislative framework that is currently in place to address this issue; and</li> <li>○ the associated policy considerations underlying that legislative response</li> </ul> </li> <li>• the <u>effectiveness of the current legislative solution</u> in light of:             <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>
<b>Product:</b>	Oral
<b>Format:</b>	<p>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.</p>
<b>Criteria:</b>	<p>The group's ability to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Identify relevant legislative framework and underlying policy considerations that are currently in place and apply these to the problem-based scenario</li> <li>• 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.</li> <li>• 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.</li> <li>• Demonstrate research skills</li> <li>• Communicate solution through the group oral presentation and supporting material.</li> </ul>

### Assessment Task 3: Final evidentiary report

<b>Goal:</b>	Developing further from your group presentation you will prepare an individual report detailing the: <ul style="list-style-type: none"> <li>• competing vested interests;</li> <li>• legal issues; and</li> <li>• policy considerations</li> </ul> Arising from the problem-based scenario.
<b>Product:</b>	Report
<b>Format:</b>	3000-word report. The report is to be prepared as if it were to be presented to a review panel for consideration
<b>Criteria:</b>	Your ability to: <ul style="list-style-type: none"> <li>• 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</li> <li>• Identify relevant legislative framework and underlying policy considerations that are currently in place and apply these to the problem-based scenario</li> <li>• 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.</li> <li>• 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.</li> <li>• Demonstrate research skills</li> <li>• Demonstrate academic and legal competency in this written assessment task.</li> </ul>

## 7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	On campus Lecture: 1 hour per week (Week 1-13) On campus Tutorial: 2 hours per week (Week 2-13)

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

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

### 8.1 Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Reynolds, C.	2011	<i>Public and Environmental Health Law</i>	Federation Press, Sydney

### 8.2 Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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 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.

### 10.2 Assessment: Additional requirements

#### 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

### 10.3 Assessment: 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 and supply the required documentation to negotiate an outcome.

#### 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

#### 10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

#### 10.5 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

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

#### 10.6 General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)