



LAWS538

Access to Justice Placement Program

S2 External 2018

Dept of Law

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General Information

Unit convenor and teaching staff

Unit Convenor

Tatiana Lozano

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W3A 518

By appointment

Credit points

3

Prerequisites

30cp in LAW or LAWS and permission by special approval

Corequisites

Co-badged status

Unit description

This unit involves attendance at clinical placements and internships. There are three distinct clinical placement programs: Public Interest Advocacy Centre – students learn the strategies and issues in advocating for the public interest, and explore strategies to achieve legal change. The program involves time at PIAC, and with the pro bono section of a law firm and a law-related agency. Macquarie Legal Centre (MLC) – students participate in community legal centre practice, study and reflect on access to justice issues, the operation of law in society, and the roles lawyers play. MLC Family Law Placement – students participate in community legal centre practice, focusing on family relationships law and practice. Entry to this unit is by application. Applications open in November for the following year. Placement opportunities at other organisations may arise during the year, and are advertised via email by the convenor.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Analyse and critique the social, political, ethical and legal issues involved in public provision of legal services in specific contexts including: public interest advocacy; or community legal centre practice; or family law; or Indigenous justice and advocacy

Contrast and analyse the connection and tension between law and procedure on the one hand, and the realities of legal practice on the other

Identify the personal and professional demands on, and expectations of, a lawyer in practice

Apply the interpersonal skills necessary in legal practice

Engage in reflection and develop self-awareness

Apply effective communication skills

Assessment Tasks

Name	Weighting	Hurdle	Due
Placement	0%	Yes	Completion of placement
Class participation	15%	No	See iLearn (depends on group)
Presentation	25%	No	See iLearn (depends on group)
Research Essay	40%	No	Friday 2 November
Reflection	20%	No	Various - see description

Placement

Due: **Completion of placement**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

This is a pass/fail component. It is a hurdle requirement meaning that students must attend and participate in each placement day.

To indicate satisfactory attendance and participation, the placement supervisor will certify to the unit convenor that each student:

- attended each day
- responded to directions and carried out required tasks
- participated constructively in discussions
- acted ethically, i.e respectfully, with apparent honesty, and was aware of potential conflicts of interest

On successful completion you will be able to:

- Identify the personal and professional demands on, and expectations of, a lawyer in practice
- Apply the interpersonal skills necessary in legal practice

Class participation

Due: **See iLearn (depends on group)**

Weighting: **15%**

Students are required to participate in class discussion by responding to set discussion questions. The questions and attendance dates for the various groups are provided on iLearn.

On successful completion you will be able to:

- Contrast and analyse the connection and tension between law and procedure on the one hand, and the realities of legal practice on the other
- Identify the personal and professional demands on, and expectations of, a lawyer in practice

Presentation

Due: **See iLearn (depends on group)**

Weighting: **25%**

Students make an 8 minute presentation to members of the placement group, and other placement groups about a particular aspect of their placement and the institutions attended.

Guidelines and marking criteria are on iLearn. Dates for presentations will be allocated at the first seminar for each group.

Presentations will be held during weeks 9 and 11 (Monday-Thursday) 3.30 -5.30pm, or 5.30pm to 7.30pm. Students are only required to attend on the date of their presentation.

On successful completion you will be able to:

- Apply effective communication skills

Research Essay

Due: **Friday 2 November**

Weighting: **40%**

Western Sydney Community Legal Centre - Students are required to submit a research essay on a social justice or community legal centre policy and practice issue. Topics will be provided, and students may nominate their own topic for approval by the convenor.

Public Interest Advocacy Centre - Students are required to submit a research essay on a public interest issue. Students must nominate their own topic for approval by the convenor.

Western Sydney CLC Family Program - Students are required to submit a research essay on issues that arise in provision of family law and community legal services. Topics will be provided. Students may also nominate their own topic for approval by the convenor.

Aboriginal Legal Service - Students are required to submit a research essay on issues relating to provision of services by the Aboriginal Legal Service. Topics will be provided. Students may also nominate their own topic for approval by the convenor.

NSW Land & Environment Court - Students are required to submit a research essay on NSW Land and Environment Court practice, and / or litigants in person issues. Topics will be provided. Students may also nominate their own topic for approval by the convenor.

Aurora - Students must nominate their own topic for approval by the convenor.

Full details for each placement are on iLearn

Essay questions, marking and marking rubric are on iLearn

Essays are submitted via the Turnitin link on iLearn by 10pm on Friday 2 Novber

On successful completion you will be able to:

- Analyse and critique the social, political, ethical and legal issues involved in public provision of legal services in specific contexts including: public interest advocacy; or community legal centre practice; or family law; or Indigenous justice and advocacy

Reflection

Due: **Various - see description**

Weighting: **20%**

Depending upon the placement, students are required to write a reflective report or weekly journal entry for each week of the placement. Guidelines, marking criteria and full submission details are on iLearn

PIAC, ALS, Aurora, WSCLC Family Law July program - 1500 word reflective report due 10pm Friday 24 August.

WSCLC Family Law September program - 1500 word reflective report due 10pm Friday 12 October.

WSCLC weekly program - Weekly reflective journal (400 words) commencing 10pm Friday 24 August.

Reflective journals (WSCLC, L&E Court weekly program) are submitted by 10pm each Friday by email commencing week 4 by email. Journals are to be merged into one document and submitted to iLearn by **10pm Friday 9 November** .

L&E Court weekly program - Weekly reflective journal (400 words) commencing Friday 17 August.

Reflective reports (PIAC, ALS, WSCLC, Aurora, Family intensive programs) are **submitted via the Reflective Report link on iLearn**

On successful completion you will be able to:

- Engage in reflection and develop self-awareness

Delivery and Resources

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

PC and Internet access are required. Computer skills (e.g., internet browsing) and skills in word processing and PowerPoint are also a requirement

Unit Schedule

Placements

Intensive placement with PIAC during July

Intensive placement with Western Sydney CLC Family Law program during July

Intensive placement with the Aboriginal Legal Service regional offices during July

Weekly placement with Western Sydney Community Legal Centre commencing week 2

Weekly placement with NSW Land and Environment Court commencing week 1

Others as become available from time to time (will be advertised via email)

Macquarie Seminars

Reflective practice, practising in the public interest, access to justice, community legal centres and legal aid. Dates vary according to placement, and will be specified on iLearn

Policies and Procedures

Macquarie University policies and procedures are accessible from **Policy Central** (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)

- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Faculty of Arts Policy on Assessments

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

The Special Consideration Policy can be seen above

All written assessments in the unit are to be submitted electronically. Plagiarism detection software is used in this unit.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)

- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Identify the personal and professional demands on, and expectations of, a lawyer in practice
- Apply the interpersonal skills necessary in legal practice

Assessment task

- Placement

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Engage in reflection and develop self-awareness

Assessment task

- Reflection

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- Analyse and critique the social, political, ethical and legal issues involved in public provision of legal services in specific contexts including: public interest advocacy; or community legal centre practice; or family law; or Indigenous justice and advocacy

Assessment task

- Research Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Analyse and critique the social, political, ethical and legal issues involved in public provision of legal services in specific contexts including: public interest advocacy; or community legal centre practice; or family law; or Indigenous justice and advocacy

Assessment task

- Research Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Apply effective communication skills

Assessment tasks

- Class participation
- Presentation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Contrast and analyse the connection and tension between law and procedure on the one hand, and the realities of legal practice on the other

Assessment task

- Class participation

Changes since First Published

Date	Description
05/07/2018	same changes as the Day students re September Family reflective reports