



AGRI13001 Social Licence to Operate

Term 1 - 2022

Profile information current as at 08/05/2024 10:00 pm

All details in this unit profile for AGRI13001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit introduces the principles and practices relevant to the social licence to operate in the agricultural industry. You will explore how agricultural industries are dealing with the increase in global food and fibre demand while facing social and political scrutiny to cease or alter certain practices. In this unit you will examine how the agricultural industry can respond to these pressures to maintain their social licence to operate. You will use case studies to consider a range of current and emerging social licence challenges in agriculture such as animal husbandry practices, water use and contamination, environmental stewardship and the use of agri-chemicals. You will gain an understanding of the levels of the social licence to operate and the tools to measure this. You will also learn how to develop a plan for an agricultural business which will allow them to maintain their social licence to operate in a changing world.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Completion of at least 16 units (96 credit points)

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2022

- Bundaberg
- Emerald
- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Discussion**

Weighting: 30%

2. **Essay**

Weighting: 30%

3. **Presentation and Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say

Feedback

Assessment Weighting

Recommendation

The group component on Assessment 2 had a mediating impact on student grades. This should be remedied through an adjustment to both the overall assessment weighting and the weighting of the group component of that assessment. The decreased weighting for this assessment should be offset through an increase in the Assessment 1 piece, offered for the first time in 2022.

Unit Learning Outcomes

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

1. Debate the social implications of contentious agricultural practices
2. Explain the principles of a social licence to operate
3. Evaluate the social obligations of individuals and businesses in the agricultural supply chain
4. Apply the concepts and principles of a social licence to operate to a business case in agriculture
5. Develop a plan for an agricultural business to maintain their social licence to operate.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Group Discussion - 30%	•				
2 - Essay - 30%		•	•		
3 - Presentation and Written Assessment - 40%		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•		•	•	
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	
5 - Team Work	•			•	•
6 - Information Technology Competence				•	•
7 - Cross Cultural Competence			•	•	•
8 - Ethical practice	•	•	•	•	•
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Wordprocessing, spreadsheeting and powerpoint software; access to audio or video recording technology

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Saba Sinai Unit Coordinator
s.sinai@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction & History of the Social Licence to Operate in Agriculture	Reading: Martin and Williams (2011). Chapters 1 and 2 of "Defending the Social Licence of Farming". (Link to be provided via Moodle)	Assessment 1: Participation in weekly discussion board

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Urban Rural Divide in Social Licence	Reading: Woodward (2017). "The Urban Rural Divide: How can the New Zealand Dairy Industry protect and better its social licence with New Zealand's Urban Populations?" (Link to be provided via Moodle)	Assessment 1: Participation in weekly discussion board

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Measuring the Social Licence to Operate	Reading: Boutilier and Thomson (2011). "Modelling and measuring the social license to operate: Fruits of a dialogue between theory and practice." (Link to be provided via Moodle)	Assessment 1: Participation in weekly discussion board

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Climate Change and Agriculture	Reading: Eckard and Clark (2018). "Potential solutions to the major greenhouse-gas issues facing Australasian dairy farming." (Link to be provided via Moodle)	Assessment 1: Participation in weekly discussion board
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Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Biodiversity and Agri-Environment Schemes	Reading: Introduction Chapter of Ansell, Gibson and Salt (2016). "Learning from agri-environment schemes in Australia: Investing in biodiversity and other ecosystem services on farms." (Link to be provided via Moodle)	Assessment 1: Participation in weekly discussion board

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Water Use and Contamination	Reading: Grafton (2019). "Policy review of water reform in the Murray-Darling Basin, Australia: the "do's" and "do'nots". (Link to be provided via Moodle)	Assessment 1: Participation in weekly discussion board

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Land Use Conflict and Land Use Planning	Reading: Erica Hellerstein and Ken Fine: "A million tons of feces and an unbearable stench: life near industrial pig farms" in The Guardian Newspaper, 2017. (Link to be provided via Moodle)	Assessment 1: Participation in weekly discussion board Social Licence to Operate Essay Due: Week 7 Monday (25 Apr 2022) 11:45 pm AEST

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Animal Welfare: Husbandry Practices	Reading Cornish, Ashton, Raubenheimer and McGreevy. (2019). "Australian Consumers' Knowledge and Concern for Animal Welfare in Food Production: Influences on Purchasing Intentions." (Link to be provided via Moodle)	Assessment 1: Participation in weekly discussion board

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Animal Welfare: Processing	Bastian B, Loughnan S. Resolving the Meat-Paradox: A Motivational Account of Morally Troublesome Behavior and Its Maintenance. Personality and Social Psychology Review. 2017;21(3):278-299. doi:10.1177/1088868316647562	Assessment 1: Participation in weekly discussion board

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Animal Welfare: Live Animal Export	Reading: "Live Export - a chronology" - Parliament of Australia (Link to be provided via Moodle)	Assessment 1: Participation in weekly discussion board

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Labour Conditions in Agriculture	Reading: International Labour Organization (2019). "Activists welcome progress towards eradication of forced labour, child labour in Uzbekistan" (Link to be provided via Moodle)	Assessment 1: Participation in weekly discussion board

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Human Health and Agriculture	Reading: Portier, Armstrong, Baguley, et al (2016). "Differences in the carcinogenic evaluation of glyphosate between the International Agency for Research on Cancer (IARC) and the European Food Safety Authority (EFSA)" (Link to be provided via Moodle)	Assessment 1: Participation in weekly discussion board Social Licence to Operate Scenario Presentation and Paper Due: Week 12 Friday (3 June 2022) 11:45 pm AEST

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Weekly Discussion Boards

Assessment Type

Group Discussion

Task Description

Assessment 1 (30%) is based on weekly discussions with your peers. In weeks 1 - 3 you will participate in whole-of-unit discussions on introductory topics related to the social licence to operate. In weeks 4 - 12 you will be placed into small discussion groups to participate in debates based on statements relating to the relevant week's topic. You will be assigned a position (for or against) the statement and must argue for your assigned position, even if you personally disagree with it. This assessment will allow you to gain a variety of perspectives on contentious agricultural issues. You must participate in the discussion boards by posting at least one 300 - 500 word post in each week's discussion thread. You may post more than once in order to advance the debate and discussion with your peers.

Assessment Due Date

Due Weekly

Return Date to Students

Students will receive progressive feedback in weeks 4, 8 and 12

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

In this assessment you will be marked on:

- Effective representation of your assigned position with respect to the statement
- The quality of your written communication, including maintaining a respectful dialogue with your peers
- Use of evidence to support your statements (which must be referenced appropriately)

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Debate the social implications of contentious agricultural practices

2 Social Licence to Operate Essay

Assessment Type

Essay

Task Description

Assessment 2 is a written assessment based on a prominent social licence issue facing Australian agriculture. For Assessment 2 you are required to write a 2500-word essay that outlines the social licence to operate of a particular agricultural industry. You are required to select an agricultural industry and describe the social licence to operate challenges that it faces. Here, you will outline the social obligations your selected industry faces, drawing on evidence from a variety of sources. Your essay should explore the social obligations of farmers and agricultural industries, making note of the range of current societal perspectives your selected industry faces, even if they do not align with your own viewpoint.

Your essay should follow the following format, with suggested word counts in parentheses (note that references, figure legends and tables are not included in the word count):

1. Introduction (~500 words) (including a definition of the Social Licence to Operate)
2. Body (~1700 words) (Identifying and describing the social licence challenges that the selected industry faces, considering a range of relevant viewpoints)
3. Conclusion (~300 words)
4. References

Include at least 10 references (References can be peer-reviewed journal articles, government reports, industry papers, media publications and other reputable sources).

The word limit does not include headings, tables, figure legends and references. The word count of your essay should remain within 10% of the word limit (2250 to 2750 words) .

Assessment Due Date

Week 7 Monday (25 Apr 2022) 11:45 pm AEST

Return Date to Students

Week 9 Monday (9 May 2022)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

You will be marked on:

- Clear and professional written communication
- Ability to define the social licence to operate
- Analysis of the social/cultural/economic/environmental impacts of the social licence issue
- Analysis of the social obligation of farmers and agricultural industries
- Analysis of societal perspectives on the issue
- Ability to formulate and present your argument
- Formatting and Referencing

A marking rubric will be available to you on Moodle

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain the principles of a social licence to operate

- Evaluate the social obligations of individuals and businesses in the agricultural supply chain

3 Social Licence to Operate Scenario Presentation and Paper

Assessment Type

Presentation and Written Assessment

Task Description

Assessment 3 (40%) is based on one of a selection of four scenarios. Each scenario contains details of a proposed agribusiness. You will be provided with all of the specifications of the business (size, stock numbers, foreign ownership composition, location etc.) and a brief summary of the demographics and socioeconomic situation of the local community in the scenario as well as the results of a survey investigating the community's views on relevant farming practices.

Assessment 3 is comprised of three components: presentation (group task: 25/40), a written assessment (individual task: 10/40) and a self and peer assessment (5/40). Only one member of the group should submit the presentation. All students will need to submit their individual written report and self and peer assessment (SPA).

Part 1: Group Presentation

Based on the selected scenario, you are to work in small groups (4-5 people) to develop a 20-minute presentation outlining the steps that a proposed agribusiness should take to ensure it is granted and maintains a social licence to operate from the community. You will be provided with all of the specifications of the farm (size, stock numbers, foreign ownership composition, location etc.) and a brief summary of the demographics and socioeconomic situation of the local community as well as the results of a survey into the community's views on relevant farming practices.

In the scenario provided, the corporation you are to prepare the presentation for takes social licence very seriously and recognises that gaining a social licence is a vital part of their obligations to the community. As such, that corporation's leadership team are willing to implement all of the measures that you and your team recommend in order to ensure that a social licence is granted. They have issued you with a budget of \$250 000 over the next 12 months, and an ongoing budget of \$150 000 per year, to achieve this. They have asked your team to prepare a 20-minute presentation that must be presented in the following format:

1. Title.
 2. Introduction:
 - a. An Acknowledgement of Country (or Welcome to Country if one of your group members is a traditional owner from the cultural group on whose land the event took place) appropriate to the scenario location.
 - b. A suggested name for the farm.
 - c. Summary of the farm.
 - d. Explaining the concept of a social licence.
 3. Identify key stakeholders and their relationship with the proposed farm.
 4. Identification of at least three social licence issues and how they apply to the proposed farm.
 5. Strategy for measuring the social licence to operate
 6. Suggestions on how the corporation will respond to community expectations around each of these issues to maintain a social licence to operate, including any innovative strategies. Keep in mind that some issues will only be relevant to local community residents whilst others might also call for gaining a broader (state, national) social licence to operate.
 7. A budget for achieving what you have outlined
 8. Conclusion.
 9. References.
 10. Statement of Contribution (Here you must outline the contributions of each group member to the presentation).
- You will base your recommendations for social licence-gaining activities on a range of sources as well as the scenario information (farm specifications, a brief summary of the demographics and socioeconomic situation of the community, and the results of a survey into the community's views on relevant farming practices). You may reference information from a variety of sources including peer-reviewed journal articles, survey data, government reports, consultant reports, media sources and other reliable sources. You must include at least 10 references.
- You may present your presentation in first person plural (i.e. "we" "us") or in third person. You must remain within 1 minute of the time limit (14 to 16 minutes).

Part 2: Individual Written Assessment

Part 2 of Assessment 3 is an individual written task based on your group's chosen scenario. In this task you are required to write a 800-1000 word letter to an Australian organisation which could reasonably be considered a stakeholder relevant to your group's scenario (for example, a not-for-profit animal welfare organisation if your scenario involves livestock). The purpose of this letter is to establish a relationship with the organisation and ensure that you maintain a social licence to operate with that organisation and the section of the community they might represent. In your letter you must outline the proposed activities of your agricultural business and discuss how you will seek to maintain a social licence to operate, even with respect to activities they are openly or implicitly opposed to. After you have concluded your letter, you must include a brief (500 word) justification for selecting that organisation and the approach you have taken in your letter.

Part 3: Self and Peer Assessment

You will also be required to submit a Self and Peer Assessment worth 5/60 for this assessment (Details on conducting the

Self and Peer Assessment will be provided on Moodle.)

Assessment Due Date

Week 12 Friday (3 June 2022) 11:45 pm AEST

Return Date to Students

Exam Week Friday (17 June 2022)

Weighting

40%

Assessment Criteria

For the presentation you will be marked on:

- Clear, professional and appropriate oral communication
- Ability to define the social licence to operate
- Identification and discussion of relevant social licence to operate issues
- Effective explanation and justification of your farm's activities
- The quality of the various proposed community-related strategies
- Appropriate and clear budgeting
- Formatting and Presentation

For the written task you will be marked on:

- The quality of your writing
- The accurate portrayal of business activities
- A reasonable and professional approach
- The appropriateness of your letter for the relevant stakeholder
- The quality of your post-letter justification

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Only one group member is required to submit the presentation. Each student must submit their own individual written assessment. Each student must submit their own self and peer assessment task.

Learning Outcomes Assessed

- Explain the principles of a social licence to operate
- Evaluate the social obligations of individuals and businesses in the agricultural supply chain
- Apply the concepts and principles of a social licence to operate to a business case in agriculture
- Develop a plan for an agricultural business to maintain their social licence to operate.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem