EVST19008 *Development and Environmental Policy*
Term 1 - 2017

Profile information current as at 09/05/2024 07:31 am

All details in this unit profile for EVST19008 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

In recent years the Australian news media has contained some consistent themes – and so we are all well aware of the clash between development projects and environmental concerns. How is the peace kept? How do development and the environment co-exist? You will explore the nexus of international agreements, government policy and corporate governance principles with respect to environmental policy. You will explore the rationale that links more specialist units of study at CQUniversity – Environmental Management Systems, Environment Impact Analysis and units teaching practical environment quality measurement skills. Your major assessment will assess a recent Australian environment issue asking you to determine what can be learnt about the theory and application of development and environmental policy to that incident.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
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 - 2017

- Distance

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. **Written Assessment**
Weighting: 30%
2. **Online Quiz(zes)**
Weighting: 30%
3. **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 Course co-ordinator's observation and student feedback.

Feedback

Assessment items need some adjustment.

Recommendation

Reduce the term paper contribution to the overall assessment load from 50 to 40%. Make assessments due on a Monday extending the student available time to work on them by a weekend. Constructively align the assessment to unit learning outcomes and learning activities.

Action

The recommendations from 2016 were implemented in 2017. Some 2017 student feedback indicates that the draft/final term paper submission milestones with early lecturer feedback was welcomed.

Unit Learning Outcomes

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

1. Explain the concepts that underpin development and environmental policy
2. Analyse the peak processes organisations need to put in place to gain an environmental consciousness and abide by Government environmental management policy and legislation
3. Assess the extent to which the application of environmental policy could have ameliorated a recent Australian environmental issue.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	●	●	●
2 - Online Quiz(zes) - 30%	●	●	●
3 - Written Assessment - 40%	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication			●

Graduate Attributes	Learning Outcomes		
	1	2	3
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			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•									
2 - Online Quiz(zes) - 30%				•		•				
3 - Written Assessment - 40%	•	•						•		

Textbooks and Resources

Textbooks
EVST19008

Prescribed

Environmental Management; Processes and Practices for Australia
Edition: 2nd (2011)
Authors: Thomas, I., Murfitt, P.
Federation Press
Sydney , NSW , Australia
ISBN: 978-1-86287-816-7
Binding: Paperback

Additional Textbook Information
Students will be directed to any further required readings through the Moodle unit pages.

View textbooks at the CQUniversity Bookshop

IT Resources
You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

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

Teaching Contacts

Michael Hewson Unit Coordinator
m.hewson@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to the anthropocene	Chapter 1 Environmental management - an Introduction	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Environmental policy – an international context	Chapter 2 International Context for Environmental Management and Policy	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Environmental policy – a government context	Chapter 3 Public directions for environmental management	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

| Environmental policy and management – the corporate response | Chapter 4 Private Directions for Environmental Management: Corporate Environmental management | Forum 1 – 27th March 2017 - 9;00 am AEST |

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Frameworks for environmental policy and management	Chapter 5 Broad Frameworks for Environmental Management	Quiz 1 : 3rd April 2017 - 9:00 am AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week		Selection of a term paper topic – 10th April 2017 – 9:00 am AEST

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Toolkit: risk and life-cycle analysis	Chapter 6 Risk and life-cycle analysis	Forum 2 – 18th April 2017 – 9 am AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Toolkit: environmental impact assessment (EIA)	Chapter 7 Tools for Environmental Assessment - EIA	Quiz 2 : 24th April 2017 - 9:00 am AEST

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Toolkit: environmental management systems (EMS)	Chapter 8 Tools for Environmental Assessment - EMS	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Toolkit: environmental auditing	Chapter 9 Environmental Auditing	Forum 3 – 8th May 2017 – 9 am AEST

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Toolkit: environmental reporting	Chapter 10 Environmental Reporting	Draft term paper – 15th May 2017 – 9:00 am AEST

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Organisational change for environmental management - a case study	Chapter 11 Organisational change for environmental management	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
The future of development and environmental policy	Chapter 12 Directions in environmental management	Quiz 3 : 29th May 2017 - 9:00 am AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Final term paper - 12th June 2017 – 9:00 am AEST

You are strongly advised to procure the prescribed text book as soon as you can. Your readings start in week 1 and most of the assessment relies on the textbook.

Assessment Tasks

1 Assessment #1 - Three Online Forums Writing

Assessment Type
Written Assessment

Task Description
Three separate written forum entries constitute assessment #1 for EVST19008. Each forum will be
marked out of 10, meaning the three forums make up 30 marks and therefore 30% of your unit assessment.
The idea behind the forums is peer learning – basically you are learning from your colleagues (not the lecturer).
The forums are short answers and comments to address three questions that are explored in unit learning material during the term:
· Forum 1 – "The economy and the environment are not linked".
· Forum 2 – "The term Cleaner Production just means companies have to recycle waste".
· Forum 3 – "The best time to engage the public in an EIA is after all the environmental issues have been identified".
The idea is that each forum requires two "actions" from you by the due date:
(1) submitted an opinion on the question raised of between 250 and 350 words; and
(2) debated reflectively and respectfully on the postings of colleagues.
The online forums in Moodle are set up so that you have to post your submission before you are allowed to view and comment on your colleague's postings.
You will have around two weeks in which to post an opinion. Ideally you will use the first week to write your post and then the second week to comment on the posts of others. You don't need to comment on everyone's posts – a couple will suffice (see assessment criteria).
If you make your post early within this time period, then your submission is available to others – for their (and your) benefit. You will score well if you post your submission early and comment on others with a well written, but short reply.
Be respectful in your comments – the "student charter" refers. Note also that debate necessarily involves commentary that disagrees with a post. This is fine, and expected – so long as the submission is respectful.

Assessment Due Date

Forum 1 due 27 March 9 am AEST | Forum 2 due 18 April 9 am AEST | Forum 3 due 8 May 9 am AEST

Return Date to Students

Feedback will be provided within 10 working days of each of the three forum deadlines.

Weighting
30%

Assessment Criteria
A score of 8 is achieved for any forum entry if you:

- posted a structured and engagingly written opinion drawing on unit materials;
- wrote between 250 and 350 words;
- ranged across more than 1 related concept;
- wrote with acceptable grammar and spelling;
- submitted your original post 5 days before deadline; and
- commented on one other student posts before the deadline.

A score of 9 or 10 is achieved if you:

- posted a particularly insightful, well-structured and engagingly opinion;
- drew on source materials beyond those the unit readings;
- wrote between 320 and 350 words;
- ranged across more than 2 related concepts;
- submitted your original post 7 days before deadline; and
- commented on two or three other student posts before the deadline.

Mark deductions for a forum entry are calculated as follows:

- 2 marks - wrote 200 to 250 or 350 to 400 words (not counting references, citations, headings, sign-offs etc – if you use them).
- 3 marks – wrote less than 200 or more than 400 substantive words.

- 1 to 3 marks – the degree to which a comment is disrespectful (note – this is not the same thing as disagreement – which in debating terms is expected).
- 1 to 3 marks – the degree to which the writing is less engaging - or exists as one "slab" of text (to make your forum entry an engaging piece of writing, it still needs to be a progressive development of argument, split into short paragraphs of one major thought each).
- 1 to 2 marks - the degree to which the post/comments are grammatically correct and spell checked.
- 1 to 2 marks – the degree to which unit learning or other scholarly material concepts are evident - any opinion is valid - so long as it is framed by "scholarly" material (note - formal citations/references are not required but you can use them if you want to – the lecturer will know when you have made use of unit learning).
- 1 to 2 marks – the degree to which the initial substantive post was submitted before the forum deadline (around 5 days).
- 1 to 2 marks – for not reflecting/commenting on one or two other student posts – or comments were "I agree" or something similar, without substantive thought.

As always – ask any question of the lecturer.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
See Moodle Site - Assessment Detail and Submissions

Learning Outcomes Assessed

- Explain the concepts that underpin development and environmental policy
- Analyse the peak processes organisations need to put in place to gain an environmental consciousness and abide by Government environmental management policy and legislation
- Assess the extent to which the application of environmental policy could have ameliorated a recent Australian environmental issue.

Graduate Attributes

- Communication

2 Assessment #2 - Three Online Quizzes

Assessment Type
Online Quiz(zes)

Task Description
The three assessable quizzes consists of 10 multiple choice or true/false type questions. The questions for the assessable quizzes are selected from the prescribed text as follows:
Quiz 1 : Chapters 3 and 4;
Quiz 2 : Chapter 6; and
Quiz 3 : Chapters 8, 9 and 10.
The quiz questions are randomly selected - no student will receive the same question set. This quiz is available via a link in the Moodle learning management system site for the unit. You should answer all the questions.
You have only 1 attempt at each assessable quiz so review your answers before you submit the quiz.
The quiz will not be available past the deadline – time and date. If you are in the middle of the quiz when the deadline rolls around it will be submitted then and there. Finish it well before the deadline. The quiz will be "open" and available to you well before the deadline. Once you start the quiz you will have to complete it in that particular on-line session – you cannot "go back" to the quiz. If you exit the browser mid-attempt it will be submitted "half done" and you can't go back to it. Don't do the quiz on a computer with battery power only! If you do (because you have to) make sure the battery is well charged. Make sure your internet connectivity is robust.
The quizzes are essentially "open book" – so take your time and consider each question carefully. All quiz questions are from prominent sections of the text book – often (but not always) from figures or "boxes" (tables). The questions are not meant to be "obscure" – they are meant to test key sections of the unit.

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date

Quiz 1 due 3 April : 9 am AEST : Quiz 2 due 24 April: 9 am AEST : Quiz 3 due 29 May : 9 am AEST

Return Date to Students

The quiz will be marked online as it is submitted.

Weighting
30%

Assessment Criteria
These quiz are marked based on your knowledge of the work performed in the previous weeks identified.

Referencing Style

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

Submission
Online

Submission Instructions
See Moodle site - Assessment details and submission

Learning Outcomes Assessed

- Explain the concepts that underpin development and environmental policy
- Analyse the peak processes organisations need to put in place to gain an environmental consciousness and abide by Government environmental management policy and legislation
- Assess the extent to which the application of environmental policy could have ameliorated a recent Australian environmental issue.

Graduate Attributes

- Information Literacy
- Information Technology Competence

3 Assessment #3 - Term Paper (three individual submission dates apply)

Assessment Type
Written Assessment

Task Description

Scope
This assessment applies the course learning to a specific, historic Australian environmental issue. You will select one of the topics indicated below, and write a term paper which:
· introduces and describes the environmental event;
· describes the environmental policy and environmental management failure from the scientific literature, government and/or authoritative organisation references;
· discusses your assessment of the environment management mitigation and policy setting lessons to take forward, informed by the course learning activities; and
· therefore answers two key questions:
1. what environmental policy/process lessons are evident?
2. how could the "precautionary principle" have been applied to the issue?

Topic
As we have noted in the early weeks of the unit learning materials, there are two classes of environmental policy. The first is encompassing government policy that drives large-scale environmental issues – climate change for example, or biosecurity controls for invasive species mitigation, water resource strategy and land-use change. These are "big issues". EVST19008, and this term paper, concentrates on the second class of environmental policy – that part of the environmental management system underpinning economic activity and corporate stewardship of the parts of the natural environment their operations affect. This is the framework within which our term paper topic selections fit. Select one of these Environment policy and management issue topics:
1. Historical mine site rehabilitation – a case study such at Mount Morgan Queensland or Mount Lyell Tasmania.
2. The mining and use of asbestos based building materials in Australia.
3. Coal seam gas process plant issues affecting aquifers in Australia.
4. Australian Government Department of Defence use of fire fighting foam chemicals and the impact on surface and ground water.
5. Australian aqua-culture – a case study such as QLD and Great Barrier Reef nutrients, or oysters in NSW, or salmon in Tasmania.
6. You may self-select a topic – but you must receive written approval from the course co-ordinator before commencing work.

Staged Progress

The term paper has three staged submission deadlines – which must all be met.
· Stage 1 – select your choice of one of the above topics via the Moodle site.
· Stage 2 – submit a draft paper via TurnItIn; and
· Stage 3 – submit the final term paper via TurnItIn, addressing the specific feed-back on the draft paper provided by the lecturer.

Mark Deductions

The paper word count limit is 2500 words +/- 10%. A word count of greater than 2750 words, or less than 2250 words, will attract mark deductions. 5% of the possible total mark will be deducted for every 10% that the paper word count is over/above the word count range. For example, a word count of 2800 words will attract a 2 mark deduction, a word count of 3150 words will attract a 4 mark deduction.
The title page, reference list and figure/table captions are not included in the word count.
Term papers submitted after the due time/date will attract mark deductions. 5% of the possible total mark will be deducted when submission is made within every 24 hour period after the due time/date. For example, a draft paper submitted at 3 pm on the 15th May 2017 will lose 2 marks.

Paper Content

One possible approach to the term paper is to structure headings from those delineating the EVST19008 weekly topics. Clearly, not all of the information matching those sections will be available to you in some topics. That is why the paper structure is for the student to define – based on the material available.
Scholarly material that documents changes to company environmental management processes/policy or their development plans as a result of the event is key (if you can).
The first section of the term paper: the definition of the environmental event, describing the impact on the natural environment, is not the major part of your paper. This is necessary background. You will need to major on the environmental policy and management failures and/or interventions. Importantly your paper will discuss your assessment of the environment management mitigation and/or policy setting lessons to take forward.
Your paper is expected to engage the reader. Signposting your essay with headings is important. Use short paragraphs and keep your sentences succinct. A paragraph should contain one theme and a sentence one idea. Your paragraph structure should allow a logical flow of argument and discussion. Begin with an introduction and end with a conclusion. Be sure to answer the two key questions noted earlier.

Scholarly Articles

You are expected to read and reference scholarly material. For this term paper, scholarly material is defined as peer reviewed journal articles, text-books, government reports and respected institution reports including those commissioned by such organisations (usually engineering or environmental management consulting companies).
As a guide, five to eight scholarly references are expected.
Other sources of referenced material including media reports, web sites and magazines, may be used but should not be the only source of reference. Wikipedia (for example) is not a scholarly reference – but might well be a good place to find scholarly references. CQUniversity library journal databases are better places to find these clearly.
Your term paper should be correctly referenced using the Harvard system. In-text citations should accord with the Harvard referencing system formats.

Text Format

Text should be word processed with a 12 point font (Times New Roman, Arial or Calibri) and paragraphs with 1.15 or 1.5 line spacing.
Please save/upload your file in Microsoft Word format (.doc or .docx). PDF files should not be submitted. This measure helps standardise student feedback.

Figures and Tables

Figures and tables will enhance the report and judicious use of these are expected. However you should not include graphical or tabular illustrations if they are not directly referred to in the text and are photographs not directly adding value to the text of the paper. Do not try and get around the word count limit making table/figure captions contain voluminous text. As a guide, a figure/table caption, including any citations, should be no more than around 20/25 words. Figures and table reproduced from external sources are to be cited and referenced appropriately including any adjusted by the student.

Proof Read

It is important to proof read your paper before submission.
The most important aspect of proof-reading is to ensure your writing flows with a logical progression of ideas; essentially paragraph and sentence structure within the headings you set. As advice – you might write a first draft, set the essay aside, and then come back to do a comprehensive review.

Spend time on the proof reading - it works. If the sentences seem convoluted to you – they will to the reader too!

Assessment Due Date

Chosen topic due 10 April : 9 am AEST | Draft paper due 15 May : 9 am AEST : Final paper due 12 June : 9 am AEST

Return Date to Students

Approval of the chosen topic : 13 April | Draft paper feedback : 26 May : Final paper feedback : 16 June

Weighting
40%

Assessment Criteria
Your paper will be marked based on a criteria sheet that will be available for download from the Moodle site for this course.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Via Moodle site - assessment detail and submission

Learning Outcomes Assessed

- Explain the concepts that underpin development and environmental policy
- Analyse the peak processes organisations need to put in place to gain an environmental consciousness and abide by Government environmental management policy and legislation
- Assess the extent to which the application of environmental policy could have ameliorated a recent Australian environmental issue.

Graduate Attributes

- Communication
- Problem Solving
- Ethical practice

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