



LAWS13013 Legal Professional Conduct

Term 1 - 2021

Profile information current as at 25/04/2024 10:42 pm

All details in this unit profile for LAWS13013 have been officially approved by CQUUniversity 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

LAWS13013 Legal Professional Conduct examines professional and personal conduct in respect of a practitioner's duty to the law, the courts, clients and fellow practitioners. As part of the duty to clients this unit provides a basic knowledge of the principles relating to the holding of money on trust. This unit meets the LPAB requirements for ethics and professional responsibility.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: 48 credit points of law units

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 - 2021

- Online

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: 40%

2. **Online Quiz(zes)**

Weighting: 40%

3. **Practical Assessment**

Weighting: 20%

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

Variety and Style of Assessments: While I was initially hesitant about the group aspect of the reflection, it ended up being surprisingly fun and a good way to meet other students. I also felt the quizzes were a good form of assessment. There was a variety of assessment tasks to undertake; the lecturer was engaging and ensured that the tutorials were interesting.

Recommendation

Keep the assessments in particular the quizzes and the client interview.

Feedback from Have your say

Feedback

Creative Challenge Assessment: 40% Whilst many of the comments from the student detailed how they enjoyed the creative challenge, there were comments which indicated frustration with its novelty. Some wondered how it was connected to being a lawyer.

Recommendation

Re-assess the nature of the justification for assessing creative skills and how it relates to employability skills. Better explain to students why creative skills are important skills from a pedagogical perspective. Unfamiliarity and discomfort is where we all learn most however often it is hard to identify and appreciate this when we are going through it.

Unit Learning Outcomes

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

1. Comprehend, analyse, and evaluate legislation and rules regulating professional and personal conduct in respect of a practitioner's duty to the law, the courts, clients and fellow practitioners
2. Compare and contrast the professional conduct rules in the United States with those in Australia
3. Think creatively in researching and presenting an ethical issue to your peers
4. Construct solutions to ethical issues involved with client interviewing
5. Apply basic knowledge of the principles relating to the holding of money on trust.

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 - Written Assessment - 40%	•	•			
2 - Online Quiz(zes) - 40%	•				•
3 - Practical Assessment - 20%			•	•	

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					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•	•	•	•			•	•		
2 - Online Quiz(zes) - 40%		•	•					•		
3 - Practical Assessment - 20%	•	•	•					•		

Textbooks and Resources

Textbooks

LAWS13013

Prescribed

Ethics, Professional Responsibility and Legal Practice

Edition: 1st (2017)

Authors: Peter MacFarlane and Ysaiah Ross

LexisNexis Butterworths

Chatswood , NSW , Australia

ISBN: 9780409344080

Binding: Paperback

Additional Textbook Information

If you prefer to study with a paper text, they can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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: [Australian Guide to Legal Citation, 4th ed](#)
For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Accountability and responsibility	<ul style="list-style-type: none">· Peter MacFarlane and Ysaiah Ross, <i>Ethics Professional Responsibility and Legal Practice</i> (Lexis Nexis, 1st ed, 2017) Ch 1.· Anne Daley, What Is the Recent Evidence on an Excess Supply of Legal Qualifications in Australia? <i>The Australian Economic Review</i>, 2012, vol. 45, no. 4, pp. 441-54 (e-reading).	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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History, structure and regulation

- Peter MacFarlane and Ysaiah Ross, *Ethics Professional Responsibility and Legal Practice* (Lexis Nexis, 1st ed, 2017) Ch 2.

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Admission	<ul style="list-style-type: none"> · Peter MacFarlane and Ysaiah Ross, <i>Ethics Professional Responsibility and Legal Practice</i> (Lexis Nexis, 1st ed, 2017) Ch 3. · Mary Wyburn, 'Disclosure of prior student academic misconduct in admission to legal practice: Lessons for universities and the courts' (2008) 8(2) <i>QUTLJ</i> 314-341. https://lr.law.qut.edu.au/article/view/46 (checked 15/12/2020). · <i>Legal Profession Act 2009</i> (Qld) Ch 2. 	

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Money matters - Costs, liens and trust accounting	<ul style="list-style-type: none"> · Gino Dal Pont, <i>Lawyers' Professional Responsibility in Australia and New Zealand</i> (7th ed, 2021) Ch 14-16 extracts (e-reading) · <i>Legal Profession Act 2007</i> (Qld) Part 3.4 · <i>Legal Profession Act 2007</i> (Qld) - Part 3.3. · <i>Legal Profession Regulation 2017</i> (Qld) - Part 3.3. · Queensland Law Society, Trust Accounting Guide (checked 14/12/2020). 	

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Discipline	<ul style="list-style-type: none"> · Peter MacFarlane and Ysaiah Ross, <i>Ethics Professional Responsibility and Legal Practice</i> (Lexis Nexis, 1st ed, 2017) Ch 4. 	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Duties of Representation	<ul style="list-style-type: none"> · Peter MacFarlane and Ysaiah Ross, <i>Ethics Professional Responsibility and Legal Practice</i> (Lexis Nexis, 1st ed, 2017) Ch 5. 	Quizzes Due: Week 6 Monday (19 Apr 2021) 11:59 pm AEST

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Communication and Control	<ul style="list-style-type: none"> · Ysaiah Ross, <i>Ethics in Law: Lawyers' Responsibility and Accountability in Australia</i> (Lexis Nexis, 6th ed, 2014) Ch 9 (e-reading). 	

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

Competence and Care

· MacFarlane and Ross, *Ethics, Professional Responsibility and Legal Practice* (Lexis Nexis, 2017), Ch 6.
· *Legal Profession Act 2007* (Qld) Parts 3.4, 3.5.

Creative challenge Due: Week 8
Friday (7 May 2021) 11:59 pm AEST

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Practical Skills Module (in preparation for client interviews)	<ul style="list-style-type: none">· How to Conduct an Effective Client Interview [website]· Curran and Foley, Integrating Two Measures of Quality Practice into Clinical and Practical Legal Education Assessment: Good client interviewing and effective community legal education (e-reading)· Interviewing and advising [e-reading]· Salinas, Effective Client Interviewing and Counselling [via SSRN website]· Lawyers and Clients: The first meeting (e-reading)	

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Confidentiality	· MacFarlane and Ross, <i>Ethics, Professional Responsibility and Legal Practice</i> (Lexis Nexis, 2017) Ch 7.	

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Conflicts of Interest	· MacFarlane and Ross, <i>Ethics, Professional Responsibility and Legal Practice</i> (Lexis Nexis, 2017), Ch 8	Client interviewing Due: Week 11 Friday (28 May 2021) 11:59 pm AEST

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Adversarial System	· MacFarlane and Ross, <i>Ethics, Professional Responsibility and Legal Practice</i> (Lexis Nexis, 2017), Ch 9, 10.	

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Creative challenge

Assessment Type

Written Assessment

Task Description

This assessment is designed to develop your creativity, challenge your personal moral beliefs and ability to locate and critique primary and secondary materials in relation to an ethical dilemma of your own creation. Your task is to prepare a **visual scenario** on an ethical issue related to legal work that you personally find morally repugnant. Your visual scenario may be presented as a:

1. comic strip;
2. animation (2d or 3d);
3. infographic;
4. storyboard for a scene in a film, including images; or
5. film of no more than 3 minutes duration.

Your visual scenario should be no more than the equivalent of 1000 words (most likely much less). It will be challenging to produce, so make sure you start early.

In addition to your visual scenario you are also asked to prepare a 1000 word written summary of the legal and ethical issues involved. As part of your summary discuss:

- Why you find the instructions repugnant?
- How you will deal with the client in meeting the terms of your retainer?
- Critique the relevant professional rules (or lack thereof), case law and secondary literature concerning the ethical issue in your script.

Examples of legal work you may find repugnant may include, **but are in no way limited to:**

- Formation of a corporation that promotes paedophilia.
- Evicting a tenant, who is in hospital, unable to work and pay the rent.
- Creating a will that leaves all the assets to the old dog's home rather than to impoverished close relatives who have cared for the client for a long period.
- Defending a person whom you believe, although not certain is guilty of manslaughter or murder.
- Conducting a civil litigation for a mining corporation against an environmental organisation trying to save the Great Barrier Reef.
- Defending a client who was forced out of necessity and to avoid starvation, killed and ate a fellow survivor of an accident at sea.
- Defending a potential serial killer, who in interview with you disclosed the location of other victims.
- A mortgagee exercising power of sale over a charities homeless shelter.

The assessment will be judged according to the requirements of the *Legal Profession Act 2007* (Qld), the *Legal Profession Regulation 2017* (Qld), the *Australian Solicitors' Conduct Rules 2012*, case law and relevant literature (**including a brief comparison with the relevant law in a United States jurisdiction.**)

Software which you may find useful in producing your visual presentation include, **but are not limited to:**

Comic:

<http://comiclife.com>

<http://bitstrips.com>

Animation/film:

CrazyTalk Animator Pro 3

Moho Professional 12

<https://plotagon.com/discover>

Infographic

[The Ultimate Guide to Infographic Design](#)

[Creative Blog - 13 incredible tools for creating infographics](#)

Automated Infographic design systems:

<https://venngage.com>

<https://infogram.com>

<https://www.canva.com/create/infographics/>

<https://piktochart.com>

<https://www.animaker.com> - animated infographics

Storyboards

<http://www.storyboardthat.com> - includes image library

Why do we have a comparative laws element in our assignment?

We live in a world of multiple jurisdictions where internationalisation is having a significant impact on Australia legal practice. Law schools and tertiary regulators recognise that legal education needs to be able to traverse multiple jurisdictions - see [Internationalising the Australian Law curriculum for enhanced global legal practice 2012](#)

Including comparative law elements within the law curriculum across the curriculum is known as the integration approach. This assessment in LAWS13013 Legal Professional Conduct is an example of this.

What is creativity? Why is this part of the assessment?

Creativity is the ability to think and create something new or original. Creativity can be an innovation concerning an existing concept (e.g. new examples of the application of existing rules) or it could be an invention of something that doesn't already exist (e.g. a new situation, not covered by the rules, requiring a new rule).

To meet the challenge of artificial intelligence, lawyers need to become far more creative and distinguish their abilities from what otherwise can be done by software. Lack of creativity of lawyers is recognised in popular blogs:

[Jeff Bennion, Can lawyers be creative? Above the law Nov 8, 2016.](#)

[Jill Switzer, Robots will never be creative as lawyers, Above the law Dec 6, 2017](#)

For those interested in some of the academic literature on why creative thinking is important to lawyers see:

[Janet Weinstein and Linda Morton, Stuck in a rut: the role of creative thinking in problem-solving and legal education \(2003\) 9 Clinical Law Review 835](#)

[Samantha Moppett, Lawyering outside the box: Confronting the creativity crisis \(2013\) 37 Southern Illinois University Law Journal 253](#)

undefined

**We will be aiming to hold a visual (film, comic, animation, infographic etc) festival where students will be able to display their work online for their peers to view.

Assessment Due Date

Week 8 Friday (7 May 2021) 11:59 pm AEST

Return Date to Students

Week 10 Friday (21 May 2021)

Weighting

40%

Assessment Criteria

Assessment Criteria Rubric

Scenario (15)					
	HD	D	C	P	F
Structure 2	The scenario was very well structured. Clear and well-organised sequence of events.	The scenario had a good structure. Clear sequence of events.	The scenario has generally good structure.	The scenario had some structure.	The scenario was unstructured.
Organisation 3	The flow of the scenario is logical and very coherent.	Information is well organised and logical.	Most information is well organised and generally logical.	Some information is poorly organised and at times does not flow logically.	Information is poorly organised or does not flow logically.
Creativity 10	The scenario is highly creative and demonstrates numerous fresh, original and inventive ideas.	The scenario is moderately creative and demonstrates some novel ideas.	The scenario displays some evidence of originality and inventiveness.	The scenario displays an extensive collection of existing ideas. Little evidence of new thought or inventiveness.	The scenario displays minimal or no creativity and is a rehash of others ideas. No evidence or new thought.
Written summary (25)					

Content, evidence and argument 15	Thoroughly addresses all aspects of the topic. All relevant information is included. Information is well analysed and interpreted correctly. Extensive critical appraisal of the law and secondary literature. Strong, cohesive argument backed up with evidence. Original and/or novel observations.	The summary addresses key aspects of the topic. Few omissions in information or misinterpretations of the law or secondary literature. Argument is strong and backed up with some relevant evidence of strengths and weaknesses of the law. Good evidence of critical analysis. Well-synthesised and coherent argumentation and observation and evidence. Some novel observations and original thinking.	The summary addresses the selected topic. Some minor omissions in information and misinterpretation of the law. Looks at the strengths and weaknesses of the law and associated secondary literature. Some evidence of critical analysis. Argument is cohesive and backed up with some evidence. Some original observations.	Some parts of the summary do not address the selected topic. Some major omissions in information and misinterpretation of the law or secondary literature. Some errors in deduction. Some cohesive argument. Few original observations.	The summary does not address the selected topic. Crucial omissions in information. Serious misinterpretation of the law or secondary sources. Serious errors in deduction. Argument is weak or non-existent. No original observations.
Style and format 3	The summary is cohesively written. Clear format. No grammatical, spelling or punctuation errors. Excellent use of English language. Excellent layout.	The summary is well written. Some minor grammatical, spelling and/or punctuation errors. Good use of English language. Well laid out.	Some grammatical, spelling and/or punctuation errors. English expression is sound.	A number of grammatical, spelling and/or punctuation errors. Some problems with English expression. Not well laid out.	Large number of grammatical, spelling and/or punctuation errors. The reflection contains English construction that is incomprehensible. Poor layout.
Sources 5	A moderate number of sources and references, including seminal and recent articles from peer-reviewed literature. A variety of references are used. All sources are acknowledged and well referenced.	A moderate number of highly relevant sources and references used. References come from a variety of sources. Sources are acknowledged.	A moderate number of sources and references used. References come from a variety in the type of references used, especially articles from peer-reviewed journals. Mostly relevant sources used. Sources are acknowledged.	A small number of sources and references used. References come from a limited number of sources – some not relevant to the task. Some sources are not appropriately acknowledged.	Very few sources and references used. References come from only one source or solely grey literature, personal anecdotes without critique. Incomplete acknowledgment or the work of other.
References 2	Meticulous attention to referencing conventions.	Good and consistent use of referencing style.	Referencing style is sound and mostly consistent	Referencing style is at times poor and/or inconsistent in style.	Referencing style is very poor.

Referencing Style

- [Australian Guide to Legal Citation, 4th ed](#)

Submission

Online

Submission Instructions

The final version of your visual scenario must be submitted as a single PDF using 'e-Submission'. No consideration will be given to content which exceeds the 2000-word limit. When uploading your file make sure that you adopt the following naming convention: "_LAWS13013_Creative_Challenge.pdf" e.g. 16789909_Bloggs_LAWS13013_Creative_Challenge.pdf

Learning Outcomes Assessed

- Comprehend, analyse, and evaluate legislation and rules regulating professional and personal conduct in respect of a practitioner's duty to the law, the courts, clients and fellow practitioners
- Compare and contrast the professional conduct rules in the United States with those in Australia

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Quizzes

Assessment Type

Online Quiz(zes)

Task Description

There are two quizzes.

Quiz 1 covers weeks 1-5 and will be available on 19 Apr - 21 Apr 2021 11:59 AEST.

Quiz 2 covers weeks 6-12 and will be available on 11 Jun - 14 Jun 2021 11:59 AEST.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Week 6 Monday (19 Apr 2021) 11:59 pm AEST

Return Date to Students

Week 6 Wednesday (21 Apr 2021)

Returned via Moodle feedback.

Weighting

40%

Assessment Criteria

No Assessment Criteria

Referencing Style

- [Australian Guide to Legal Citation, 4th ed](#)

Submission

Online

Learning Outcomes Assessed

- Comprehend, analyse, and evaluate legislation and rules regulating professional and personal conduct in respect of a practitioner's duty to the law, the courts, clients and fellow practitioners
- Apply basic knowledge of the principles relating to the holding of money on trust.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Ethical practice

3 Client interviewing

Assessment Type

Practical Assessment

Task Description**Instructions on how to complete the Client Interviewing Exercise**

The exercise is to be completed in three parts:

1. Students will nominate a team of three by 4th May 2021 in default of which unallocated students will be assigned into teams.
2. Conduct of the three interviews on or before 24th May 2021.
3. Written reflection due for submission on or before 28th May 2021, 11:59 pm AEST

Part 1- Three interviews

Students will form into teams of three (either self-nominated or assigned). One student will play the role of a client, another the interviewer and the third student will be an observer. The process will be repeated three times by the group using different interview scenarios, enabling each group member to play each respective role. Each interview should take 15-20 minutes to complete. It is suggested that the three interviews be conducted in one hour-long session. The unit coordinator will email you with your role in each interview and the supporting confidential information. Students **must not exchange** with other students the confidential information they have been provided.

The interviews will occur at a time agreed to by your group members on or before 24th May 2021. This will enable group members sufficient time to write their written reflection. Each of the interviews should be conducted over the Internet using Zoom. Sessions should be recorded using Zoom by the student observing the interview as that student will be writing a report on their observations in part 2 of this exercise. Having a recording is a useful method to review what happened. **Do not** send the unit coordinator a copy of the recording.

Part 2- Written reflection

Each student will be graded on their written reflection of their experience as an observer. After e-submitting their reflections, as a single pdf document, students will then exchange them with the other members of their group. The written reflection should not exceed 1200 words.

The reflection should address the following issues:

- Describe the character of the client. Were they easy or difficult to interview? Why?
- What techniques did the interviewer use to overcome any problems associated with the interview?
- Who was in control of the interview and how was that control established and manifest?
- Was there any noticeable body language, gestures, oral characteristics displayed by either the client or interviewer?
- How were the questions framed - open or closed questioning? Was this appropriate in the circumstances of the interview?
- Did the interviewer display empathy with the client's situation?
- Was the interview mechanical and following a checklist?
- What other techniques should the interviewer have adopted to improve their interviewing skills.
- What additional questions should the interviewer have asked?
- Did the interviewer stay on point or were they distracted by the client towards irrelevant considerations?
- What have you learnt about client interviewing having observed the process?
- Any other matters the student wants to discuss.

The final version of your written reflection must be submitted as a single PDF using 'e-Submission'. No consideration will be given to content which exceeds the 1200-word limit. When uploading your file make sure that you adopt the following naming convention: "<student number>_<surname>_LAWS13013_Interview.pdf" e.g.

16789909_Bloggs_LAWS13013_Interview.pdf

Assessment Due Date

Week 11 Friday (28 May 2021) 11:59 pm AEST

The final version of your written reflection must be submitted as a single PDF using 'e-Submission'. No consideration will be given to content which exceeds the 1200-word limit. When uploading your file make sure that you adopt the following naming convention: "__LAWS13013_Interview.pdf" e.g. 16789909_Bloggs_LAWS13013_Interview.pdf

Return Date to Students

Exam Week Friday (18 June 2021)

Weighting

20%

Assessment Criteria

You will be assessed using the following rubric on the quality of your reflection of these issues:

- Describe the character of the client. Were they easy or difficult to interview? Why?
- What techniques did the interviewer use to overcome any problems associated with the interview?
- Who was in control of the interview and how was that control established and manifest?
- Was there any noticeable body language, gestures, oral characteristics displayed by either the client or interviewer?
- How were the questions framed - open or closed questioning? Was this appropriate in the circumstances of the interview?
- Did the interviewer display empathy with the client's situation?
- Was the interview mechanical and following a checklist?
- What other techniques should the interviewer have adopted to improve their interviewing skills?
- What additional questions should the interviewer have asked?
- Did the interviewer stay on point or were they distracted by the client towards irrelevant considerations?
- What have you learnt about client interviewing having observed the process?
- Any other matters the student wants to discuss.

	Clarity, Presentation and Communication	Relevance of Content	Critical Reflection/Analysis
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High Distinction	The language is advanced and sophisticated. The reader is easily given the opportunity to create a mental picture of the situation being described. Abstract concepts are explained not only succinctly but in an easy to read fashion. Explanation of concepts makes sense to an uninformed reader. There are almost no errors of expression.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	Student applies the learning experience to understanding of self, others, and/or course concepts with a sophisticated degree of analysis.
Distinction	The language is clear and expressive. The reader is given the opportunity to create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader. There are few errors of expression.	The learning experience being reflected upon is relevant and meaningful to student and course/assessment learning goals.	Student applies the learning experience to understanding of self, others, and/or course concepts with varying degrees of analysis.
Credit	Minor, infrequent lapses in clarity, presentation and communication.	The learning experience being reflected upon is relevant to the student and course/assessment learning goals.	Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.
Pass	There are frequent lapses in clarity and accuracy and presentation is unstructured in parts.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	Reflection does not move beyond description of the learning experience/observation
Fail	Language and grammar is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	Most of the reflection is irrelevant to the student, the exercise, the instructions and/or course/assessment learning goals.	The reflection does not describe the learning experience or if an attempt has been made to describe it, it does not appear accurate or informed.

Referencing Style

- [Australian Guide to Legal Citation, 4th ed](#)

Submission

Online

Learning Outcomes Assessed

- Think creatively in researching and presenting an ethical issue to your peers
- Construct solutions to ethical issues involved with client interviewing

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- 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

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