



# **SOWK11016 Human Services and the Law**

## **Term 2 - 2023**

Profile information current as at 05/05/2024 11:46 pm

All details in this unit profile for SOWK11016 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 this unit, you will examine the relationship between human services and the legal context, and develop an understanding of the importance of integrating knowledge of legal systems and processes with human services practice and professional ethics. You will be introduced to the origins of the statutory contexts for human service work in Australia, and to the role which human service practitioners are required to play within these settings. Particular statutory areas are explored in some detail. This unit has a minimum grade requirement for assessments.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

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 2 - 2023

- 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. **Online Quiz(zes)**

Weighting: 40%

#### 2. **Group Discussion**

Weighting: 10%

#### 3. **Written Assessment**

Weighting: 50%

### 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 Student evaluation

**Feedback**

Two lectures were difficult to engage with.

**Recommendation**

Review lectures to identify ways to increase student engagement.

#### Feedback from Student evaluation

**Feedback**

The unit Moodle site was easy to navigate, and there was a great range of resources. I was surprised at my enjoyment of this subject.

**Recommendation**

Retain the Moodle site format and the interactive elements of Assessments 1 and 2, and continually review and update unit resources.

## Unit Learning Outcomes

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

1. Explain the origins of the statutory frameworks within which human service workers practice
2. Demonstrate the difference between criminal and civil statutory processes and law
3. Differentiate between the discrete jurisdictions within statutory systems with reference to the roles which human service workers are required to undertake
4. Explain how statutory systems impact on the work of human services workers, clients, organisations and the community
5. Explain the interaction of statutory systems and processes with professional codes of ethics in human service practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Quiz(zes) - 40%	•	•	•		
2 - Group Discussion - 10%	•	•	•		
3 - Written Assessment - 50%				•	•

### 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

SOWK11016

#### Prescribed

##### **Integrating Human Service Law, Ethics and Practice**

Edition: 4th edn (2016)

Authors: Kennedy, R., Richards, J., Leiman, T.

Oxford University Press

South Melbourne , Victoria , Australia

ISBN: 9780190302726

Binding: Paperback

#### **Additional Textbook Information**

*This textbook is available to access freely online through the CQUniversity Library: [SOWK11016 Textbook](#)*

### 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: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Madonna Chesham** Unit Coordinator

[m.chesham@cqu.edu.au](mailto:m.chesham@cqu.edu.au)

## Schedule

### **Week 1 - 10 Jul 2023**

Module/Topic	Chapter	Events and Submissions/Topic
The law and human services	Chapter 1 & 2 Visit the study week schedule on Moodle for the Week 1 set readings and activities.	

### **Week 2 - 17 Jul 2023**

Module/Topic	Chapter	Events and Submissions/Topic
The Australian legal system	Visit the study week schedule on Moodle for the Week 2 set readings and activities.	

### **Week 3 - 24 Jul 2023**

Module/Topic	Chapter	Events and Submissions/Topic
The place of law within practice frameworks	Chapter 3 Visit the study week schedule on Moodle for the Week 3 set readings and activities.	

**Week 4 - 31 Jul 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Professionals and agencies as legal entities?	Chapter 4 Visit the study week schedule on Moodle for the Week 4 set readings and activities.	

**Week 5 - 07 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Managing information	Chapter 5 Visit the study week schedule on Moodle for the Week 5 set readings and activities.	<b>Assessment Due</b> - Complete Quiz 1 by Friday, Week 5

**Vacation Week - 14 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 21 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Evidence, witnesses and court reports	Chapter 6 Visit the study week schedule on Moodle for the Week 6 set readings and activities.	<b>Assessment Due</b> - Complete the Group Discussion of Quiz 1 by Tuesday, and resit Quiz 1 by Friday, Week 6.

**Week 7 - 28 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Legal accountability	Chapter 7 Visit the study week schedule on Moodle for the Week 7 set readings and activities.	

**Week 8 - 04 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Crimes and victims	Chapter 8 Visit the study week schedule on Moodle for the Week 8 set readings and activities.	

**Week 9 - 11 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
An introduction to child protection and domestic and family violence law	Chapter 9 Visit the study week schedule on Moodle for the Week 9 set readings and activities.	

**Week 10 - 18 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Housing and income support	Chapter 10 Visit the study week schedule on Moodle for the Week 10 set readings and activities.	<b>Assessment Due</b> - Complete Quiz 2 due Friday Week 10.

**Week 11 - 25 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Discrimination and harassment	Chapter 11 Visit the study week schedule on Moodle for the Week 11 set readings and activities.	<b>Assessment Due</b> - Complete the Group Discussion of Quiz 2 due Tuesday, and resit Quiz 2 due Friday Week 11.

**Week 12 - 02 Oct 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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Voluntary assisted dying

Visit the study week schedule on Moodle for the Week 12 set readings and activities.

**Written Assessment** Due: Week 12 Friday (6 Oct 2023) 11:55 pm AEST

### Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Part A - Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

Electronic Focused Interactive Learning (eFIL) is an innovative method of assessment that encourages active learning and communication among students, irrespective of location. The eFIL technique will be used in assessable online exercises in weeks 5 and 10, comprising a total of two quizzes to be completed. A detailed schedule of dates, times, and quiz content is available on Moodle.

#### Instructions

In weeks 5 and 10, you will complete a multiple-choice quiz. Quiz 1 (week 5) and Quiz 2 (week 10) will comprise 20 multiple-choice questions weighted 20% each.

Each quiz is based on the previous five week's unit content, with 4 multiple-choice questions for each study week (i.e. Quiz 1 will include questions from weeks 1 to 5, and Quiz 2 from weeks 6 -10). Each quiz will be weighted 20%. You will then have the opportunity to re-sit the quiz after discussing your answers with your peers in a small group online discussion forum. To be eligible to re-sit the quiz, you must complete the first attempt of the quiz. The second attempt at the quiz is optional. Please note: The highest mark achieved in the two attempts will go towards the overall mark in this assessment. The requirements of the group discussion are outlined in the Assessment 2 Part B - Group Discussion of Quiz(zes) task.

#### How is the eFIL different from a regular quiz?

- eFIL assessments provide students with the opportunity to present and discuss their quiz answers with a small group of students online, just as if they were in a classroom tutorial session.
- From Saturday to Tuesday evening, following the completion of the quiz, students will enter a small group discussion forum, where they will have the opportunity to discuss their answers with their peers.
- Students will then have until the Friday evening deadline to take the quiz a second time, with the benefit of further research and knowing the views of other students.

Important note: There is limited opportunity to make up eFIL exercises due to their interactive nature. However, in extenuating circumstances, students can apply for an extension submitted through the AES (Assessment Extension System) located on the unit Moodle site. In situations where an extension is approved, the student will not be able to partake in the small group discussion forum for that fortnight's quiz and will be graded on only their first attempt at the quiz.

#### Requirements & Resources

- Students are required to sit the quiz independently.
- The quiz is an open book. Therefore, you can use unit materials and other credible sources (e.g. government websites, books) to complete the quiz.

#### Literature and references

You are expected to refer to relevant literature and sources to support your answers. Suitable literature include peer-reviewed journal articles, textbooks, and credible websites, such as government websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies: for example, the Australian Association of Social Workers.

#### Submission

The quizzes are in the Assessment tile on the unit Moodle page.

**Number of Quizzes**

2

**Frequency of Quizzes**

Other

**Assessment Due Date**

ONGOING - Quizzes will take place in week 5 & 10. The quiz is completed in Moodle and undertaken in whatever setting you choose. A detailed schedule of dates, times and quiz content is available on the unit Moodle page.

**Return Date to Students**

Results will be calculated immediately.

**Weighting**

40%

**Assessment Criteria**

**IMPORTANT NOTE:** Each quiz comprises two multiple-choice quizzes weighted 20% each.

Assessment Criteria	HD (85-100)	D (75-84.5)	C (65-74.5)	P (50-64.5)	F (0-49.5)
Attempts the first attempt of the quiz and demonstrates an understanding of the fortnightly study topics.	Completes the quiz. Outstanding knowledge and understanding of the study topics.	Completes the quiz. Very good knowledge and understanding of the study topics.	Completes the quiz. Good knowledge and understanding of study topics.	Attempts the quiz. Adequate knowledge and understanding of study topics.	Fails to attempt or pass the quiz. Insufficient knowledge and understanding of study topics.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Explain the origins of the statutory frameworks within which human service workers practice
- Demonstrate the difference between criminal and civil statutory processes and law
- Differentiate between the discrete jurisdictions within statutory systems with reference to the roles which human service workers are required to undertake

## 2 Part B - Group Discussion

**Assessment Type**

Group Discussion

**Task Description**

As part of the Electronic Focused Interactive Learning (eFIL) assessment task, students are required to participate in a small group online discussion forum after completing each quiz in weeks 5 and 10. The discussion forums are designed to encourage active learning and communication among students, irrespective of location. In total, there are two quizzes and two online discussions to be completed. Students will then have the opportunity to re-sit the quiz after discussing the questions with peers in a small group online discussion forum. The Unit Coordinator will allocate students to small groups for this task. A detailed schedule of dates, times and quiz content is in the Assessment tile on Moodle.

You are expected to adhere to acceptable netiquette protocols in all your communications on the Moodle site, including group discussion forums.

**Instructions**

From Saturday to Tuesday evening, following the completion of each quiz, you will enter a small group discussion forum, where you will have the opportunity to discuss your answers with your peers. Your initial 300-word discussion post should focus on one or two quiz questions you found interesting or challenging. You are also expected to post a response to another student's post. There is no word limit for this post. **Important note:** Students who provide their answers to the quiz without any discussion will not achieve a pass in that week's group discussion. You will then have until the Friday evening deadline to take the quiz a second time, with the benefit of knowing the views of other students. Each group discussion task includes:

- A 300-word explanation about why you chose that quiz question and the insights gained about the question topic/content from engaging in further research and reading.
- A response to another student's post that shares the insights and learning gained about the topic and content.
- References to literature or other relevant sources to explain and justify your answers and responses. You must share your sources so your peers can verify the information and conduct their own research.

Important note: Due to their interactive nature, there is limited opportunity to make up eFIL exercises. However, in



extenuating circumstances, students can apply for an extension submitted through the AES (Assessment Extension System) located on the unit Moodle site. If an extension is approved, the student will not be able to partake in the small group discussion forum for that fortnight's quiz but will be graded on only their first attempt at the quiz. To be eligible to receive marks in that group discussion forum, students who receive an extension will be required to email the unit coordinator a minimum 300-word discussion for that quiz.

#### **Word Limit**

There is a 300-word limit for students' initial posts in each eFIL group discussion forum. The word count is considered from the first to the last word of the student's initial group discussion forum post. It excludes the reference list. It includes in-text references and direct quotations.

There is no word limit for responding to another student's post in each group discussion forum.

#### **Weighting**

10% - Each group discussion is weighted 5%.

#### **Literature and references**

In this assessment, you are expected to refer to relevant literature and sources to support and justify your answers and responses. Referencing your sources will allow other students to confirm the information and conduct their own research. Suitable references include peer-reviewed journal articles, textbooks, and credible websites like government websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature from the internet must be from reputable websites such as government, university, or peak national bodies, such as the Australian Association of Social Workers.

#### **Requirements**

- It is recommended that students complete their responses in a Word document and cut and paste from the Word document into the respective group forum; this will avoid any loss of work due to internet outages or timeout of Moodle session.
- You may write in the first-person and third-person perspectives.
- While formal academic language is not required for a group discussion, correct spelling and grammar are necessary.
- Use the APA 7th referencing style.

#### **Assessment Due Date**

ONGOING - Group discussions will take place the week following the quiz. A detailed schedule of due dates for quizzes and group discussions is posted on Moodle.

#### **Return Date to Students**

#### **Weighting**

10%

#### **Assessment Criteria**

**Important note:** Each group discussion is weighted 5% with an overall Assessment 2 Group Discussion weight of 10%.

Criteria	Grade				
	HD (85-100%)	D (75-84.5%)	C (65-74.5%)	P (50%-64.5%)	F (Below 50%)
Initial Group Discussion Post (300 words)					
Demonstrates ability to articulate learning and insights gained from the quiz question/s referring to unit study materials and other relevant literature and sources. ( /3 marks)	Advanced articulation of learning and insights gained about a quiz question/s topic that refers to appropriate literature and sources.	Very good articulation of learning and insights gained about a quiz question/s/topic that refers to appropriate literature and sources.	Good articulation of learning and insights gained about a quiz question/s/topic that refers to appropriate literature and sources.	Able to articulate learning and insights gained about a quiz question/s/topic that refers to appropriate literature and sources.	Inadequate or inappropriate articulation of learning and insights gained about a quiz question/s or refers to inappropriate literature and sources.
Response to another student's post					

<b>Demonstrates ability to interact with peers and discuss other perspectives and learning. ( /1 mark)</b>	Excellent level of interaction and response to another student's post that demonstrates the ability to consider or convey another perspective.	Very good level of interaction and response to another student's post that demonstrates the ability to consider or convey another perspective.	A sound level of interaction and response to another student's post that demonstrates the ability to consider or convey another perspective.	Basic interaction and response to another student's post that demonstrates the ability to consider or convey another perspective.	Poor or inadequate interaction and response to another student's post that does not demonstrate the ability to consider or convey another perspective.
<b>Written expression &amp; referencing</b>					
<b>Demonstrates ability to produce a well-written discussion post within the word limit, showing appropriate grammar, spelling (Macquarie), and referencing (APA). ( /1 mark)</b>	Outstanding level of written expression and argument citing relevant literature. Correct referencing with no grammatical and spelling errors. Within the word limit.	Very good level of written expression with very good argument citing relevant literature. Grammatical, spelling and referencing accuracy and relevancy. Within the word limit.	Good level of written expression with sound argument citing relevant literature. Minor grammatical, spelling and referencing errors. Within the word limit.	Basic level of written expression with adequate argument. Adequate grammar and spelling and referencing. Within the word limit.	Poorly written with inaccuracies in grammar and spelling and/or poor referencing. Inadequate or inappropriate argument.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

No submission method provided.

### Learning Outcomes Assessed

- Explain the origins of the statutory frameworks within which human service workers practice
- Demonstrate the difference between criminal and civil statutory processes and law
- Differentiate between the discrete jurisdictions within statutory systems with reference to the roles which human service workers are required to undertake

## 3 Written Assessment

### Assessment Type

Written Assessment

### Task Description

Social workers and human service workers commonly work with people experiencing issues/problems that have legal elements. While social workers and human services workers cannot provide legal advice, they must have knowledge of various legal frameworks and how they impact service users' lives. Drawing on the unit material for weeks one to twelve and other sources you have located through independent research, identify, describe and discuss the knowledge of legal frameworks required by the human service/social worker to support the service user in the case study effectively. The case study will be uploaded to the Assessment tile on the unit Moodle page early in the term.

### Instructions

In essay format, focusing on the impact of the legal context on the service user and social work practice, identify, describe and discuss the knowledge of legal frameworks required by social workers for the provision of appropriate support to the service user in the case study.

Your discussion should include the following:

- **Identify and describe the guardianship and administrative legislation in your state/territory and explain its relevance to the case study.**
- **Refer to the guardianship and administrative legislative framework to identify the legal avenues available to the service user to address the issues, including the court/tribunal processes.**

- **Identify one other law relevant to this case study and explain how it intersects with guardianship and administrative law, and human service practice in this situation.**
- **Explain the importance of social workers' legal duties and obligations to confidentiality in this situation and identify other responsibilities and obligations that could limit confidentiality in the case study. Provide an example to illustrate your point.**
- **Referring to the AASW Code of Ethics (2020), choose one core social work principle and explain its relevance to working with the service user and the law and legal processes discussed. There are three core AASW professional principles/values; respect for persons, social justice and professional integrity.**

## Word limit

There is a 1600-word limit (excluding references and appendices). You must remain within 10% of the word limit. The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations.

## Literature and references

When appropriate, refer to the relevant legislation, and cite and interpret specific and relevant sections. Ensure all sources are correctly cited and use your own words to describe your understanding of any facts or ideas discussed, rather than use strings of quotes (quotes, especially quotes on their own, seldom demonstrate learning and understanding of course content).

Use at least eight relevant references in this assessment to support your discussion. Suitable references include legislation, peer-reviewed journal articles, textbooks, and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature from the internet must be from reputable websites such as government, university, or peak national bodies: the Australian Association of Social Workers.

## Requirements

- Include a cover page with your name/student number, unit code, assessment number, unit coordinator, and word count.
- Include a reference list.
- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the APA 7th referencing style.
- The case study will be uploaded to the Assessment tile on the unit Moodle page early in the term.

## Assessment Due Date

Week 12 Friday (6 Oct 2023) 11:55 pm AEST

Upload submission via Moodle

## Return Date to Students

Exam Week Friday (20 Oct 2023)

## Weighting

50%

## Minimum mark or grade

Students must pass the written assessment to receive a Pass overall for the unit. If students receive a Fail grade, they may have the opportunity to reattempt their assessment. If the reattempt is successful, students cannot gain more than 50%.

## Assessment Criteria

Assessment Criteria	HD (85-100%)	D (75-84.5%)	C (65-74.5%)	P (50-64.5%)	F (49.5-0%)
Identifies and describes the relevance of the guardianship and administrative legislation to the case study and social practice in this practice context. ( /10 marks)	A consistently accurate and comprehensive explanation of the relevance of the law to the case study and practice context.	Frequently detailed and accurate explanation of the relevance of the law to the case study and practice context.	An accurate and a good level of detailed explanation of the relevance of the law to the case study and practice context.	Mostly accurate and basic explanation of the relevance of the law to the case study and the chosen practice context.	Inaccurate and limited explanation of the relevance of the law to the case study and practice context.
Describes the knowledge of guardianship and administrative legal avenues/procedures, including court/tribunal processes, available to the service user to address the issues. ( /10 marks)	A consistently accurate and comprehensive explanation of legal procedures and court processes.	Frequently detailed and accurate explanation of legal procedures and court processes.	An accurate and good level of detailed explanation of legal procedures and court processes.	A basic and mostly accurate explanation of legal procedures and court processes.	An inaccurate and or limited explanation of legal procedures and court processes.
Explains the social worker's legal duties and obligations to confidentiality in the situation and identify other responsibilities that could limit confidentiality in the case study. Provide an example to demonstrate your understanding. ( /10 marks)	A consistently accurate and comprehensive discussion of how the law informs the duties, obligations, and responsibilities of workers in this context. Excellent use of example/s to demonstrate understanding.	Frequently detailed and accurate discussion of how the law informs duties, obligations, and responsibilities of workers in this context. Very good use of example to demonstrate understanding.	An accurate and good level of detailed discussion of how the law informs the duties, obligations, and responsibilities of workers in this context. Good use of examples to demonstrate understanding.	A basic and mostly accurate discussion of how the law informs the duties, obligations, and responsibilities of workers in this context. Adequate use of examples to demonstrate understanding.	An inaccurate and or limited discussion of how the law informs the duties, obligations, and responsibilities of workers in this context. Inadequate or inappropriate use of example to demonstrate understanding.
Identifies one other law relevant to the case study and explains how it intersects with guardianship and administrative law and social work practice in the case study. ( /10 marks)	A consistent and comprehensive explanation of the relevance of one other law to the case study and practice context.	Frequently detailed and accurate explanation of the relevance of one other law to the case study and practice context.	An accurate and a good level of detailed explanation of the relevance of one other law to the case study and practice context.	Mostly accurate and basic explanation of the relevance of one other law to the case study and the chosen practice context.	Inaccurate and limited explanation of the relevant law to the case study and practice context.

Referring to the AASW Code of Ethics explains the relevance of one professional principle/value to working with the service user and the law and legal processes discussed. ( /5 marks)	Demonstrates a comprehensive understanding of the relevance of the professional value to social work practice in the case study.	Demonstrates a very good level of understanding of the relevance of the professional value to social work practice in the case study.	Demonstrates a good understanding of the relevance of the professional value to social work practice in the case study.	Demonstrates a sound understanding of the relevance of the professional value to social work practice in the case study, social work role in this situation.	Inappropriate or inaccurate understanding of the relevance of the professional value to social work practice in the case study.
Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (APA 7th) and adheres to the word limit. ( /5 marks)	Consistently accurate spelling and grammar. Evidence of a synthesised, logically sequenced argument. A good number of relevant references (8+) and consistently accurate referencing.	Frequently accurate spelling and grammar. Very well constructed, logically sequenced paper. Adequate number of references (6 to 8) and accurate referencing.	Mostly accurate spelling and grammar. Mostly well-constructed and logically sequenced argument. Barely adequate number of references (4 to 6) and mostly accurate referencing.	At times the spelling and grammatical errors disrupt the meaning and flow of the academic argument. An inadequate number of references (less than 4) and/or inaccurate referencing.	Significant spelling and grammatical errors. Poorly sequenced with limited argument. No referencing and/or irrelevant and inaccurate references. Does not adhere to word count.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Upload submission via Moodle

## Learning Outcomes Assessed

- Explain how statutory systems impact on the work of human services workers, clients, organisations and the community
- Explain the interaction of statutory systems and processes with professional codes of ethics in human service 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)



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