**Part 2B – Course Design Working Document**

**Purpose of the working document**

The purpose of this working document is to capture key course information which will serve as a guide to those supporting the development and building of the course. Once completed and approved, the document will serve as the start point for a new Adelaide University course.

This document, in addition to the workshops and other resources provided, will walk you through the course design, capturing the Course Aims, Course Plan, Course Learning Outcomes, Assessment Strategy, Pedagogical Considerations, and Course Resources. Much of the information contained within this document will be entered into the Adelaide University curriculum management system, CurV, our single source of curriculum truth.

**Instructions for completing the template.**

* This document should be completed for each course identified in Template 1B *Section 2.1.3 Standard Schedule of Courses* (from Part 1)
* Complete the table below (page 1), specifying the program name, course name (identified in Template 1B Section 2.1.3), version (e.g., Version 1 for a new course) and date. Every time there is a minor or major change, the version should be captured accordingly to ensure that course coordinators can keep track of the changes.
* Each section of this template has a brief description of what is expected. If you need further guidance, refer to **the** [**Adelaide University Part 2: Detailed Program and Course Design Toolkit**](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/TrainingHome.aspx)or use the [More information] links to go straight to the relevant page.
* The mapping information captured in 2A: Program Blueprint should guide the course design to ensure alignment with the program.
* The completed course curriculum captured in this document will be considered as part of the respective program and reviewed for programmatic alignment.
* Upon completion, course data will be manually entered into the Adelaide University curriculum management system (CurV), our single source of curriculum truth, for approval. Course information will be shared with other program teams to minimise duplication of course content.
* Once the course has been designed and entered into CurV, it is not expected to undergo significant changes between now and its first delivery.

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| --- | --- |
| Program | Bachelor of Laws (Honours) |
| Course name | Administrative Law |
| Version | 1 |
| Date | 16/02/2024 |

SECTION 1: Course Information

**1.1 Course Name**

è Identify the course name. The name may have been defined during Program Design – Template 1B. If not, provide some suggestions of course names that can be discussed and agreed upon.

* The course name should be clear, conveying the subject matter to the student (current and prospective).
* Use terms that prospective students may use when searching for a course.
* Avoid using overly long or complex language in the course name.
* Avoid using colons in the name.

[[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/2.2-Course-name-and-course-summary-(CDWD-Section-1).aspx)]

Administrative Law

**1.2 Course Summary**

è Summarise key information about this course relative to the program structure. This information can be populated, or may have been prepopulated, using the information presented in Template 1B (from Part 1), Section 2.1.3 Standard Schedule of Courses. [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/2.2-Course-name-and-course-summary-(CDWD-Section-1).aspx)]

Academic Year:

Year Level: Second

Unit Values: 6

1-sentence description of the course aim: This is a compulsory subject addressing the accreditation requirements for Administrative Law that provides students with scaffolded skills in statutory interpretation and dealing with data driven administrative decision making.

This course aligns to the LLB theme of social justice.

Course type (e.g., core or specialist elective): UG Core

WIL hours (If applicable): 0

Pre-requisite or co-requisite: How Law Works, Law, Government and Community

SECTION 2: Course Aim and Learning Outcomes

Conceptualising and writing a Course Aim, Course Plan and Course Learning Outcomes is critical to effective curriculum design and student learning. A Course Aim represents the broad goal of the course. The Course Plan will list or outline the key concepts, knowledge, and skills students will be developing as they progress through the course. Finally, the Course Learning Outcomes specify what students are expected to be able to demonstrate by the end of the course; they are steps towards the achievement of the overall course aim.

Importantly, the work of these following sections is an **iterative** one, and you will likely move through sections 2.2, 2.3, 3.1 and 3.2 as you work toward the final versions of what will end up in each section.

**2.1 Course Aim**

The aim of a course is a broad statement of its purpose or intent, encompassing the philosophy of the course and specifying its overall direction and content. It tells students what you will teach them over a study period (e.g., trimester) and what they may learn by taking the course. A course aim is typically identified in relation to the broad program aims, its relationship to the aims of other courses within the program, and the role it plays in overall development of Graduate Qualities across the program.

èArticulate the course aim in a few sentences (no more than 100 words). [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.2-Course-plan-(CDWD-Section-2.2).aspx)]

In this course, students will learn about legal rules and principles that control government action, focusing on the executive arm of government and the exercise of power by the executive in the context of contemporary challenges related to the environment and sustainability and social justice. Students will learn about the rules and principles that have developed through the common law system to ensure that executive government acts lawfully, fairly and reasonably, while remaining accountable for its decisions, and how these principles can be adapted to address emerging issues. They will learn how government is accountable for the exercise of public power and how government leverages data to assist with the making of informed decisions and to enhance policy formulation. Additionally, students will learn how to interpret statutes through judicial review of statutory powers pursuant to judicial review legislation. Students will apply these principles and skills to solve complex factual administrative law problems while considering the broader implications for society and the planet.

**2.2 Course Plan**

Defining the scope of the course is essential, in terms of the broad topics and skills being developed within the course, as well as indicate the general structure in terms of the sequencing of learning, modules, themes or other important elements (e.g., moving from theory to practice).

Course design should prioritise a coherent and progressive alignment of topics, ensuring a logical flow of concepts and building upon foundational knowledge and skill. The finer details of what content, readings etc. would appear in each week will be developed further in Part 3. A high-level outline is all that is required here.

è List the broad topics and/or modules in the recommended sequencing, includingfor each topic and/or module. [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.2-Course-plan-(CDWD-Section-2.2).aspx)]

The Legal Practitioners’ Education and Admissions Council (LPEAC) prescribes rules for the academic requirements for admission to legal practice in South Australia. For the purposes of this course, students must demonstrate a satisfactory level of understanding and application of the principles and theories of administrative law, public power and administration, role of policy and discretion in administrative decision-making, mechanisms of review of administrative decision-making and grounds of judicial review and remedies.

Therefore, this course will address topics such as:

* Introduction to administrative law
* Merits review at the federal and state level
* Grounds of judicial review
* Jurisdictional error
* Privative clauses
* Delegated legislation
* Data driven administrative decision making. **2.3 Course Learning Outcomes (CLOs)**

Course Learning Outcomes typically have the following structure:

*verb + content focus + (condition/context) + criterion*

Read the following pages in the online toolkit before starting to write your CLOs:

[What are Course Learning Outcomes?](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.4-What-are.aspx)

[Process of developing Course Learning Outcomes](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.3-Course-Learning-Outcomes-(CLOs)-(CDWD-Section-2.3).aspx)

Now it’s time to capture those key learning outcomes in the Course Learning Outcomes below.

Typically, 4-6 CLOs should cover what students are expected to be able to demonstrate by the end of a course.

è Write the proposed CLOs below, remembering that each should include a relevant verb, the content focus, the condition/context and the criterion and use the table provided to map these to the PLOs.

At the completion of this course students will be able to:

CLO1: Identify the principles of administrative law that inform the review of administrative decision making in Australian law and apply relevant principles to complex legal problems

CLO2: Evaluate the legal frameworks surrounding the judicial and administrative review of government decisions to ensure legality, fairness, and accountability

CLO3: Apply knowledge of the legal principles affecting government decision making including data driven administrative decision making to solve complex legal problems

CLO4: Prepare written arguments for a legal audience in the field of administrative law addressing relevant issues to solve complex legal problems

CLO5: Present oral arguments for a legal audience in the field of administrative law addressing relevant issues to solve complex legal problems

è Use the table provided to map these to the PLOs – put an X in the box where you believe there is alignment.

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|  | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** |
| **Course Learning outcomes** | **Application of Knowledge: Use legal knowledge to create innovative and ethical solutions to address national and global issues, promote justice and enhance sustainability.** | **Research, Analysis and Critique: Undertake legal research, and analyse and critique the operation of the law, informed by Indigenous knowledges and diverse social and cultural perspectives.** | **Communication: Communicate skilfully using a variety of modes and technologies to advocate, provide advice and resolve legal disputes.** | **Professional Responsibility, Collaboration and Ethics: Contribute to the legal profession and wider community in a collaborative, ethical, socially conscious and professional manner.** | **Personal and Professional Growth: Exercise informed and objective judgement, achieve personal growth through reflection and interact with others with professionalism and empathy.** |
| **CLO1 -** Identify the principles of administrative law that inform the review of administrative decision making in Australian law and apply relevant principles to complex legal problems | x |  | x |  |  |
| **CLO2 -** Evaluate the legal frameworks surrounding the judicial and administrative review of government decisions to ensure legality, fairness and accountability | x |  | x |  |  |
| **CLO3 -** Apply knowledge of the the legal principles affecting government decision making including data driven administrative decision making to solve complex legal problems | x |  | x |  |  |
| **CLO4 -** Prepare written arguments for a legal audience in the field of administrative law addressing relevant issues to solve complex legal problems | x |  | x |  |  |
| **CLO5 -** Present oral arguments for a legal audience in the field of administrative law addressing relevant issues to solve complex legal problems | x |  | x |  |  |

SECTION 3: Assessment

Within this course assessment section, broadly articulate the why, the what, and the how of assessment without necessarily getting into the specifics of the individual assessment tasks themselves. This level of detail will then be determined at a later stage of the course development processes.

**3.1: Assessment rationale and approach**

è Describe what the course assessments broadly aim for students to demonstrate and why this is important. You do not need to describe details of the assessments, rather any high-level considerations that must be incorporated in later stages of course development to ensure a programmatic approach to assessment is taken. [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.5-Assessment-(CDWD-Section-3).aspx)]

Also indicate any critical assessment approaches that need to be included within this course in support of programmatic skill development and assessment demonstration, e.g., project-based, practical, oral, problem solving, team/group work.

Additionally, articulate the role Generative Artificial Intelligence (Gen AI) might play (if at all) for assessments in this course.

The assessment in this course is focussed on developing students’:

* knowledge of the legal framework and of data driven administrative decision making
* interpretation of statutes
* knowledge of the principles that inform the review of administrative decision making
* application of legal problem-solving skills to complex administrative law problems
* preparation of arguments (written and oral) to solve complex administrative law problems.

Assessment tools for this type of activity will include a combination of formative and summative assessment such as:

* Formative online quizzes/tests: For the development of foundational knowledge and understanding of the legal framework and principles underpinning administrative law.
* A merits review exercise involving case studies and problem-based scenarios: these can simulate real-life administrative law cases and issues, allowing students to apply legal principles and construct arguments to complex administrative law problems.
* Moot and oral presentations: engaging students in moots and oral presentations where they assume the roles of various stakeholders will enhance students’ ability to view the issues from multiple perspectives and apply their learnings in a practical and supportive setting.
* Problem-based exam: to measure students’ conceptual knowledge and application of fundamental legal principles in administrative law to solve complex administrative law problems.

Generative AI may be used to support ideation and the planning of writing tasks. It may be used to help identify preliminary ideas and resources but should not be used as a substitute for students’ own thinking and writing. All uses of Generative AI should be disclosed.

**3.2: Mapping and performance standard/success criteria**

Mapping knowledge, skills, and/or capabilities is useful in ensuring what is assessed aligns with the CLOs and allows students to indeed demonstrate they can pass the CLOs in your course.

Specifying performance standards or pass criteria provides benchmarks for future assessment task design and teaching and learning approaches.

è Outline what knowledge, skill, and/or capability is expected and briefly explain what satisfactory achievement (a pass-level demonstration) might look like for each CLO. You may wish to revise your CLOs to reflect these standards. [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.6-Performance-Standards-(CDWD-Section-3.2).aspx)]

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| **CLOs** | **Knowledge, skills and/or capability demonstrated** | **Performance standard** |
| **CLO1 -** Identify the principles of administrative law that inform the review of administrative decision making in Australian law and apply relevant principles to complex legal problems | **Communication (written and/or oral)**  **Statutory interpretation**  **Legal problem solving** | Accurately identifies the major scope and application of legal principles affecting the review of administrative decision making in Australian law  Identifies and analyses the facts and issues relevant to the application of administrative law in a complex legal scenario  Correctly interprets and applies the major features of statutory provisions to solve complex legal problems |
| **CLO2 -** Evaluate the legal frameworks surrounding the judicial and administrative review of government decisions to ensure legality, fairness and accountability | **Communication (written and/or oral)**  **Digital Literacy**  **Evaluation**  **Statutory interpretation**  **Legal research (and technology)** | Explains the concepts of legality, fairness, and accountability at an introductory level  Provides a basic explanation of how the concepts of legality, fairness and accountability might be incorporated in the legal frameworks surrounding the judicial and administrative review of government decisions, particularly government decisions which have been implemented using digital tools  Explains the basic features of statutes governing the judicial and administrative review of government decisions  Draws on an appropriate range of primary and secondary sources relevant to support the evaluation of whether the legal frameworks surrounding control of government decision making ensure legality, fairness, and accountability |
| **CLO3 -** Apply knowledge of the legal principles affecting government decision making including data driven administrative decision making to solve complex legal problems | **Communication (written and/or oral)**  **Legal problem solving**  **Digital Literacy** | Applies knowledge of the main legal principles affecting government decision making to solve complex legal problems  Explains how digital tools are being used to implement government decision making and discusses some of the impacts that this may have on those affected by that government decision making  Explains the main ways that data driven government decision making in a complex legal scenario is affected by administrative law principles |
| **CLO4 -** Prepare written arguments for a legal audience in the field of administrative law addressing relevant issues to solve complex legal problems | **Communication (written)**  **Advocacy**  **Legal problem solving** | Constructs persuasive argument that correctly addresses the principal legal issues arising in complex legal problems  Presents legal concepts and arguments in a clear, concise, and logically coherent manner  Supports arguments with appropriate references to primary and secondary legal sources  Complies with the Australian Guide to Legal Citation |
| **CLO5 -** Present oral arguments for a legal audience in the field of administrative law addressing relevant issues to solve complex legal problems | **Communication (oral)**  **Collaboration**  **Advocacy**  **Legal problem solving** | Constructs persuasive argument that correctly addresses the key issues arising in complex legal problems  Presents legal concepts and arguments in a clear, concise, and logically coherent manner  Maintains audience engagement  Speaks at an appropriate volume and pace and keeps to time  Conforms to the protocols and practice of the relevant legal context  Interacts with peers to ensure the coherence of inter-party advocacy and responsiveness to opposing party positions  Attempts to answer questions raised in response to the arguments presented |

SECTION 4: Course Teaching and Learning Strategies/Pedagogical approaches

Describing broad teaching and learning strategies, and the pedagogies underpinning them, provides useful guidance for course developers to develop effective learning environments, including informing them of the resources that may be required for the course.

These should be informed by the CLOs, and the knowledge and skills students are expected to demonstrate as well as the assessment approaches.

è Specify/describe the broad teaching and learning strategies this course is expected to employ e.g., inquiry-based learning, Socratic method, problem-based learning etc.; include a brief rationale of why these strategies have been selected. [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/4.1-Course-level-teaching-and-learning-strategies-pedagogical-approaches.aspx)]

The learning and teaching approaches will consist of:

1. Online learning is supported through a learning management system that provides a structured, interactive, and collaborative learning environmhardent and incorporates multimedia content, such as video presentations of course content, collaboration and discussion about contemporary administrative law cases and issues, real-world case studies and simulated exercises through which students will gain practical experience in navigating complex legal issues. Students will also be encouraged to engage with professional networks through online platforms, fostering lifelong learning and professional development.
2. In person guest presentations and/or podcasts involving guest speakers to share their lived experiences in relation to administrative law.
3. Seminars that provide collaborative learning and an opportunity for students to put into practice the knowledge and skills they acquire from the course content. The seminars will further provide students the opportunity to ask questions for clarification and guidance. Students will also practice answering problem-based scenario questions and mooting exercises in seminars to assist them with developing advocacy skills and working collaboratively. They will also have access to deidentified Legal Clinic files to emphasise links between course content and real-world practice in the administrative law field.

SECTION 5: Course Resources

è Identify key course resources as early as possible in the course design process.

Some of this information will be used as part of course development and design (Part 3); for example, our Digital Librarians will help identify appropriate digital resources, such videos, images, readings and textbooks. [[More information]](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/4.2-Course-resources.aspx)

**5.1: Facilities, equipment, software and hardware (University owned)**

University physical spaces, equipment, and/or software/hardware the university will provide. Please be sure to list any resources that students must have access to during the course in order for them to successfully complete the course. Identifying these resources early will support the university in assessing the availability and suitability of our resources.

The teaching of this course will require:

1. Flexible workspaces for large group interactive teaching and smaller group discussions.
2. Student and course facilitator access to legal databases (AI-enabled – ie. Lexis +AI)
3. Learning spaces outside classrooms – eg study areas, common areas w. external electronic comms.
4. Video / Audio recording studios
5. Electronic moot rooms including a dedicated moot court
6. Specialised law library – requirement for accreditation
7. Clinical education facilities (to establish fluency between theory and practice)

**5.2: Software and hardware (Learner owned)**

Software or hardware that a learner is expected to have access to during the course on their own devices.

Students will need access to a personal computing device and to Microsoft Office

**5.3: Required readings**

Key readings, including textbooks. At Adelaide University, we would like to minimise the number of physical textbooks a student is required to purchase as part of their program in preference for open educational resources, or textbooks that are used across multiple courses.

However, some courses may need specific readings to be specified in advance especially where a course is primarily based on that particular resource.

A textbook will be required to provide students with foundational information that the course will address. One of the most appropriate textbooks for Administrative Law at this time is:

Robyn Creyke et al, *Control of Government Action: Text, Cases and Commentary* (LexisNexis, 2022)

Students will also be provided with selected readings from book chapters, journal articles, reports, and links to primary legal sources through the learning management system.