



## UNSW Course Outline

# PLTX2040 Practicum - 2024

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## General Course Information

**Course Code :** PLTX2040

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Law and Justice

**Academic Unit :** Faculty of Law and Justice

**Delivery Mode :** Online

**Delivery Format :** Standard

**Delivery Location :** Distance Education

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

An innovative alternative to Workplace Experience 2, the Practicum provides students with exciting opportunities to contribute to the design and implementation of a personal or professional project that reflects their interests.

The Practicum involves areas of innovation and technology, adaptive lawyering, or specialised

social justice, through a combination of placement; simulated workplaces; technical learning spaces; law-related projects; continuing legal education; and structured reflective practice. The Practicum may involve acquiring additional specialised experience, skills, and knowledge with the guidance of UNSW. PLT and students are responsible for contributing to the design of their Practicum, in consultation with UNSW PLT.

## **Course Aims**

This course enables students to complete accredited practical legal training for admission to the New South Wales legal profession as specified in the competencies at Schedule 2 of the Uniform Admission Rules.

The Practicum course will enable UNSW law students to extend on foundational intellectual and practical competencies through workplace learning experiences and reflective practice activities that embody UNSW Law's mission to study law in action and make a difference in the world by developing flexible skills, critical perspectives, and broad horizons in current and emergent professional legal practice contexts. The Practicum provides opportunities to focus on areas of innovation, including the future of legal services, specialised social justice contexts and adaptive lawyering.

## **Relationship to Other Courses**

This course may be taken in lieu of Workplace Experience 2.

# Course Learning Outcomes

Course Learning Outcomes
CL01 : Integrate coursework and practice through the application of theory, communication, teamwork, self-management and critical reflection for a personal or professional project. (PLO1; PLO2; PLO3; PLO4; PLO5)
CL02 : Distinguish aspects of workplace learning that enable individuals, teams and organisations to obtain knowledge, skills and attitudes to solve work-related problems and improve performance. (PLO1; PLO2; PLO3; PLO4; PLO5)
CL03 : Develop and evaluate their own self-management and work-management skills, including autonomy, judgement and self-directed learning by synthesising the knowledge, skills and values acquired through the practical legal training program. (PLO1; PLO2; PLO3; PLO4; PLO5)

Course Learning Outcomes	Assessment Item
CL01 : Integrate coursework and practice through the application of theory, communication, teamwork, self-management and critical reflection for a personal or professional project. (PLO1; PLO2; PLO3; PLO4; PLO5)	<ul style="list-style-type: none"><li>• Declarations</li><li>• Structured Reflective Portfolio</li></ul>
CL02 : Distinguish aspects of workplace learning that enable individuals, teams and organisations to obtain knowledge, skills and attitudes to solve work-related problems and improve performance. (PLO1; PLO2; PLO3; PLO4; PLO5)	<ul style="list-style-type: none"><li>• Declarations</li><li>• Structured Reflective Portfolio</li></ul>
CL03 : Develop and evaluate their own self-management and work-management skills, including autonomy, judgement and self-directed learning by synthesising the knowledge, skills and values acquired through the practical legal training program. (PLO1; PLO2; PLO3; PLO4; PLO5)	<ul style="list-style-type: none"><li>• Declarations</li><li>• Structured Reflective Portfolio</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

## Learning and Teaching in this course

This course employs bespoke and innovative models of mentoring in diverse areas of law and practice where students get to 'choose their adventure'. Past iterations of this course have involved:

- unique opportunities to work with a committee of barristers to research and write chapters of bar bench books that assist judges, for example on sentencing;

- learning the ropes of government by preparing a simulated briefing paper to a minister ( on the regulation of space junk)
- working with experts on submissions to Parliamentary Inquiries (Greenwashing and Jury Directions in Sexual Consent Laws);
- simulated workplace cases (for example, developing a specialty in tax rulings under the supervision of a Commercial Law KC, or Employment or Wills and Estates under the supervision of experienced practitioners.
- analysis and critique of current and proposed legislative provisions (for example, on Coercive Control laws, Koala protections, and international law of climate change
- development of applications (for example, working with Austlii's Datalex software to develop tech solutions for organisations);
- examinations of technology and the law (for example, analysis of AI guidelines);
- development of a tech enabled tool for a legal clinic to assist clients in navigating the steps in sexual harassment cases.
- analysis of personal adaptive lawyering skills (including examining models of individual decision making, applying psychology theory).

## Additional Course Information

Practicum streams offered may include:

### Adaptive lawyering and leadership

This practicum provides a unique opportunity to explore the human dimension of what it means for you to be a high-performing, ethical, healthy and psychologically flexible lawyer – in other words, an *adaptive lawyer and leader*. To be a good lawyer needs more than good technical legal skills.

Successful lawyers – and by that we mean those who are not only high-performing, but ethical, healthy and finding meaning in the work – also need to relate well to others, manage uncertainty, learn quickly, creatively problem-solve, and to be attuned to yourself and to bring out the best of who you are – especially under stress. We call these *adaptive lawyering and leadership* skills. Rather than cover new skills or practices directly, you will first develop and refine questions about what you would like to find out about yourself and how you as a lawyer. You will then embark on a process of *collaborative discovery* with the stream leader, a psychologist/lawyer, to discover new insights about you based on psychological data, mentoring conversations and your own reflections. You will then explore ways to test and experiment with these insights in the real world: in your current work, studies and other everyday activities, and find ways to use this new awareness in your development as an adaptive lawyer. The aim of this practicum is to equip you with a deeper understanding about yourself so that you can be your best as a lawyer.

This Practicum stream does something different. It flips the script, recognising that what each lawyer (and lawyer-to-be) needs to be adaptive is different, and necessarily so. There's no one 'right' way to be adaptive: it depends on your personality, your values, your hopes for the future, your experiences in the past, the environment in which you're working, the people you're working with, and the list goes on.

It's a unique chance to be curious about you and what adaptive lawyering might look like for you, and how to minimise some of the obstacles in the way. To do this, we use collaborative approaches in clinical psychological practice, and the latest findings from psychological science and behavioural economics research.

### Specialised Social Justice and Impact:

How do we justify social justice action? How can you measure the success of social justice movements? How do the legal professional conduct rules affect social justice movements? And how does agency relate to social justice? These are just some of the questions you will think with your peers and mentor in the social justice practicum. In this practicum you will develop your own project, either something you care about or something that an organisation that you work with would benefit from. You will be supported by the stream leader, an experienced social justice lawyer and researcher as you develop your project. Rome was not built in a day, so your social justice project might be only the beginning of something much larger, or it might be a snippet of something brave and important. Either way, you will develop knowledge and a project that will help you leapfrog to your next social justice pursuit. This stream includes opportunities (depending on timing and the availability of projects) to work with the Bugmy Bar Book Project Committee on the Bugmy Bar Book which aims to assist legal practitioners and the courts in understanding the impact of experiences of disadvantage in the context of sentencing. This stream also provides opportunities to work with experts on law reform projects and submissions, eg Senate inquiry into greenwashing, particularly claims made by companies, the impact of these claims on consumers, regulatory examples, advertising standards, and legislative options to protect consumers.

### Commercial Law and Enterprise

The aim of this practicum stream is to confer an understanding of the rigour and precision demanded of the legal practitioner in a commercial setting; acquaint the legal practitioner with the needs and expectations of the commercial client; equip graduates with legal problem making skills in the business environment exercising good business sense; exploring negotiation skills

and techniques including in the wording and scope of contracts with reference to key contractual provisions; identify the risks and liabilities in specific commercial contexts in association with legal structuring and contractual protection; Instil an appreciation of when to adopt an adversarial approach when matters become contentious in a commercial matter and developing familiarity with the differing modes of conduct required of the legal practitioner in a commercial mediation in comparison to a commercial litigation.

The Commercial Law Practicum involves mentoring by a KC and concentrates on developing and instilling the above listed criteria through a combination of instruction and guidance, the provision of worked case examples, practical experience (if available and approved) and the completion by the graduate of a key commercial law research topic in one of the following areas:

1. Corporate Governance and Directors Duties
2. Agency in commercial transactions: how arising, types, fiduciary relationship, creation and duties, termination
3. Insolvency. Winding up a Company: Practice and Procedure
4. Capital Gains Tax concessions for small businesses
5. Tax Avoidance Part IVA ITAA 97
6. Commercial Contracts, indispensable clauses and their provenance
7. Commercial mediation

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Declarations	40%	
Structured Reflective Portfolio	60%	

### Assessment Details

#### Declarations

##### Assessment Overview

If work placement is part of the individual Practicum experience, the student must submit a signed student and supervisor declaration, including brief explanation of the type of work undertaken. Declarations must be completed for each workplace experience placement undertaken as part of the Practicum Component.

The sum of the notional learning hours for all Practicum components in this course must be

equivalent to 6 Units of Credit (approximately 150 hours).

### **Course Learning Outcomes**

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- CL02 : Distinguish aspects of workplace learning that enable individuals, teams and organisations to obtain knowledge, skills and attitudes to solve work-related problems and improve performance. (PLO1; PLO2; PLO3; PLO4; PLO5)
- CL03 : Develop and evaluate their own self-management and work-management skills, including autonomy, judgement and self-directed learning by synthesising the knowledge, skills and values acquired through the practical legal training program. (PLO1; PLO2; PLO3; PLO4; PLO5)

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

### **Generative AI Permission Level**

#### **No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## **Structured Reflective Portfolio**

### **Assessment Overview**

The student must submit a structured reflection piece in a form approved by UNSW Law.

The structured reflection piece will focus on the student's Practicum experiences.

Elements of the structured reflection are to be determined by the convenor, but may include:

- Innovation and technology in legal practice
- Social values in legal practice
- Adaptive lawyering
- Experience-based learning
- Incidental and informal learning
- Self-directed learning
- Formal organisational learning
- Ways in which the student's capacities for practice were expanded
- Professional socialisation, and

- Workplace collaborations together with interpersonal and contextual factors.

As well as the structured reflective portfolio piece for the Practicum, the student must submit their other Loop project reflective work. The Loop project compiles all reflective writing completed throughout the GDLPP.

### **Course Learning Outcomes**

- CL01 : Integrate coursework and practice through the application of theory, communication, teamwork, self-management and critical reflection for a personal or professional project. (PLO1; PLO2; PLO3; PLO4; PLO5)
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- CL03 : Develop and evaluate their own self-management and work-management skills, including autonomy, judgement and self-directed learning by synthesising the knowledge, skills and values acquired through the practical legal training program. (PLO1; PLO2; PLO3; PLO4; PLO5)

### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Generative AI Permission Level**

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **General Assessment Information**

The assessment in this course is designed in conjunction with the student, mentor and UNSW



PLT. Structured Portfolio work amounts to approximately 25-30 hours per week, noting UNSW PLT can provide discretion/extensions around submission times to enable a realistic workload for students balancing other commitments. Word limits are as agreed with the Convenor and are to be commensurate with the nature of the agreed Portfolio, for example, around 10-20 pages as a guide without a work placement, and less if there is a placement involved.

Formative (where set by convenor) and summative assessments (including any relevant work placement) are graded on a competency basis (competent/not yet competent).

After completion of the PLT coursework and as part of the workplace experience or practicum components, students collate and submit their Loop project, which is a collection of their reflective tasks from all PLT core and elective courses, with a final guided reflection as their last assessment in the program.

For further information on generative AI use in the Faculty of Law & Justice, please review the section titled 'Academic Honesty and Plagiarism' under the 'Other Useful Information' tab.

### **Grading Basis**

Competency

### **Requirements to pass course**

Achievement of a competent grade on all assessment tasks and/or in work placement as relevant to be considered competent in this course.

## **Course Schedule**

### **Attendance Requirements**

Online attendance and participation in up to four webinars or as appropriate to the practicum stream/project chosen.

### **General Schedule Information**

This course is scheduled in T1, T2 and T3 and is offered based on student demand and mentor availability.

## **Course Resources**

### **Course Evaluation and Development**

Opportunities to provide feedback are provided both informally through direct communication

and formally through anonymous course and program level surveys. Feedback received is prioritised, analysed and implemented as part of the GDLPP's cycle of continuous improvement to enhance the student learning experience.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Pamela Taylor-Barnett					Yes	Yes

## Other Useful Information

### Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

### UNSW Law & Justice Assessment Policy

It is essential that all students undertaking this course read and abide by the [UNSW Law & Justice Assessment Policy & Student Information](#). This document includes information on Class Attendance, Late Work, Word Limits, Marking, Special Consideration, Workload, and Academic Misconduct & Plagiarism. More information can also be found at [Assessment & Exam Information](#).

Information regarding Course Outlines are subject to change and students are advised to check updates. If there is a discrepancy between the information posted here and the handbook or the

UNSW Law & Justice website, please contact [Student Services via The Nucleus Hub](#) for advice. UNSW Law & Justice reserves the right to discontinue or vary such courses or staff allocations at any time. If your course is not here, please visit [Handbook](#) for information.

## Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Generative AI

Using generative AI to conduct research or to organise your argument is not prohibited but is not encouraged. We note that the output from generative AI tools is often incorrect and almost always more superficial than is required to achieve a passing grade. Moreover, any substantive errors in the assessment, such as inappropriate references or incorrect statements, will be regarded negatively by the marker, just as they would if not generated by AI. You should limit your use of AI to simple editorial assistance, such as standard editing and referencing functions in word processing software in the creation of your submission. You must not use any functions that generate or paraphrase passages of text, whether based on your own work or not. If your marker or Turnitin identify the wrongful use of generative AI in the text of your assessment submission, including the use of paraphrasing software, your assessment may be referred to the Student Integrity team for investigation. Please go to the link for further information about [referencing and acknowledging the use of artificial intelligence tools](#).

## Prohibition on use of translation apps

With limited exceptions for language study, the course of study and assessment in Australian universities must be in English (Higher Education Standard Framework (Threshold Standards) 2021 1.5 6(c)).

In Law & Justice many classes have assessable class participation. This must be in English. **Use of a translation device to assist with contributions to class discussion is not allowed.** Marks for class participation may be reduced where use of translation devices is detected. Similar prohibitions apply to use of any other generative text app that is not specifically permitted by the class teacher. However, use of translation software to assist a student to understand material outside of class, or to assist with preparation for assessment is generally permitted.

Further considerations apply to LLB and JD students. International lawyers who seek to be admitted in NSW must satisfy an English proficiency test. That test is expressed as equivalent to IELTS scores of 7.0 -8.0 across the tests. It is assumed that UNSW graduates are at or above those levels of English proficiency. Use of translation apps can impede the attainment of that level of proficiency. Students should avoid behaviours that put them at risk of breach of legal requirements which can have significant consequences, including potential consequences for your admission as a lawyer.

## **Submission of Assessment Tasks**

Before submitting assessment items all students must read and abide by the [UNSW Law & Justice Assessment Policy & Student Information](#).

### **Special consideration**

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

### **Feedback**

UNSW Law & Justice appreciates the need for students to have feedback on their progress prior to the last date for withdrawal without failure. All courses will therefore provide feedback to students prior to this date, as well as throughout the course. However, students should note that feedback does not take the form only of formal grades and written comments on written assessments. Rather, formative feedback, which helps students to self-assess, to identify misunderstandings, and to identify areas requiring further work, will occur during class and possibly online. For example, where a teacher asks the class a question, all students should think about how they might answer. Even though not all students will necessarily be able to respond orally, everyone can reflect on their tentative answer in light of the teacher's response and subsequent class discussion. If you are struggling to understand what is being asked in class, or

if your tentative answers prove incorrect and subsequent discussion does not clear things up, then you should continue to ask questions (of yourself, your peers or your teacher). Similarly, you can get a sense of your ability in a course through peer feedback during group work, your teacher's responses to your in-class contributions, and your own response to in-class problems and examples (whether or not you are called on to relay your answer to the class) and also your online activities and responses by others to those activities. Students enrolled in this course may check their Moodle course page for details on the specific feedback used in this course.

## Faculty-specific Information

### Additional support for students

- Student support: <https://www.student.unsw.edu.au/support>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Equitable Learning Services: <https://student.unsw.edu.au/els>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au>

### Course improvement

Student feedback is very important to continual course improvement. This is demonstrated within the Faculty of Law & Justice by the implementation of the UNSW online student survey myExperience, which allows students to evaluate their learning experiences in an anonymous way. myExperience survey reports are produced from each survey. They are released to staff after all student assessment results are finalised and released to students. Course convenors will use the feedback to make ongoing improvements to the course. Students enrolled in this course may check their Moodle course page for details on the actions taken in response to evaluation feedback in Student Survey.

## School Contact Information

Contact [Nucleus Student Hub](#) for all enquiries