Australian Law School Yearbook
2020

BOND UNIVERSITY
CENTRE FOR PROFESSIONAL LEGAL EDUCATION

Introduction

This Yearbook presents the results of the Australian Law School Annual Survey conducted between August and December 2021. The questions in the survey related to the calendar year 1 January 2020 to 31 December 2020. The Survey had ethics approval from the Office of Research Services at Bond University (approval no. NJ02774). Twelve law schools completed the Survey. The Survey was anonymous, and the names of the law schools that completed the Survey are not provided in this Yearbook.

The goal of the Survey and of this Yearbook is to enable comparison of programs, facilities and student outcomes; identification of best practices; facilitation of change implementation; support for legal education research and scholarship; and tracking of changes over time.

The Survey and this Yearbook are both organized as follows:

1. **Law school:** School specific information to allow analysis by type, location and age of institution, law school structure and jurisdiction.
2. **Law programs:** The programs offered by the law school.
3. **LLB and JD program structure:** The specific features of each program.
4. **Program Delivery:** How programs and subjects are delivered, including information about compulsory class attendance, lecture recording and learning management systems.
5. **Assessment:** Forms of assessment and approaches to grading.
6. **Extra-curricular and other learning experiences:** Various extra-curricular, work-integrated and other learning experiences.
7. **Entry requirements:** Academic and English language entry requirements
8. **Student numbers and demographics:** Student enrolment numbers and demographic meta data.
9. **Staff and Structure:** Academic (full time, part time, casual) and administrative staff numbers and meta data
10. **Leadership Team:** Law school staff leadership and demographic meta data.
11. **Aspirations:** Career aspirations of law students.
12. **Outcomes:** Employment outcomes and postgraduate study.

Questions in the survey have been renumbered in this report to facilitate coherence and analysis.

Only the surface level results of the survey are presented here. Legal education researchers and scholars who would like access to the anonymised data in full to conduct a deeper analysis are welcome to contact the CPLE at cple@bond.edu.au. In this regard the information collection in Section 1 will be particularly useful.

Section 1: Law School

These questions facilitate analysis of the data by type, location and age of institution, law school structure and jurisdiction.

1. **In which State or Territory is the law school located?**

Answer	Count	%
Australian Capital Territory	1	8.3%
New South Wales	3	25.0%
Northern Territory	0	0.0%
Queensland	2	16.7%
South Australia	2	16.7%
Tasmania	1	8.3%
Victoria	1	8.3%
Western Australia	2	16.7%
Total	**12**	**100%**
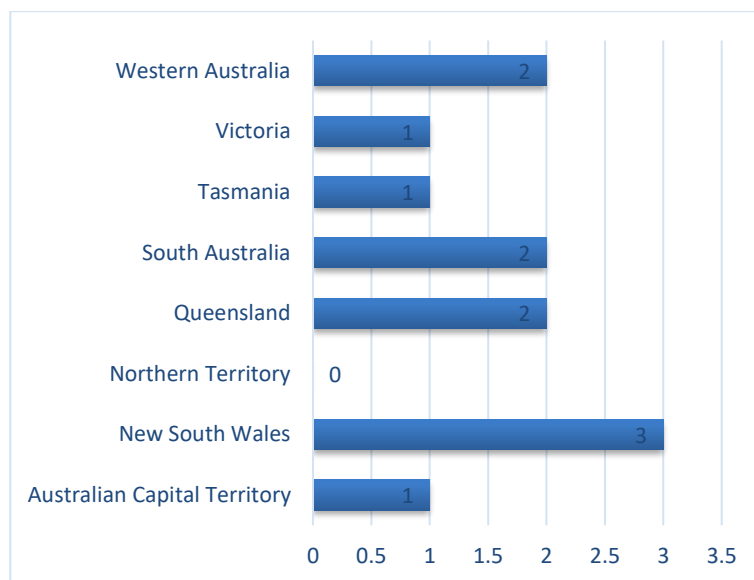
2. **Is the University a member of a university network?**

Answer	Count	%
Australian Technology Network (ATN)	2	16.7%
Group of Eight (Go8)	4	33.3%
Innovative Research Universities (IRU)	0	0.0%
Regional Universities Network (RUN)	3	25.0%
Other	1	8.3%
No	2	16.7%
Total	12	100%
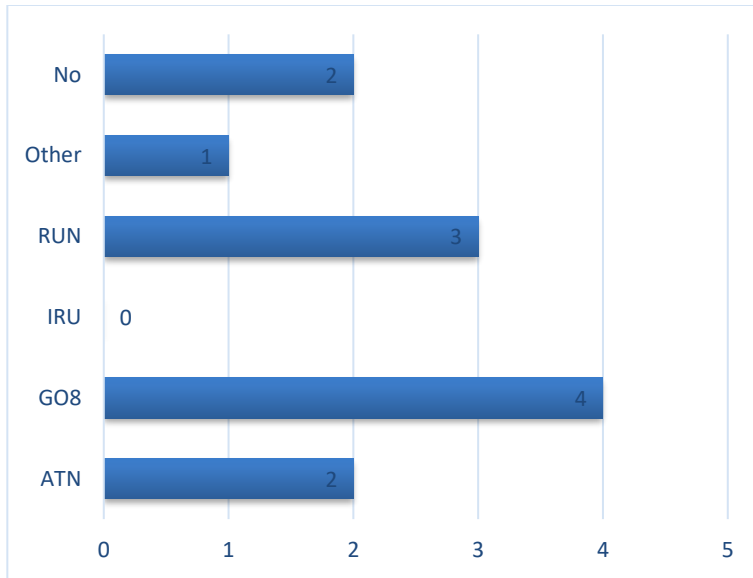
3. What is the major source of revenue for the law school?

Answer	Count	%
Public funding	10	83.3%
Private tuition revenue	2	16.7%
Total	**12**	**100%**
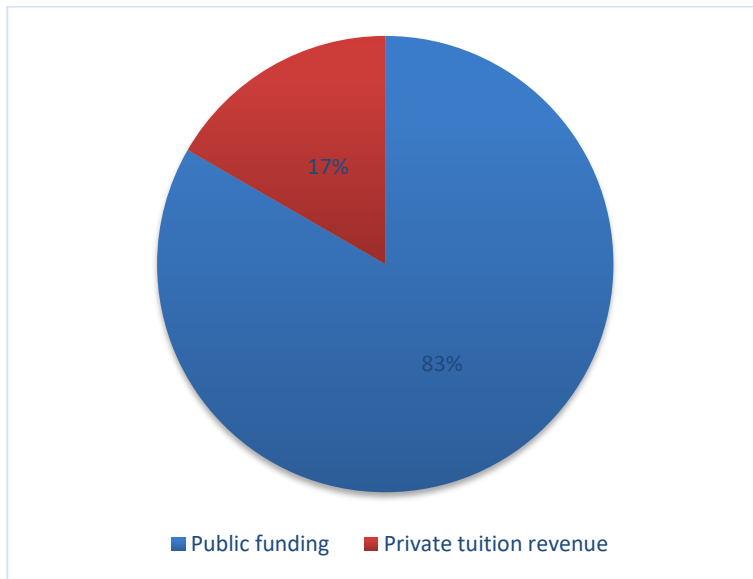
4. When was the law school first established?

Answer	Count	%
2015-2019	0	0.0%
2010-2014	1	8.3%
2000-2009	2	16.7%
1990-1999	1	8.3%
1980-1989	1	8.3%
1970-1979	1	8.3%
1960-1969	1	8.3%
Prior to 1960	5	41.7%
Total	**12**	**100%**
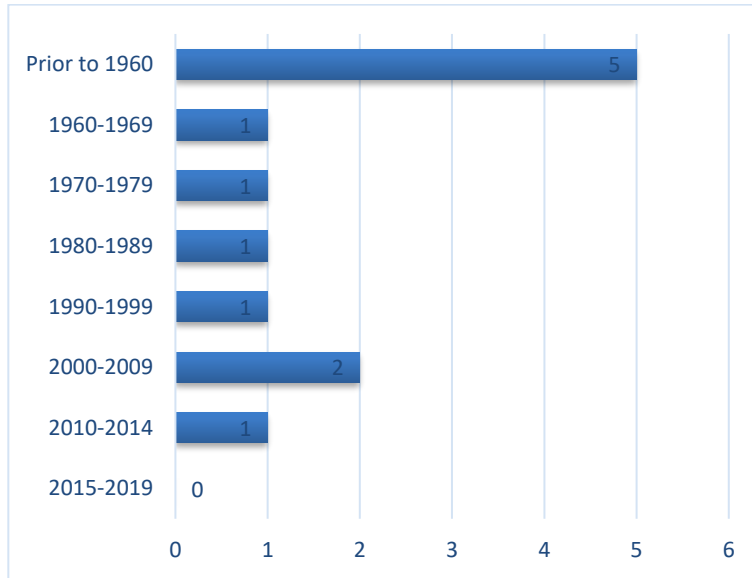
5. **How many semesters per year were subjects offered?**

Answer	Count	%
Two semesters	4	33.3%
Three semesters	5	41.7%
Other	3	25.0%
Total	**12**	**100%**
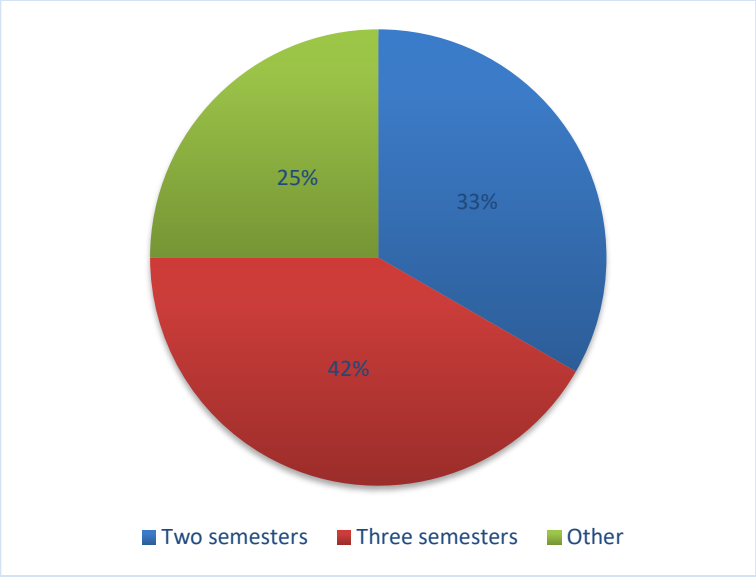
Other
2.5
2 x Semester (1&2), 4 x Session (Winter, Spring, Summer, Autumn)
5

Section 2: Law Programs

These questions identify the programs offered by the law school.

6. **Undergraduate programs: Which of the following undergraduate programs were offered by the law school? (Choose all that apply)**

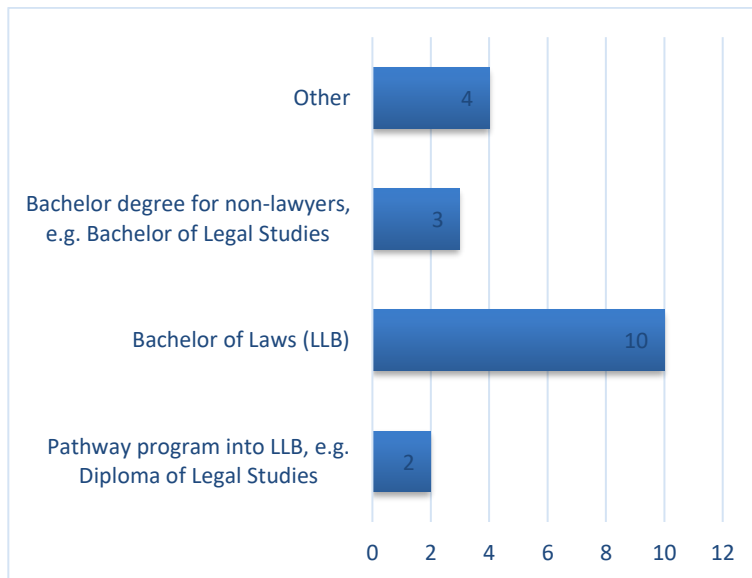| Answer	Count	% of total law schools
Pathway program into LLB, e.g. Diploma of Legal Studies	2	16.7%
Bachelor of Laws (LLB)	10	83.3%
Bachelor degree for non-lawyers, e.g. Bachelor of Legal Studies	3	25.0%
Other	4	33.3%

Other
No undergraduate programs offered
Bachelor of Criminal Justice (online)
Law related majors in generic UG degrees e.g. Law and Society Major and Criminology Major in BA, and Business Law Major in Bachelor of Commerce
Dip Paralegal Studies, Undergraduate certificate in paralegal studies

7. **Postgraduate programs: Which of the following postgraduate programs were offered by the law school? (Choose all that apply)**

Answer	Count	% of total law schools
Graduate Diploma in Legal Practice / Practical Legal Training	5	41.7%
Juris doctor	7	58.3%
Master of Laws by coursework	9	75.0%
Masters program for non-lawyers e.g. Masters of Applied Law	5	41.7%
Master of Laws by research	9	75.0%
Doctor of Philosophy (PhD)	11	91.7%
Doctor of Juridical Science (SJD)	2	16.7%
Other	4	33.3%
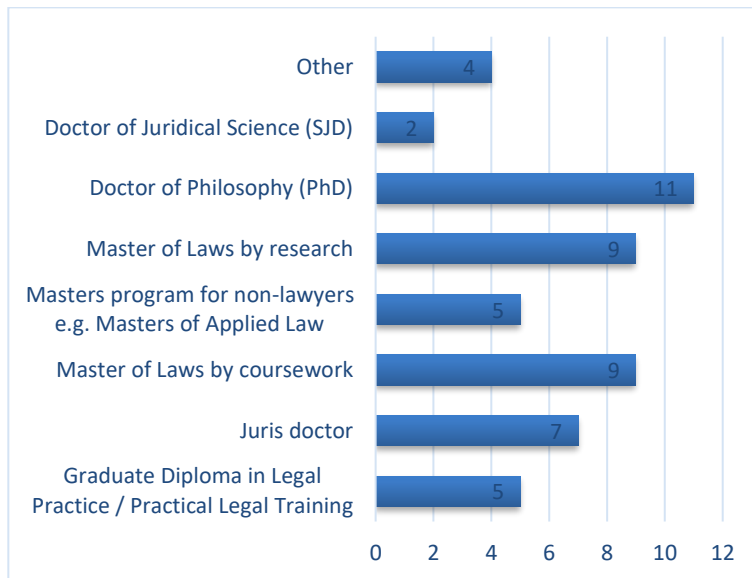
Other
Master of Philosophy (MPhil); Doctor of Laws (LLD); and Specialist Certificates and Graduate Diplomas (included in Masters program for non-lawyers)
0
Graduate Certificate in Research, which provides a pathway into PhD
Graduate Cert in Law

8. **Non-AQF programs: Which of the following non-AQF programs were offered by the law school? (Choose all that apply)**

Answer	Count	% of total law schools
CPD seminars or workshops for legal practitioners	7	58.3%
CPD courses or microcredentials for legal practitioners	5	41.7%
CPD seminars or workshops for other industries or professions	6	50.0%
CPD courses or microcredentials for other industries or professions	4	33.3%
Other	1	8.3%
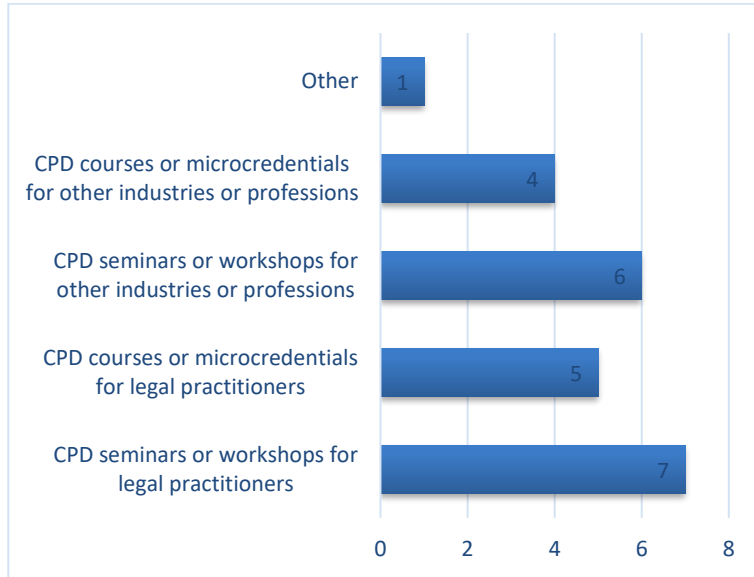
Other
Conveyancing Law and Practice Program

Section 3: LLB and JD Program Structure

3.1 Bachelor of Laws

These questions identify the specific features of the Bachelor of Laws to facilitate program comparisons, including the way each law school addresses the Priestley 11 prescribed areas of knowledge, permits majors or specialisations, permits combined degrees, and engages in curriculum review. The questions relate to the LLB standalone degree or the LLB component of a combined degree.

9. Duration of program: How many semesters of full-time study were required to complete the program?

Answer	Count	% of total law schools
6 semesters	3	60.0%
7 semesters	1	20.0%
8 semesters	6	50.0%
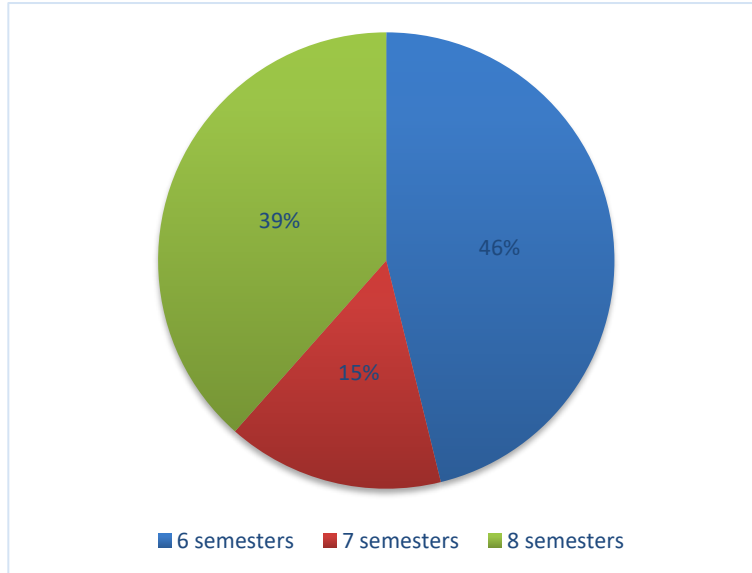
10. Number of intakes: How many intakes per year were available?

Answer	Count	% of total law schools
2 intakes per year	6	60.0%
3 intakes per year	4	40.0%

2 intakes per year   **3 intakes per year**
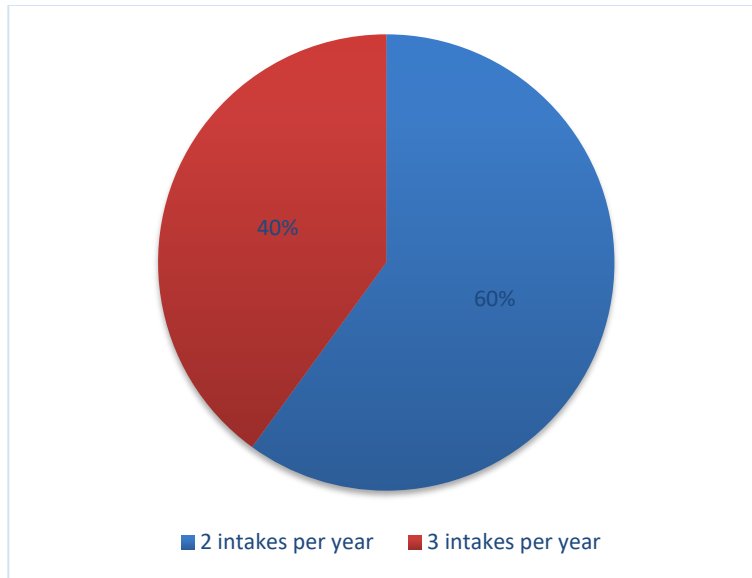
11. **Number and type of subjects in the program:**

Number of compulsory law subjects	Number of compulsory non-law subjects	Number of elective law subjects	Number of elective non-law subjects
17	3	7	5
19	2	9	4
18	0	7	0
16	0	8	0
17	0	7	4
14	0	16	0
15	0	9	8
16	0	8	0
16	0	8	0
19	0	5	0

12. **Subjects per prescribed area of knowledge: How many subjects were allocated to each of the 11 prescribed areas of knowledge?**

Answer	1		2		Total
Administrative Law	80.00%	8	20.00%	2	10
Civil Procedure	100.00%	10	0.00%	0	10
Company Law	90.00%	9	10.00%	1	10
Contracts	40.00%	4	60.00%	6	10
Criminal Law and Procedure	50.00%	5	50.00%	5	10
Equity (including Trusts)	60.00%	6	40.00%	4	10
Ethics and Professional Responsibility	100.00%	10	0.00%	0	10
Evidence	100.00%	10	0.00%	0	10
Federal and State Constitutional Law	70.00%	7	30.00%	3	10
Property	50.00%	5	50.00%	5	10
Torts	40.00%	4	60.00%	6	10

13. Credit points per semester: What is the total number of credit points per semester of full-time enrolment?
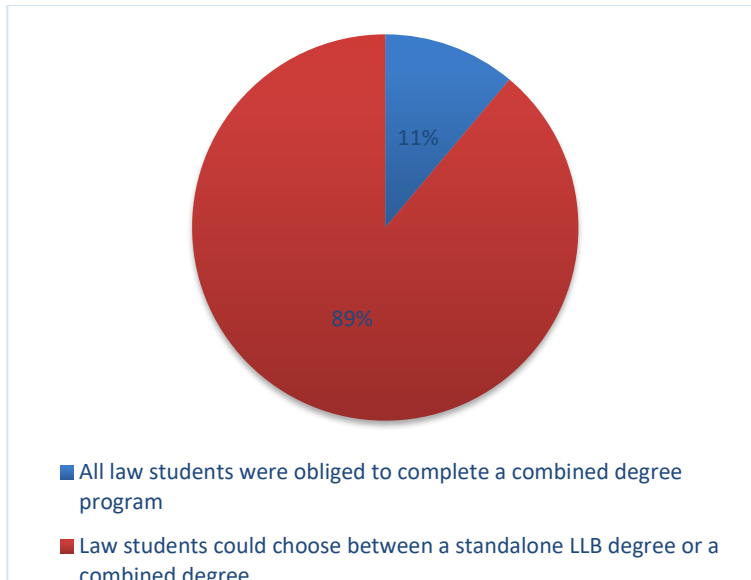
Answer
40
18
24
40
50
12
24
18
18
4

14. Majors: Could students graduate with a major, minor, specialisation, stream or 'key program'?

#	Question	Yes		No		Total
1	Major	0.0%	0	100.0%	9	9
2	Minor	0.0%	0	100.0%	9	9
3	Specialisation	22.2%	2	77.8%	7	9
4	Stream	0.0%	0	100.0%	9	9
5	Key program	0.0%	0	100.0%	9	9

15. Combined degree programs: Could students complete a combined degree program?

Answer	Count	%
All law students were obliged to complete a combined degree program	1	11.1%
Law students could choose between a standalone LLB degree or a combined degree	8	88.9%
The LLB was offered as a standalone degree only	0	0.0%
Total	9	100%

- All law students were obliged to complete a combined degree program
- Law students could choose between a standalone LLB degree or a combined degree

11%

89%

16. **Please list the permitted combined degrees.**

Answer
Commerce Business International Relations Journalism Psychological Science Actuarial Science Arts Communication Construction (Business) Biomedical Science
Bachelor of Arts/LLB, Bachelor of Business and Commerce/LLB
LLB and Bachelor of Information Technology; LLB and Bachelor of Criminology; LLB and Bachelor of Science (Psychology); LLB and Bachelor of Business; LLB and Bachelor of Accounting; LLB and Bachelor of Property; LLB and Bachelor of Arts.
Law and: Arts, Agriculture, Business, Computer Science, Criminology, Economics, Environmental Science, or Science
You must choose the Bachelor of Laws (Honours); and one of the following degrees: Bachelor of Accounting Bachelor of Actuarial Studies* Bachelor of Applied Data Analytics Bachelor of Archaeological Practice Bachelor of Art History and Curatorship Bachelor of Arts Bachelor of Asian Studies Bachelor of Biotechnology* Bachelor of Business Administration Bachelor of Classical Studies Bachelor of Commerce Bachelor of Criminology Bachelor of Design* Bachelor of Development Studies Bachelor of Economics Bachelor of Environment and Sustainability Bachelor of European Studies Bachelor of Finance Bachelor of Genetics* Bachelor of Information Technology* Bachelor of International Relations Bachelor of International Security Studies Bachelor of Languages Bachelor of Mathematical Science* Bachelor of Medical Science* Bachelor of Middle Eastern and Central Asian Studies Bachelor of Music Bachelor of Pacific Studies Bachelor of Political Science Bachelor of Politics, Philosophy and Economics Bachelor of Public Policy Bachelor of Science Bachelor of Science (Psychology) Bachelor of Statistics* Bachelor of Visual Arts*
Any bachelors program in the university
Double degree permitted with law: Arts/Law, Economics/Law, Psychological Science/Law, Business/Law, Science/Law, Dementia Care/Law, Design/Law, Global Logistics/Law, Information Technology/Law, Justice Studies/Law, Marine & Antarctic Science/Law, Media & Communication/Law, Music/Law, Natural Environment & Wilderness/Law.
Any combination of Macquarie Undergraduate degree with Law is permitted
Bachelor of Arts / Bachelor of Laws Bachelor of Commerce / Bachelor of Laws Bachelor of Economics / Bachelor of Laws Bachelor of Engineering (Honours) / Bachelor of Laws Bachelor of Science / Bachelor of Laws

17. Curriculum review: When was the most recent curriculum review of this program?

Answer	Count	%
2019	6	66.7%
2017	1	11.1%
2016	1	11.1%
2012	1	11.1%
Total	9	100%

18. Curriculum review benchmarking: Was the design of the current curriculum benchmarked against another law school or other academic unit?

Answer	Count	%
Yes	4	44.4%
No	5	55.6%
Total	**9**	**100%**

19. Please provide details of the benchmarking.

Answer
Benchmarking undertaken against all other Australian LLB and JD programs
Market analysis of structure of LLB and range of offerings, CALD accreditation compliance assessment undertaken, comparative data assessed where available (some data, such as attrition rates are not publicly available), comparison of unit content (including Priestley units). Benchmarking of the degree and units through Peer Review Portal. Whenever structural changes are proposed or new units are introduced, there must be an assessment of the market, viability, mapping of the units to skills development, TLOs, course learning outcomes and AQF levels etc. Note that the Law school is currently undergoing its five year review now (2021 - there was no option to select this above).
Curriculum Review process was informed by a thoroughgoing benchmarking exercise of the core law curricula of eight comparable law schools: Deakin University, La Trobe University, Queensland University of Technology, Southern Cross University, University of Newcastle, University of Southern Queensland, University of Wollongong, and Western Sydney University
Benchmarking took place against the other Group of Eight LLB programs, the Melbourne JD, and the LLB programs offered by Bond and UTS. The Melbourne JD and the Bond and UTS LLBs were benchmarked because of their consistently good rankings by students and ranking agencies.

3.2   Juris Doctor

These questions identify the specific features of the Juris Doctor to facilitate program comparisons, including the way each law school addresses the Priestley 11 prescribed areas of knowledge, permits majors or specialisations, and engages in curriculum review.
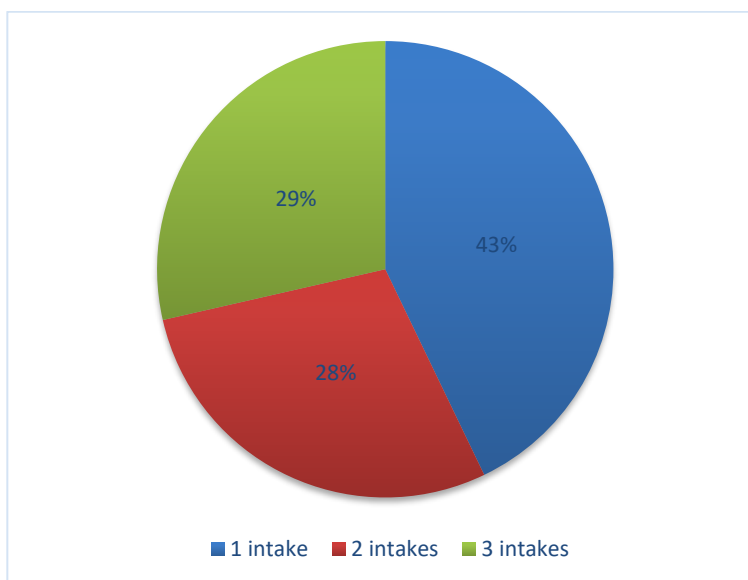
20. Duration of program: How many semesters of full-time study were required to complete the program?

Answer	Count	% of total law schools
6 semesters	6	100.0%
Other	0	0.0%

21. Number of intakes: How many intakes per year were available?

Answer	Count	% of total law schools
1 intake	3	42.9%
2 intakes	2	28.6%
3 intakes	2	28.6%

22. Number and type of subjects:

Number of compulsory law subjects	Number of compulsory non-law subjects	Number of elective law subjects	Number of elective non-law subjects
17	0	7	0
18	0	7	0
18	0	6	0
15	0	9	0
17	0	7	0
20	0	4	0
16	0	8	0

23. **Subjects per area of knowledge: How many subjects were allocated to each of the 11 prescribed areas of knowledge?**

Answer	1		2		Total
Administrative Law	71.4%	5	28.6%	2	7
Civil Procedure	85.7%	6	14.3%	1	7
Company Law	100.0%	7	0.0%	0	7
Contracts	14.3%	1	85.7%	6	7
Criminal Law and Procedure	57.1%	4	42.9%	3	7
Equity (including Trusts)	28.6%	2	57.1%	4	7
Ethics and Professional Responsibility	100.0%	7	0.0%	0	7
Evidence	85.7%	6	14.3%	1	7
Federal and State Constitutional Law	42.9%	3	57.1%	4	7
Property	28.6%	2	71.4%	5	7
Torts	28.6%	2	71.4%	5	7

24. **Credit points per semester: What is the total number of credit points per semester of full-time enrolment?**

Answer
40
24
40
24
24
4
50

25. **Majors: Could students graduate with a major, minor, specialisation, stream or 'key program'?**

Question	Yes		No		Total
Major	0.0%	0	100.0%	7	7
Minor	0.0%	0	100.0%	7	7
Specialisation	28.6%	2	71.4%	5	7
Stream	0.0%	0	100.0%	7	7
Key program	0.0%	0	100.0%	6	6

26. Curriculum review: When was the most recent curriculum review of this program?

Answer	Count	%
2019	3	42.9%
2017	2	28.6%
2014	1	14.3%
2011	1	14.3%
Total	7	100%

27. Curriculum review benchmarking: Was the design of the current curriculum benchmarked against another law school or other academic unit?

Answer	Count	%
Yes	4	57.1%
No	3	42.9%
Total	7	100%
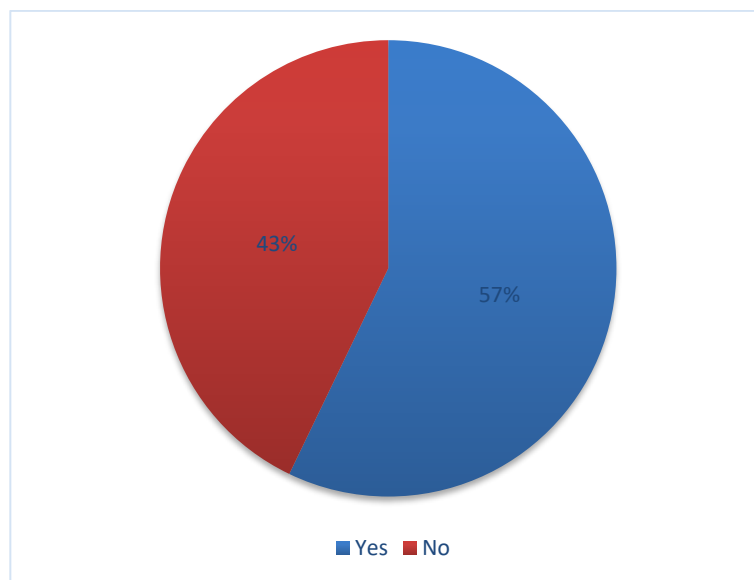
28. Please provide details of the benchmarking.

| Answer |
|---|
| Group of Eight universities |
| Benchmarking against leading international and Australian law schools was undertaken in 2017 for areas including: academic and professional skills development; clinical and internship opportunities; international subjects and international opportunities; and technology, innovation and the law initiatives. |
| All other Australian JD programs were considered. |

3.3 Honours – LLB

These questions identify the law school's approach to awarding Honours to facilitate identification of the level of consistency / inconsistency between law schools and to track changes across time.

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29. Approach to awarding LLB Honours: Could LLB students graduate with Honours?

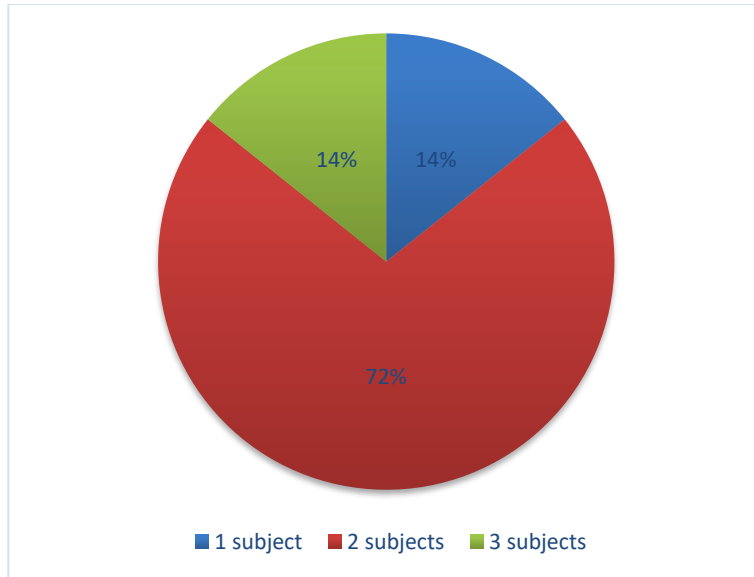| Answer	Count	%
No	1	11.1%
Yes, based solely on GPA	0	0.0%
Yes, if they completed an Honours thesis or program (without GPA requirement)	0	0.0%
Yes, if they completed an Honours thesis or program (with GPA requirement)	6	66.7%
Yes, all LLB students graduated with Honours	0	0.0%
Other	2	22.2%
Total	**9**	**100%**
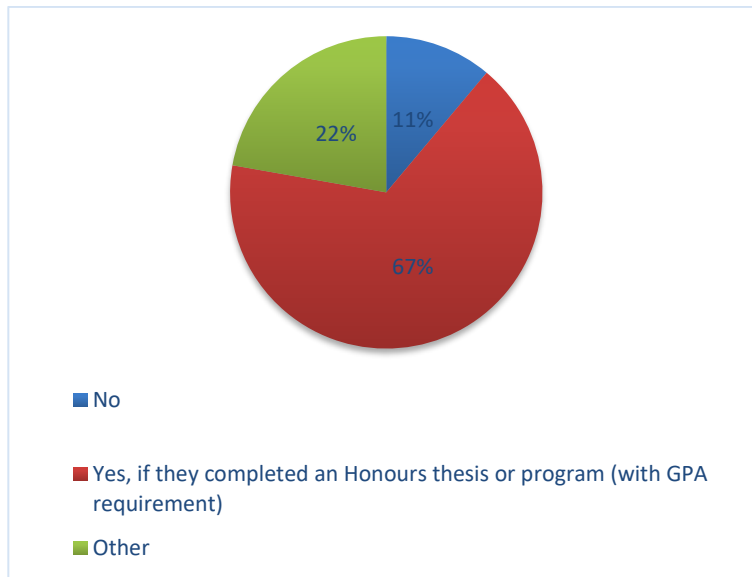
Other
Completion of 10cp subject and a legal research project
Yes, Not GPA - It is an embedded honours program Uses Weighted Average Mean based on all courses (https://law.anu.edu.au/honours-law).

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30. How many subjects were allocated to the thesis or program?

Answer	Count	%
1 subject	1	14.3%
2 subjects	5	71.4%
3 subjects	1	14.3%
4 subjects	0	0.0%
Total	7	100%

31. What were the classes of Honours?

Answer	Count	%
1, 2A, 2B, 3	3	37.5%
Other	5	62.5%
Total	8	100%

Other
1, 2
1, 2A
1, 2
First Class Honours, Second Class Honours Upper Division, Second Class Honours Lower Division
There are no separate classes

32. What were the GPA requirements for each class of Honours?

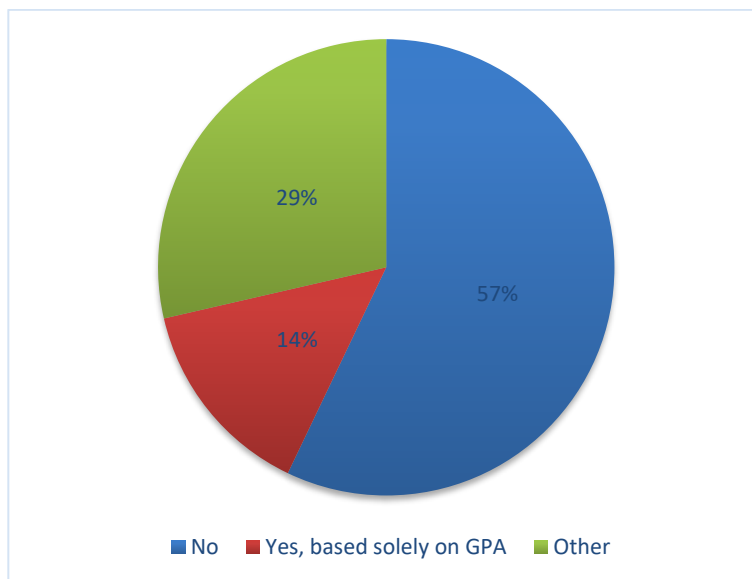| Class 1	Class 2A	Class 2B	Class 3
6.5	5.8	5.2	3.0
7	6	5	4
80+ WAM	70-79 WAM	60-69 WAM	50-59 WAM

Other
1st 75%+ GPA
2nd 70%+ GPA
First Class Honours 6.0
Second Class Honours Upper Division 5.7
Second Class Honours Lower Division 5.4
76 and above; for First Class Hons
71 -75.9 for Second Class Hons
1 = HWAM 80+
2A = HWAM 75 - 79.9

3.4   Honours – JD Equivalent

These questions identify the law school's approach to awarding Honours to facilitate identification of the level of consistency / inconsistency between law schools and to track changes across time.

33. **Approach to awarding JD equivalent to Honours: Could JD students graduate with a Distinction or other equivalent to Honours?**

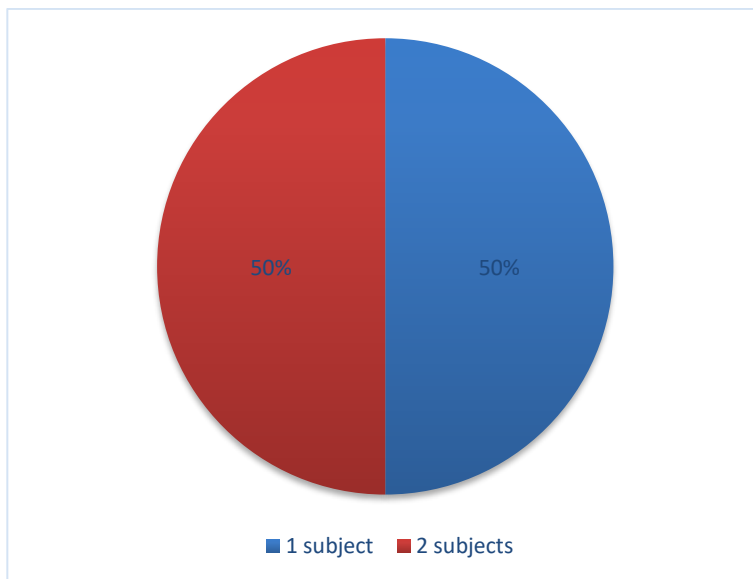| Answer	Count	%
No	4	57.1%
Yes, based solely on GPA	1	14.3%
Yes, if they completed an 'Honours' thesis or program (without GPA requirement)	0	0.0%
Yes, if they completed an 'Honours' thesis or program (with GPA requirement)	0	0.0%
Yes, all JD students graduated with Distinction or other equivalent to Honours	0	0.0%
Other	2	28.6%
Total	**7**	**100%**

Other
1,2
Yes, the graduate with Distinction if they have a WAM of 80% or above. They can also graduate on the Dean's List if they are in the top15% over their cohort (based on their WAM) and/or the complete Advanced Legal Research by Invitation

34. How many subjects were allocated to the thesis or program?

Answer	Count	%
1 subject	1	50.0%
2 subjects	1	50.0%
3 subject	0	0.0%
4 subjects	0	0.0%
Total	**2**	**100%**

35. What were the classes of Distinction or other equivalent to Honours?

Answer	Count	%
Other	3	100.0%
Total	**3**	**100%**

Other
1st GPA 75%; 2nd GPA 70%+
There are no separate classes
There are no separate classes

**36. What were the GPA requirements for each class of Distinction or other equivalent to Honours?**

No responses.

Section 4: Program delivery

These questions identify how programs and subjects were delivered, including information about compulsory class attendance, lecture recording and learning management systems, to facilitate comparison between law schools and track changes across time.

37. Methods of delivery of compulsory law subjects: How were compulsory law subjects in the LLB/JD program delivered? (Choose all that apply)

| Answer	Count	% of total law schools
Face to face lectures	8	72.7%
Face to face tutorials	8	72.7%
Face to face seminars	9	81.8%
Online classes	9	81.8%
Online modules	5	45.5%
Blended delivery	8	72.7%
Block teaching	4	36.4%
Co-Teaching	5	45.5%
Intensive	6	54.5%
Workshops	2	18.2%
Work integrated learning	4	36.4%
Workplace or clinical placement	4	36.4%
Externships	1	9.1%
Internships	2	18.2%
Other	1	9.1%
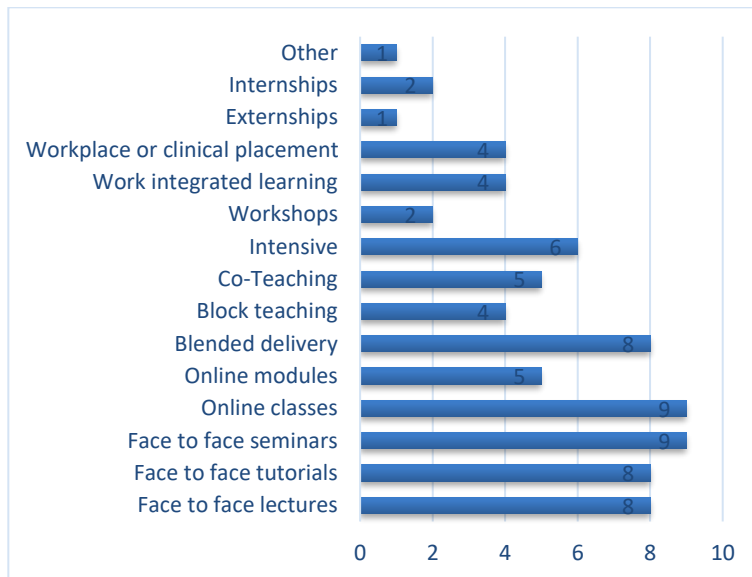
Other
F2F only available for small numbers of students enrolled in on campus mode. Majority of teaching is online.

38. Methods of delivery of elective law subjects: How were elective law subjects in the LLB/JD program delivered? (Choose all that apply)

Answer	Count	% of total law schools
Face to face lectures	8	72.7%
Face to face tutorials	8	72.7%
Face to face seminars	10	90.9%
Online classes	9	81.8%
Online modules	5	45.5%
Blended delivery	7	63.6%
Block teaching	5	45.5%
Co-Teaching	5	45.5%
Intensive	10	90.9%
Workshops	2	18.2%
Work integrated learning	7	63.6%
Workplace or clinical placement	8	72.7%
Externships	2	18.2%
Internships	8	72.7%
Other	1	9.1%
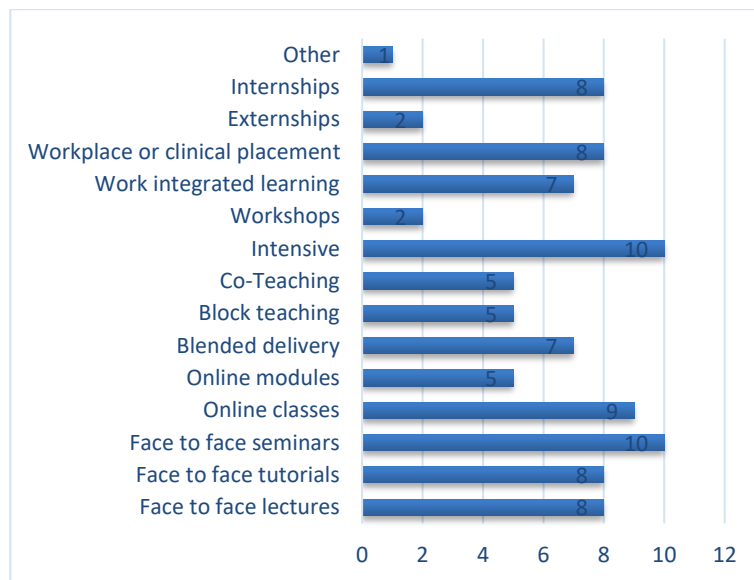
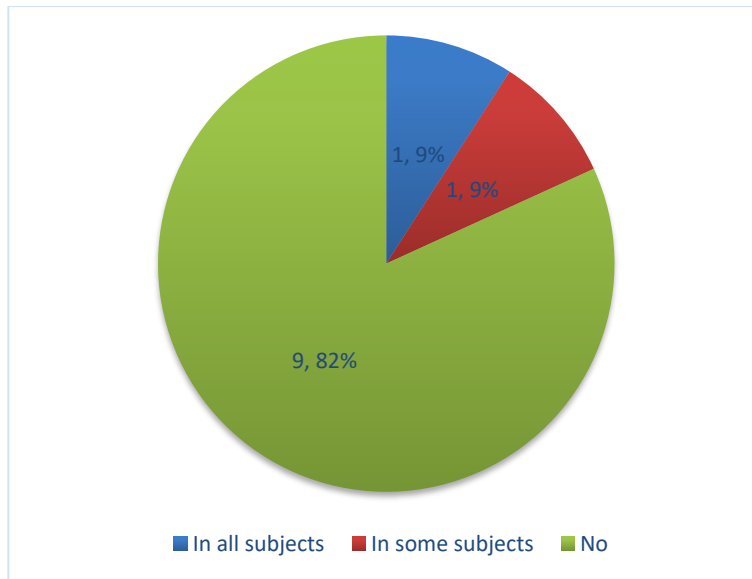| Other |
|---|
| F2F only available for small numbers of students enrolled in on campus mode. Majority of elective units are online only. |

39. Lecture attendance: Was lecture / large class attendance assessed or mandated?

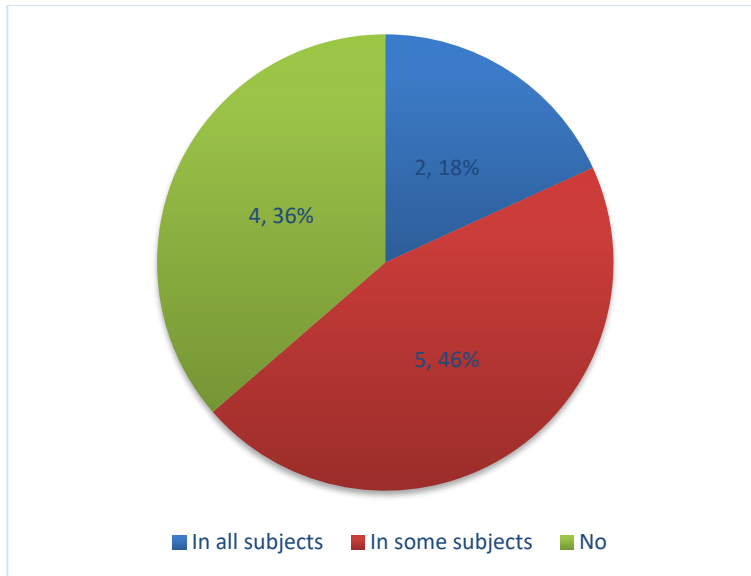| Answer	Count	%
In all subjects	1	9.1%
In compulsory subjects only	0	0.0%
In some subjects	1	9.1%
No	9	81.8%
Total	**11**	**100%**

40. How was lecture / large class attendance assessed or mandated?

Answer
Roll call

41. Tutorial / seminar attendance: Was tutorial / seminar attendance assessed or mandated?

Answer	Count	%
In all subjects	2	18.2%
In compulsory subjects only	0	0.0%
In some subjects	5	45.5%
No	4	36.4%
Total	**11**	**100%**

**In all subjects** **In some subjects** **No**

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42. **How was tutorial / seminar attendance assessed or mandated?**

Answer
Roll call
Class participation
Tutorial participation was assessed for on-campus cohort, tutorial classes only.
Via participation mark.
Tutorial attendance per se not assessed or mandated, but is highly recommended. However, class participation in some units assess students' performance in tutorials, and in order to earn such mark, students must attend.
Varied assessment: in class quizzes, discussions, presentations, role plays, reflective writing, problem solving via written and oral tasks

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43. **Lecture / large class recording: Whether subjects were delivered face to face or online, were lectures / large classes recorded for later viewing by students?**
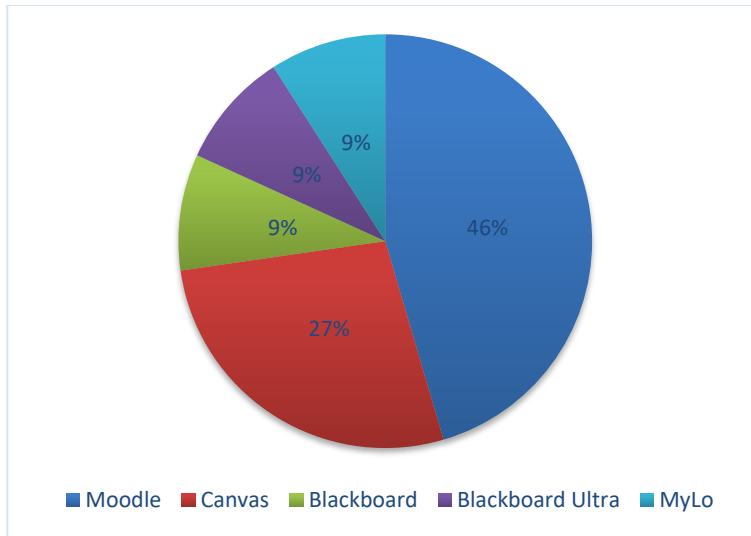
Answer	Count	%
Recording was available for all subjects	8	72.7%
Recording was available for all compulsory subjects	1	9.1%
All subject coordinators could opt in to recording	0	0.0%
All subject coordinators could opt out of recording	1	9.1%
No lectures / large classes were recorded	0	0.0%
Other	1	9.1%
Total	**11**	**100%**
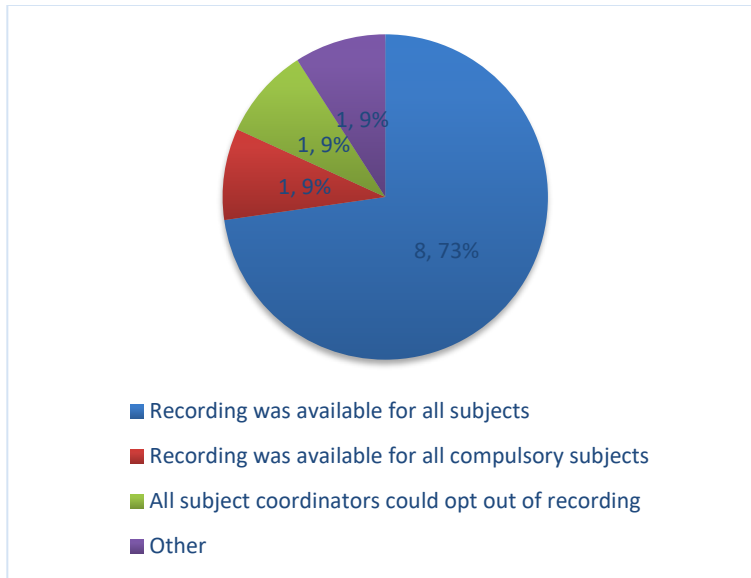
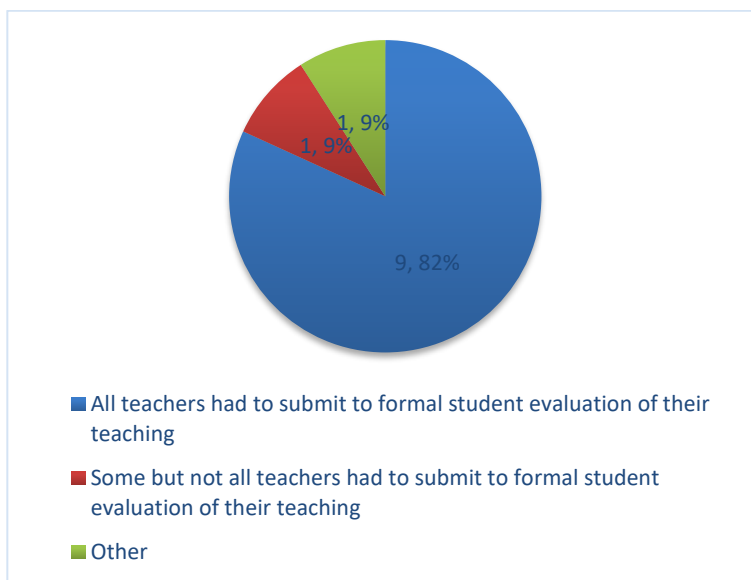| Other |
| --- |
| Prior to the shift to online learning in March 2020, only those approved for special consideration could access class recordings for compulsory subjects (seminar recordings). For elective subjects it was done on a case-by-case basis depending on the subject coordinator. |

44. Learning management system: What was the learning management system used in most or all subjects?

Answer	Count	%
Moodle	5	45.5%
Canvas	3	27.3%
Blackboard	1	9.1%
Blackboard Ultra	1	9.1%
MyLo	1	9.1%
Brightspace	0	0.0%
Desire 2 Learn	0	0.0%
NeoLMS	0	0.0%
Totara Learn	0	0.0%
Total	**11**	**100%**

---

45. Student evaluation of teaching: Were law teachers obliged to submit to formal student evaluation of their teaching?

| Answer	Count	%
All teachers had to submit to formal student evaluation of their teaching	9	81.8%
Some but not all teachers had to submit to formal student evaluation of their teaching	1	9.1%
Student evaluation of teaching was optional	0	0.0%
Other	1	9.1%
Total	**11**	**100%**

Other
Units were evaluated (no opt out) but teaching evaluations were opt in.

46. How often were teachers obliged to submit to student evaluation of their teaching?

Answer	Count	%
Every semester	6	54.5%
Once per year	0	0.0%
Other	5	45.5%
Total	**11**	**100%**
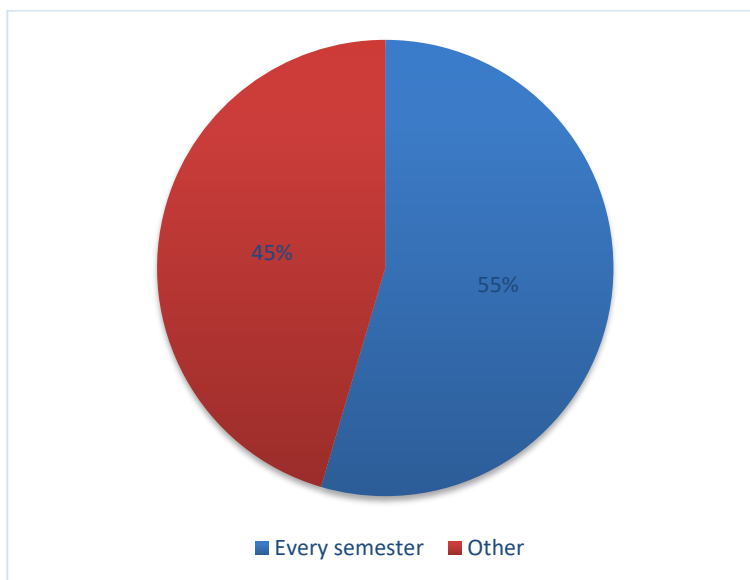
| Other |
|---|
| At the conclusion of teaching. |
| Opt in, per unit of study |
| Every semester or session in which they taught. |
| Each unit is assessed once every time it is offered to students. |
| Every two years |

47. Which teachers had to administer formal student evaluations of their teaching?

Answer	Count	%
All subject coordinators	0	0.0%
All teachers of compulsory subjects	0	0.0%
All teachers of subjects with large enrolments	0	0.0%
All teachers in all subjects	0	0.0%
Other	2	100.0%
Total	**2**	**100%**

| Other |
|---|
| not mandatory |
| where requested due to timing (every two years) or for new staff or new units |

48. To whom were the teaching evaluation results made available? (Choose all that apply)

Answer	Count	% of total law schools
The relevant subject coordinator or teacher	9	81.8%
The relevant subject coordinator or teacher's supervisor/s	7	63.6%
The students enrolled in the subject	2	18.2%
All students	0	0.0%
Management	1	9.1%
All academic staff	1	9.1%
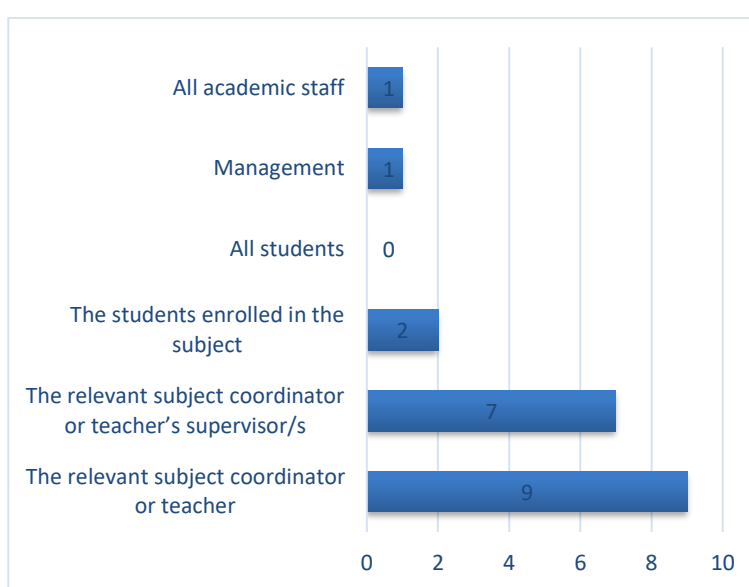
49. How were the teaching evaluation results used? (Choose all that apply)

Answer	Count	% of total law schools
Teaching quality assurance	10	90.9%
Academic professional development	8	72.7%
Academic promotions	8	72.7%
Academic performance management	6	54.5%
Other	0	0.0%
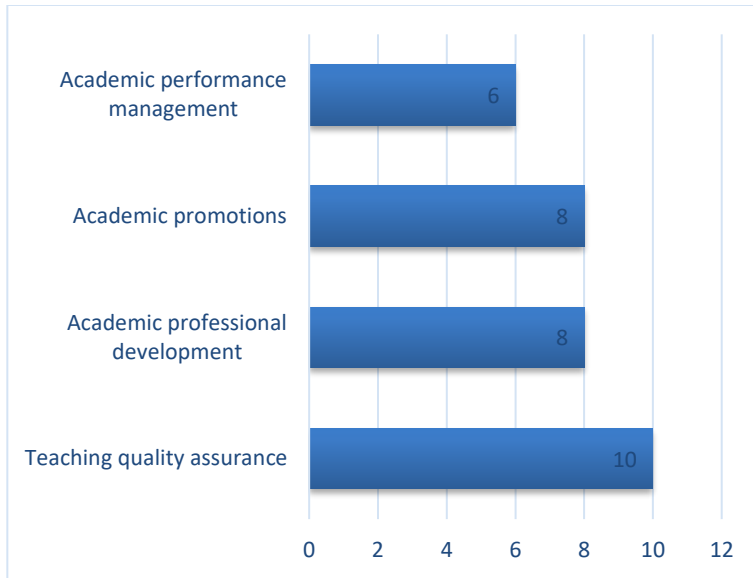
50. Peer review of teaching: Were law teachers obliged to submit to formal peer review of their teaching?

Answer	Count	%
All teachers had to submit to formal peer review of their teaching	1	9.1%
Some, but not all, teachers had to submit to formal peer review of their teaching	1	9.1%
Peer review of teaching was optional	7	63.6%
Other	2	18.2%
Total	**11**	**100%**
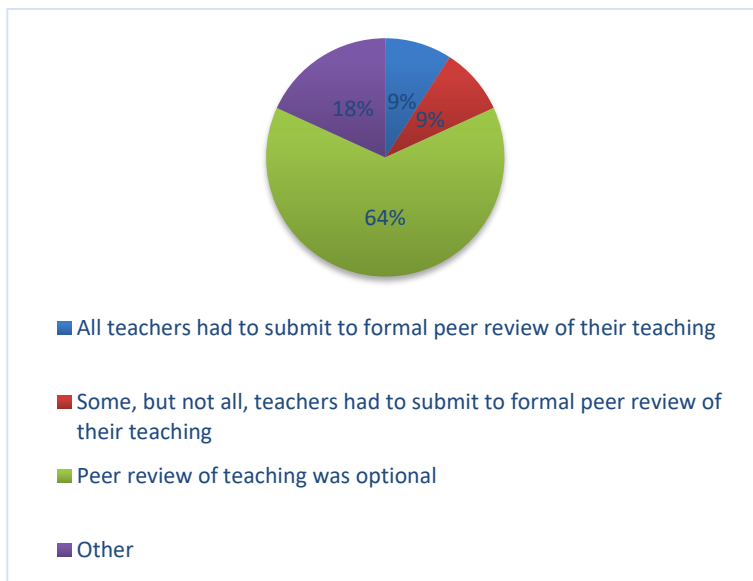
Other
Peer review is not formally available
No

51. Which teachers had to submit to formal peer review of their teaching?

| Answer	Count	%
All subject coordinators	0	0.0%
All teachers of compulsory subjects	0	0.0%
All teachers of subjects with large enrolments	0	0.0%
All teachers in all subjects	0	0.0%
Other	2	100.0%
Total	**2**	**100%**

Other
All academic staff engaged in fixed term and continuing part-time and full-time teaching roles, including those appointed as PhD teaching fellows.
None

52. How often were teachers obliged to submit to formal peer review of their teaching?

| Answer	Count	%
Every semester	1	25.00%
Once per year	0	0.00%
Other	3	75.00%
Total	**4**	**100%**
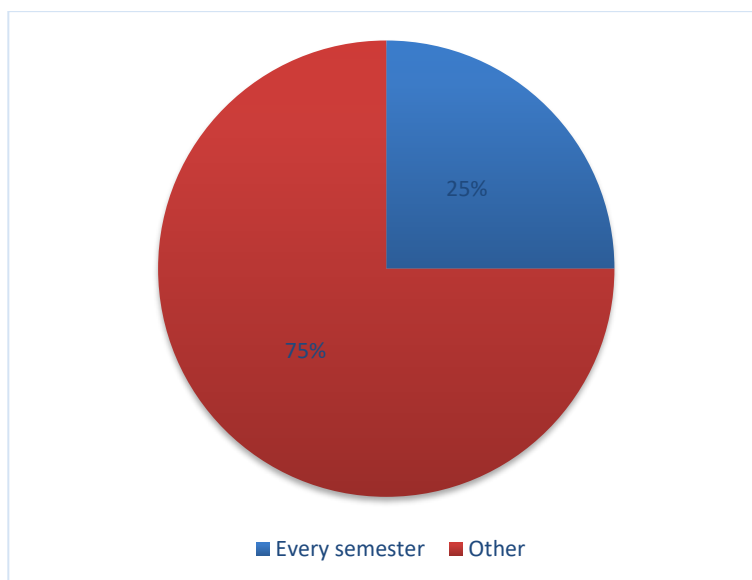
Other
At least once every three years.
not available
N/A

Section 5: Assessment

These questions identify the forms of assessment used by the law school and approaches to grading and to mandating grade distributions, to facilitate comparison between law schools, identify best practice, and track changes across time.

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53. Forms of assessment: Which of the following forms of assessment were used in compulsory subjects in the LLB/JD program? (Choose all that apply)

| Answer	Count	% of total law schools
Written assignments	11	100.0%
Essays	11	100.0%
Skills demonstrations, e.g. mooting, interviewing, negotiations	11	100.0%
Oral presentations	10	90.9%
Class participation	10	90.9%
Online / take home exams	8	72.7%
Short answer tests	8	72.7%
Group work	8	72.7%
Multiple-choice tests	7	63.6%
Reflective journals	6	54.5%
Written exams weighted at less than 100% (but forming the major assessment item)	6	54.5%
Written exams weighted at less than 100% (not forming the major assessment item)	4	36.4%
Written exams weighted at 100%	1	9.1%
Other	5	45.5%
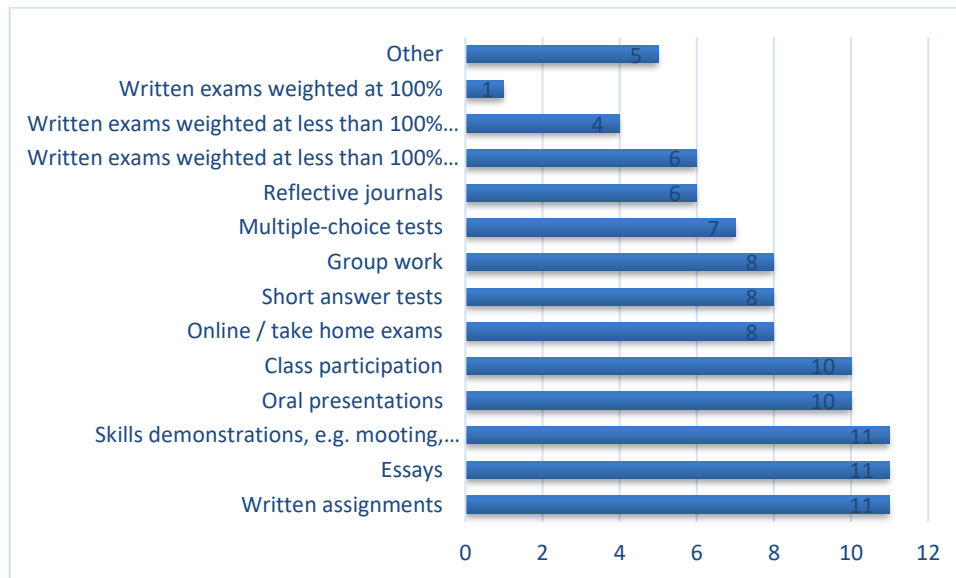
Other
Take-home hypothetical exercise; fully online self-paced, structured assessment module; Research Project
Portfolios; research projects; drafting authentic legal documents; discussion forums. Note that LPAB agreed to the use of take home papers during COVID-19 - most Priestley units have written exams
Supervised online exam, up to 60% weighting
A report from attending an AAT or ACAT hearing
Vivas - oral assessment

54. Benchmarking of assessment: Did the law school participate in external benchmarking of assessment?

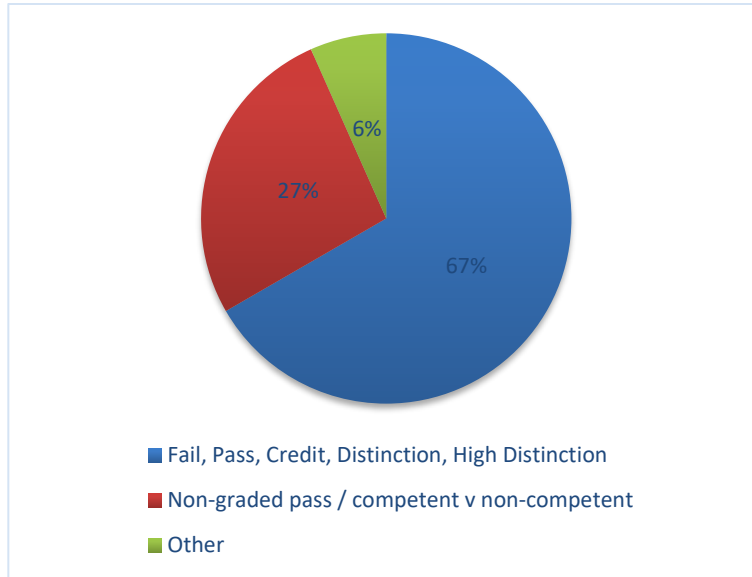| Answer	Count	%
Yes	1	9.1%
No	10	90.9%
Total	**11**	**100%**

■ Yes ■ No
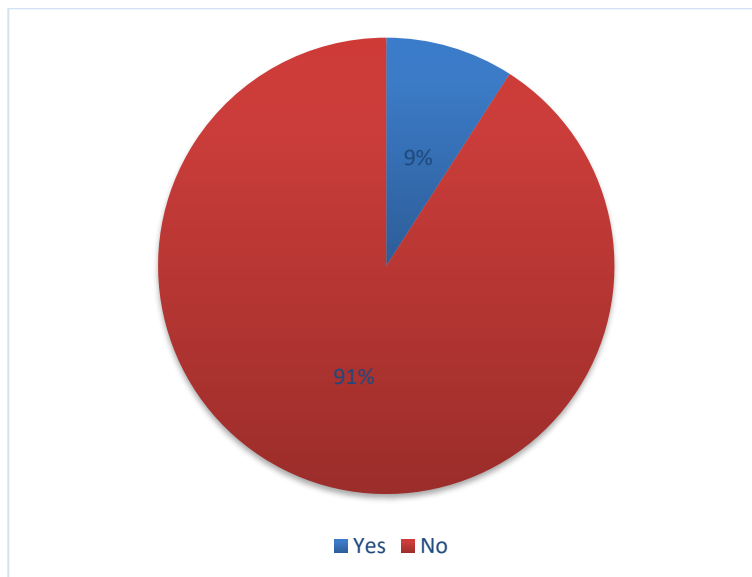
55. Please provide details.

Answer
Through the Peer Review Portal, a sample of papers was sent to peer reviewers for a number of core law units. Note that this is post-release of results.

56. Grading schema: What grading schema was used in the law school? (Choose all that apply)

Answer	Count	% of total law schools
Grades 1 to 7	0	0.0%
Grades 1 to 4	0	0.0%
Grades E to A	0	0.0%
Fail, Pass, Credit, Distinction, High Distinction	10	90.9%
Non-graded pass / competent v non-competent	4	36.4%
Other	1	9.1%

Other
Fail, P, H3, H2B, H2A, H1

57. Conceded pass: Did the law school award the grade of 'conceded pass'?

Answer	Count	%
Yes	3	27.3%
No	8	72.7%
Total	**11**	**100%**
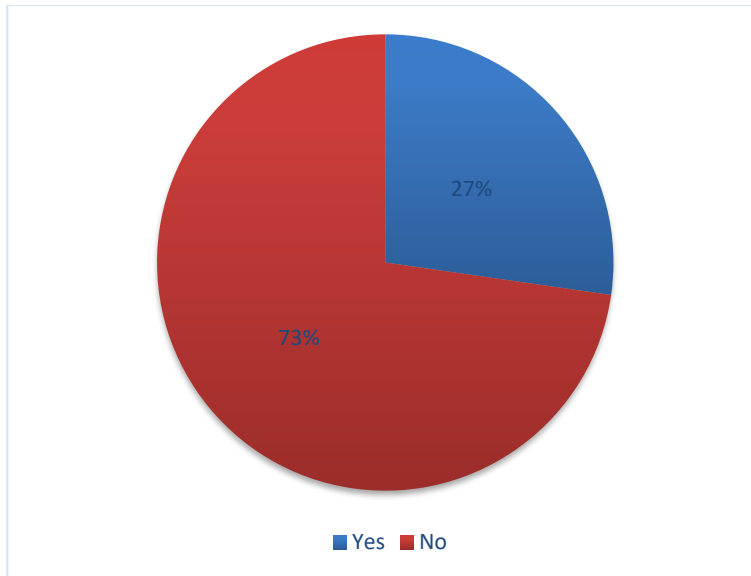
58. Please provide details.

Answer
Only available for last course for completion of program, at 45-49%.
If a student achieves between 45-50% in a course they are offered supplementary assessment and if they pass the supplementary assessment they are awarded a conceded pass for the course.
During 2020.

59. Supplementary assessment: In what circumstances were students eligible to sit supplementary assessment?

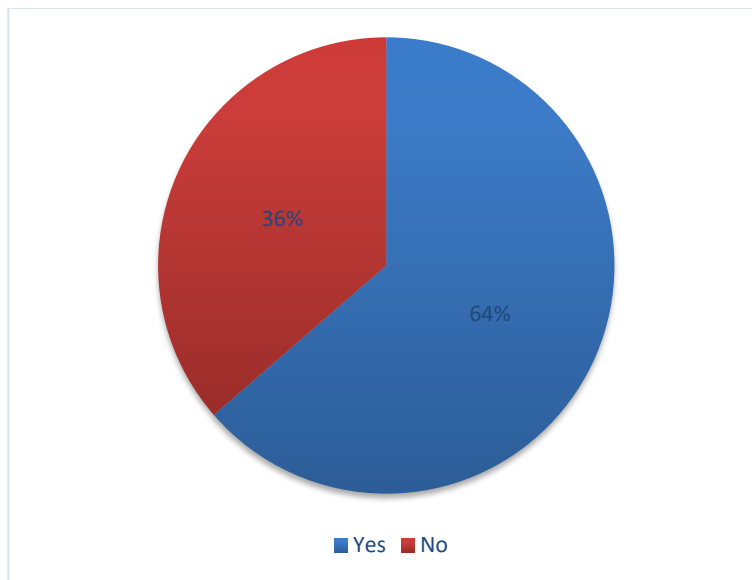| Answer |
|---|
| Failed last subject in the degree |
| If they have been approved for Special Consideration as per University policy |
| Completed all items of assessment, mark of 45%-49% |
| Where the student has attempted all assessment but only failed one assessment item and has received 44.5% or higher overall |
| If it was their final unit in the course |
| When the student's overall results for the unit fell between 45-49% and the unit had a final exam |
| Students who will be offered a supplementary assessment: those who receive a final fail result for a course that is between 45- 49 percent (inclusive) those who fail a course because a pass in the final assessment is necessary to achieve a pass in the course, and the student achieves a final result for the course of not less than 45 percent |
| For academic and health reasons |
| Where the student is ill or otherwise unable to sit the regular exam because of circumstances because his or her control. Also, a student who fails the regular exam narrowly may be eligible to sit a supplementary exam |
| In the event that the student missed the primary assessment due to illness or other special circumstances and they successfully applied for Special Consideration |

60. **Special consideration: Were students able to apply for 'special consideration' in the marking of their assessment?**

| Answer	Count	%
Yes	7	63.6%
No	4	36.4%
Total	11	100%

61. **Please provide details**

Answer
Special consideration is guided by the Assessment and Results Policy and is assessed on a case-by-case basis for circumstances that: • Have an expected duration of less than six weeks, and • Adversely impact a students' ability to undertake, prepare for, and/or complete an assessment task (e.g. an exam or assessment). Every situation is unique and eligibility for special consideration is determined on a case-by-case basis related to a students' circumstances and the relevant supporting documents they provide.
For illness in exam.
3 marks for adverse events, including eg, major medical, impact of natural disaster etc. Special consideration was not able to be granted to convert a fail to a pass in a Priestley unit.
Circumstances that have adversely affected a student's academic performance are those circumstances beyond a student's control and could not have been reasonably anticipated, avoided, or guarded against such as: an unexpected illness or exacerbation of an existing illness; the illness/death of a family member; trauma; misadventure; being a victim of crime.
Based upon Study Plans for individual students.
Students make an application to the unit teacher, before the final exam, explaining the circumstances that have during the semester allegedly affected their learning (eg illness). The teacher is then expected (if valid) to take such "special circumstances" into account in determining the student's final grade.
If a student had an approved application for special consideration, then no late penalty was applied in the period approved. In exceptional circumstances an approved application for SC may mean that a student is provided with a different form of assessment or the grades from other assessments might be averaged.

62. **Mandated distribution of grades: Was there an anticipated / expected / mandated distribution of grades in each subject?**

Answer	Count	%
Yes	4	36.4%
No	7	63.6%
Total	11	100%
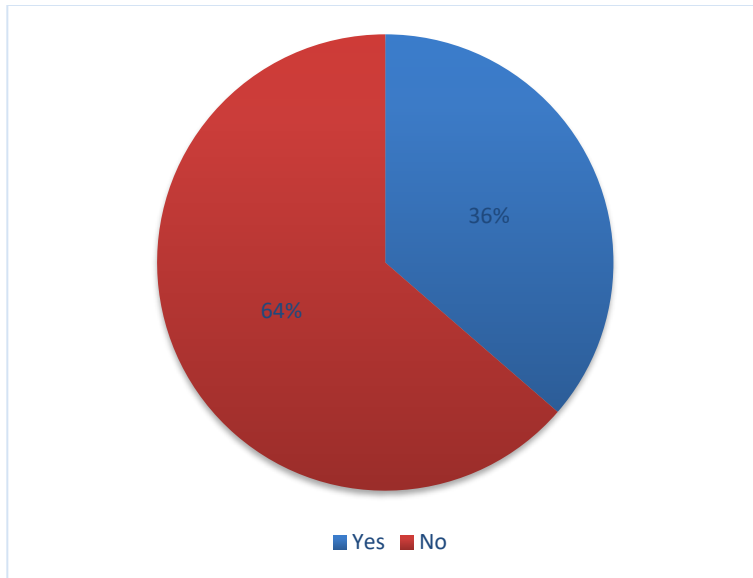
63. What were the consequences of a distribution not aligning with the anticipated / expected / mandated distribution?

Answer
Subject Coordinator to justify.
The JD Board of Examiners review grades in each compulsory subject and recommend moderation to adjust grades if required.
Only anticipated - review of papers and discussion at discipline meetings as to why this does not fit within expected parameters.
Marks would be scaled so as to conform with the mandated minimum percentages in each grade band.

64. Mandated referencing style: What was the mandated referencing style for students?

Answer	Count	%
AGLC	10	90.9%
Students were not obliged to use a particular referencing style	0	0.0%
Other	1	9.1%
Total	**11**	**100%**
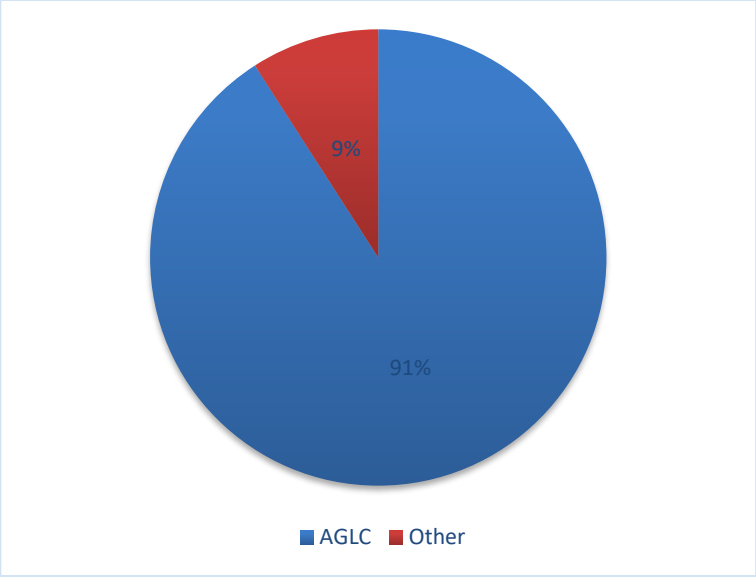
Other
A mix depending on the unit, but mostly AGLC.

Section 6: Extra-curricular and other learning experiences

These questions identify the various extra-curricular, work-integrated and other learning experiences offered by the law school to facilitate identification of best practice, assist law schools seeking to introduce such experiences, and support the work of legal education scholars focussing on these activities.

65. Clinics: Did the law school offer an on-campus or affiliated law clinic?

Answer	Count	%
Yes	10	90.9%
No	1	9.01%
Total	**11**	**100%**
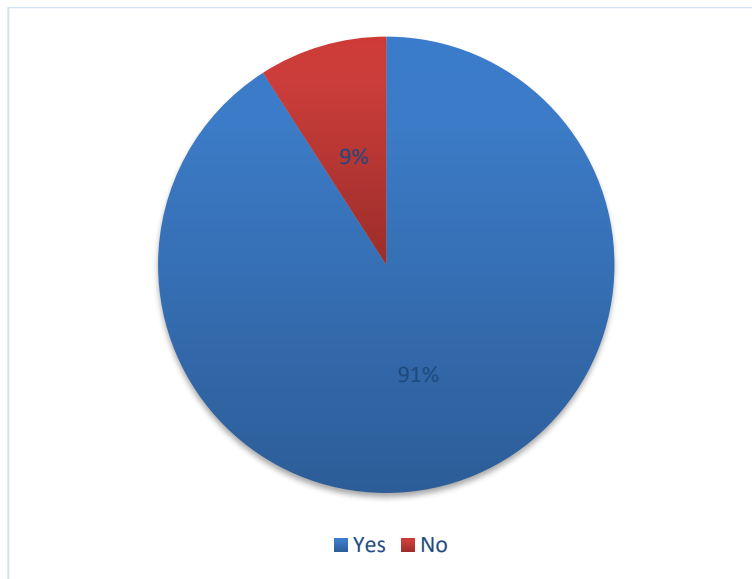
66. What type or types of law clinic? (Choose all that apply)

Answer	Count	% of total law schools
Advice clinic	7	63.6%
Research clinic	1	9.1%
Placement clinic	4	36.4%
Law reform clinic	2	18.2%
Dispute resolution clinic	3	27.3%
Interdisciplinary clinic	1	9.1%
Other	3	27.3%
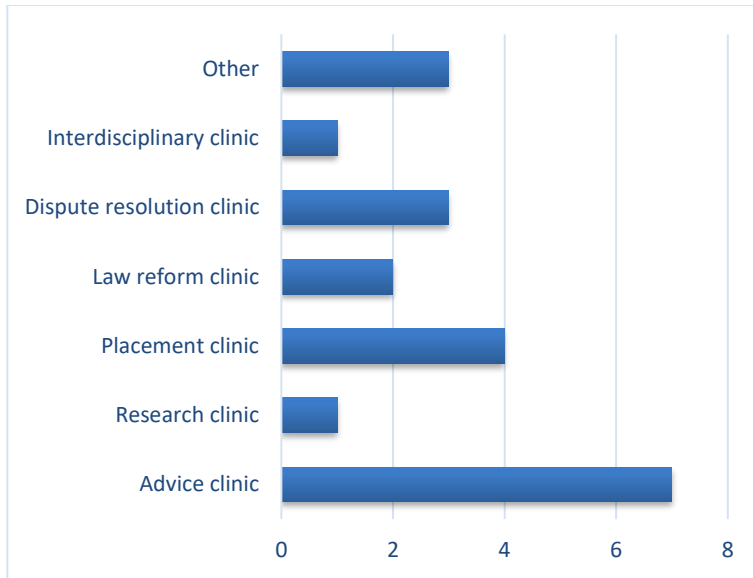
Other
Legal Tech development
LAWS4268/LAWS6268 Community Law Clinic
LAWS4267/LAWS6267 Youth Law Clinic
LAWS4281/LAWS6281 Environmental Law Clinic
LAWS4302/LAWS6302 International Law Clinic
LAWS4304/LAWS6304 Prison Legal Literacy Clinic
Pro bono clearing house

67. Clinic participation: Was student participation in the law clinic mandatory?

Answer	Count	%
Yes, for all clinics	0	0.0%
Yes, for some clinics	0	0.0%
No	10	100.0%
Total	**10**	**100%**

68. Clinic participation: Was academic credit available for students participating in the law clinics?

Answer	Count	%
Yes, for all clinics	7	70.0%
Yes, for some clinics	3	30.0%
No	0	0.0%
Total	**10**	**100%**

Yes, for all clinics 70%
Yes, for some clinics 30%
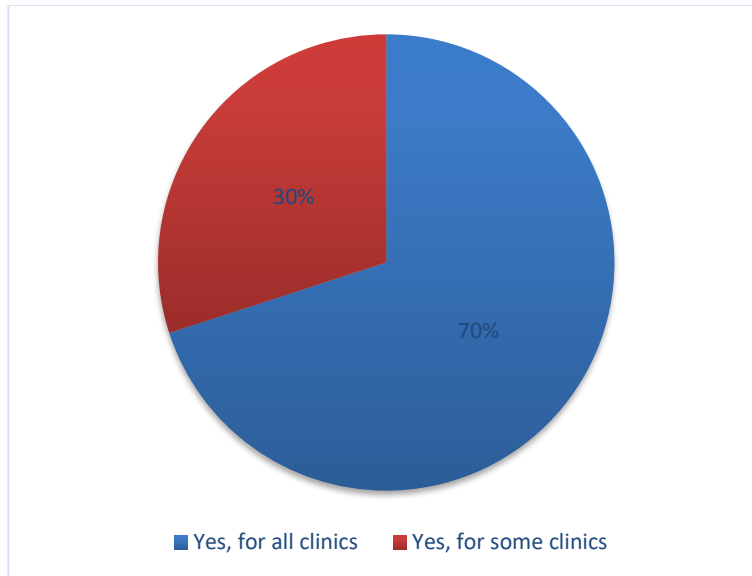
69. **International mooting competitions: In which international mooting or other skills competitions did the law school participate or was the law school represented?**

| Answer |
|---|
| Jessup Vis ICC Wilson CIArb Write the Award Competition Sports Law moot against Paris 13. |
| The international moots in which the school was represented included: • Philip C. Jessup International Law Moot Court Competition. |
| Philip C Jessup International Law Moot. |
| Jessup. |
| Nil. |
| Jessup Moot (curricular) Manfred Lachs Space Law Moot Humanitarian Law Moot World Trade Law Moot. |
| Jessup, Manfed Lach Space Law. |
| Nil. |
| Jessup International Law Moot; ADC-ICC Mediation Competition; 18th K.K. Luthra Memorial Moot Court; 9th RMLNLU-SCC Online International Media Law Moot. |
| • Philip C. Jessup International Law Moot Court Competition • Willem C. Vis International Commercial Arbitration Moot • Herbert Smith Freehills-NLU Delhi International Negotiation Competition • International Maritime Law Arbitration Moot • APCMC (ADC-ICC Asia Pacific Commercial Mediation Competition) (Semester 2) • Nuremberg Moot Court • IBA-VIAC Consensual Dispute Resolution Competition (CDRC) Vienna. |

70. **Domestic external mooting competitions: In which domestic mooting or other skills competitions did the law school participate or was the law school represented?**

Answer
QUT Torts
Deakin International Commercial Arbitration
AAT
ATSI
Criminal
Animal
QILC - Queensland Intervarsity Law Competition
International Humanitarian Law (IHL) Mooting Competition
Allens Women's Moot
Gender Identity and Sexuality Moot
Gibbs Constitutional Law Moot.
ALSA Moot
Administrative Appeals Tribunal National Mooting Competition.
Gibbs
Kirby (when running)
Animal Moot
Nil
UTS Intervarsity Technology Law Moot
Sir Harry Gibbs Constitutional Law Moot
UCANU Annual Moot
Various other Moots on a periodic basis
All domestic mooting competitions
Administrative Appeals Tribunal mooting competition (National champions)
Sir Harry Gibbs Constitutional Law mooting competition (Grand Finalist)
Phillip C Jessup International Law Moot competition (Semi Finalist)
ANU Gender Identity and Sexuality Law Moot (Semi Finalist)
Baker & McKenzie Women's Mooting competition
We do usually participate in more domestic mooting competitions, but many were cancelled last year because of Covid
Sydney University Law Society Corporate Law Moot
Sir John Peden Contract Law Moot
Macquarie University Law Society
Sydney University Law Society
ADR Intervarsity Competition University of Technology
Sydney Law Student Society
Macquarie University Law Society Bilateral Contract Law Moot
Sir Harry Gibbs Constitutional Law Moot
Michael Kirby Contract Law Moot
University of New South Wales IV Skills
Baker McKenzie Women's Law Moot
Sydney University Law Society Client Interview
Margaret Cunneen Witness Examination Competition
Australian Law Students' Association Paper Presentation
Australian Law Students' Association IHL Moot
Australian Law Students' Association Negotiations
Australian Law Students' Association Client Interview

The Sir John Peden Contract Law Moot (Semester 1)
Intervarsity Skills Competition (SULS v MULS) (Semester 1)
UTS Negotiations Competition (Semester 1)
Allen & Overy Private Law Moot (Semester 1)
Administrative Appeals Tribunal National Mooting Competition (Semester 2)
Castan Centre for Human Rights Moot Competition (Semester 2)
Justice William Gummow Cup (Semester 2)
Baker & McKenzie National Intervarsity Women's Mooting Tournament (Semester 2)
The Nicholas Cowdery Criminal Law Moot (Semester 2
QUT Torts Moot (Formerly Shine Lawyers National Torts Moot) (Semester 2)
The Sir Harry Gibbs Constitutional Law Moot (Semester 2)
UTS Legal Technology Moot (Semester 2)
SULS v UQLS: Moot of Origin (Semester 2)
Deakin International Commercial Arbitration Moot (Semester 2)
UNSW Skills Competitions (Semester 2)
ALSA (Semester 2)
Ashurst SULS v ANULSS Commercial Law Moot (Semester 2)
SULS v AULSS Novice Negotiations Competition (Semester 2)
USYD v Newcastle Novice Torts Moot Competition (Semester 2)
USYD v ACU Novice Criminal Law Moot Competition (Semester 2)
NSW Young Lawyers Administrative Law Moot Competition (Semester 2)
SULS Client Interviewing Multilateral Competition (Semester 2)
MULS Clayton Utz Environmental Law Moot (Semester 2)
UoW Younes + Espiner Intervaristy Criminal Law Moot (Semester 2)
USYD v UoW Novice Contract Law Moot (Semester 2)
SULS v Blackstone Novice Negotiations Competition (Semester 2)
USYD v Curtin Novice Negotiations Competition (Semester 2)
Bond Consumer Law Novice Moot (Semester 2)
SULS v CLSS Novice Torts Moot (Semester 2)

71. **Other learning experiences, e.g. hackathons: Which of the following learning experiences were made available to law students by the law school, whether curricular or extra-curricular? (Choose all that apply)**

Answer	Count	% of total law schools
Negotiation, client interviewing or other skills competitions	10	90.9%
Placements and internships	10	90.9%
International exchange or study abroad	8	72.7%
Law review or law journal student editorial positions	7	63.6%
Hackathons	4	36.4%
Study tours	4	36.4%
Justice/innocence project	2	18.2%
Other	5	45.5%
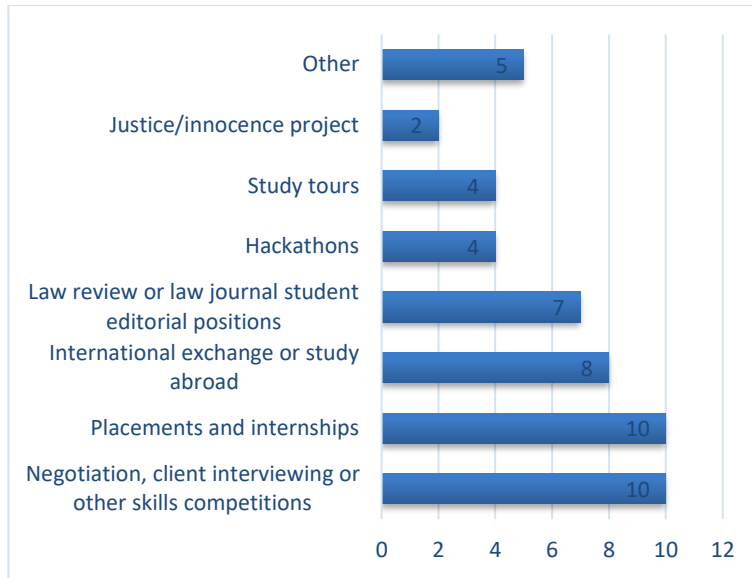
Other
Public lectures and master classes; career workshops; peer mentoring; legal academic skills workshops, Alumni to student mentoring program, legal internships.
Study tours were COVID-cancelled in 2020. Local Court Internships were offered through auspices of the Law Society of NSW.
Law Reform and Social Justice Program.
Mentoring and tutoring of others students - Peer mentoring and tutoring program organised by TULS.
Centre for Environmental Law Volunteers.

72. Law student society: Was there at least one law student society?

Answer	Count	%
Yes	11	100.0%
No	0	0.0%
Total	11	100%

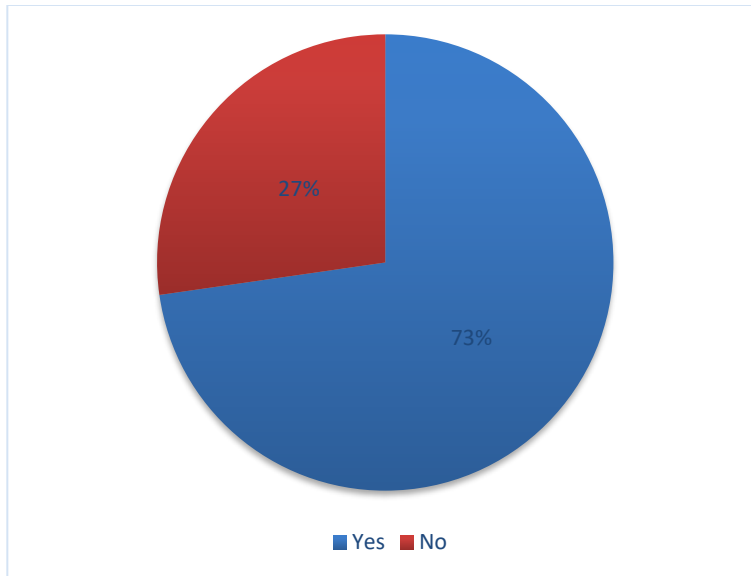**73. Please provide the names of the societies.**

Answer
Law Students' Association; Asian Law Students' Association; Canadian Law Students' Association
Film, Arts, Media and Entertainment Law Students' Association Global Law Students Association Later Law Students' Network Law Students' Society Lawyers Without Borders XXX China Law Society XXX Law Masters Student Association XXX Sports Law Association Public Interest Law Network Science and Technology Law Association
XXX Law Society
XXX Law Society
XXX Law Student Society
XXX Law Student Society
XXX Law Students' Society
XXX Law Students Society
XXX Law Society
XXX Law Students
XXX Law Society Chinese Law student society Korean Law Student Society

74. **Student representation on committees: Was there a law school or university requirement that key committees have student representation?**

Answer	Count	%
Yes	8	72.7%
No	3	27.3%
Total	**11**	**100%**

75. Please provide details.

Please provide details.
Teaching and Learning Group (TALG); SAFCom; Research Management Group (RMG); EWP
The requirement is not for key committees, rather, section 14(b)(iii) of the Council Regulation requires faculties and graduate schools established as faculties to have mechanisms for consultation with faculty students on faculty matters. The Student Group Representative Council is constituted to fulfill this requirement.
Student representation on School Learning, Teaching and Student Success Committee, and on Advisory Board.
Student representation on School Research Committee and Learning and Teaching Committee.
The LSS President attends Law School meetings and there are two student representatives on the School of Law Education Committee.
There is no formal requirement although several key College (and University) committees have student membership including Education & Reconciliation Action Plan.
School Board; Advisory Board.
Student reps are a required on all formally constituted committees: School Board Education Committee, Research Committee Research Education Committee WHS Committee Indigenous Strategy and Services Committee.

Section 7: Entry requirements

These questions identify the program entry requirements to facilitate law school comparisons and analysis of the data provided in response to other questions.

76. LLB entry requirement: What was the minimum ATAR entry requirement for enrolment in the LLB?

Answer
88
77
74
90
98
95.9
80
96
99.5

77. LLB entry requirement: What were other academic entry requirements for enrolment in the LLB (apart from ATAR)?

Answer
Secondary qualification (year 11 or 12 equivalent); AQF diploma level qualification; Bachelor level qualification study for a period of at least 2 years full-time with a minimum GPA of 4.0
In lieu of ATAR of 90, AQF level 7 degree from 3-year Australian university, or overseas equivalent. Regional ATAR adjustment of up to 5 points. Principal's recommendation schemes.
Co-curricular activities.
To be eligible for an offer, they must have completed the equivalent of one full-time year of study (equivalent to 100 UTAS credit points) at Bachelor level or above with a minimum grade point average of 4.0 on a seven-point scale. For Graduate entrants to be eligible for an offer to the accelerated program (i.e Graduate entrant), they must have completed an Australian Bachelor degree (or equivalent) or higher qualification with a minimum grade point average of 4.0 on a seven-point scale.

78. JD entry requirement: What was the academic entry requirement for enrolment in the JD?

Answer
An undergraduate degree.
In order to be considered for entry, applicants must have completed: The Law Schools Admission Test (LSAT), including the essay component; and A tertiary degree in a discipline other than law or a degree in law from a different legal system.
Bachelor's degree (other than in law).
GPA5.5.
Applicants must present a Bachelor degree or international equivalent with a minimum GPA of 5.0/7.0. If applicants have more than one completed tertiary qualification, the GPA will be determined by the highest GPA of all completed qualifications.
AQF level 7 bachelor qualification or recognised equivalent with a WAM of 65. AQF level 8 bachelor honours or graduate diploma qualification or recognised equivalent with a WAM of 65. AQF level 9 masters by coursework or above qualification or recognised equivalent with a WAM of 65.
GPA and completed degree.

79. **LLB English language requirement: What was the minimum IELTS or other English language requirement for entry in the LLB?**

Answer
IELTS 7.0 with no single band less than 6.5.
6.5.
IELTS 6.0 minimum with 5.5 in each subset; TOEFL 550 or better overall and minimum TWE of 4.5; PTE Academic overall score of 54 with no sub-score less than 46; Occupational English Test with Grades A or B in each of the four components.
6.5.
An overall score of 6.5 with a minimum of 6.0 in each component of the test.
7.0.
IELTS 6.0 (no individual band less than 5.5).
IELTS 7.0 overall (min. 6.5 in each subtest) Only Academic version results obtained within 2 years of the course start date.
7.5.

80. **JD English language requirement: What was the minimum IELTS or other English language requirement for entry in the JD?**

Answer
IELTS 6.5 with no single band less than 6.0.
Applicants are required to satisfy the University's English language requirements for graduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance band 7 is required.
6.5.
7.5 overall with 7.5 in reading and writing and 7.0 in listening and speaking.
An overall score of 6.5 with a minimum of 6.0 in each component of the test.
7.0 overall (min. 6.5 in each subtest) Only Academic version results obtained within 2 years of the course start date.
7.5.

Section 8: Student numbers and demographics

These questions identify the actual student enrolments in the law school's main programs as expressed in Equivalent Full Time Student Load (EFTSL). The results will provide an accurate picture of the numbers and demographics of law students studying and graduating each year.

This data is of particular value given concerns expressed by some regarding the alleged 'over supply' of law graduates.

Bachelor of Laws

81. Commencing students: What was the EFTSL (Equivalent Full Time Student Load) of commencing students?

Answer
780
284
156.63
154.25
123.75
100.785
95
51.288

Number of schools	Total	Average per school
8	1745.8	218.2

82. Commencing students: What was the enrolled number of commencing students?

Semester 1	Semester 2	Semester 3	Annual total
77	23	26	126
395			395
763	165		928
139	124		263
226	290	11	527
157	28		185
121	127	72	320
144	112	62	318
369			369

	Number of schools	Total	Average per school
Annual total	9	2391	265.7

83. Total students: What was the EFTSL (Equivalent Full Time Student Load) of the program?

| Answer |
| --- |
| 2697.4 |
| 1113 |
| 948 |
| 885.63 |
| 823 |
| 621 |
| 428.125 |
| 285.213 |

Number of schools	Total	Average per school
8	7801.4	975.2

84. Total students: What was the total number of enrolled students in the program?

Semester 1	Semester 2	Semester 3
439	415	389
1900		
3026	3191	447
462	430	
1318	1343	418
1041	962	
1427	1446	1219
762	815	551
1209		

	Number of schools	Total	Average per school
Semester 1	9	11584	1287.1
Semester 2	7	8602	1228.9
Semester 3	5	3024	604.8
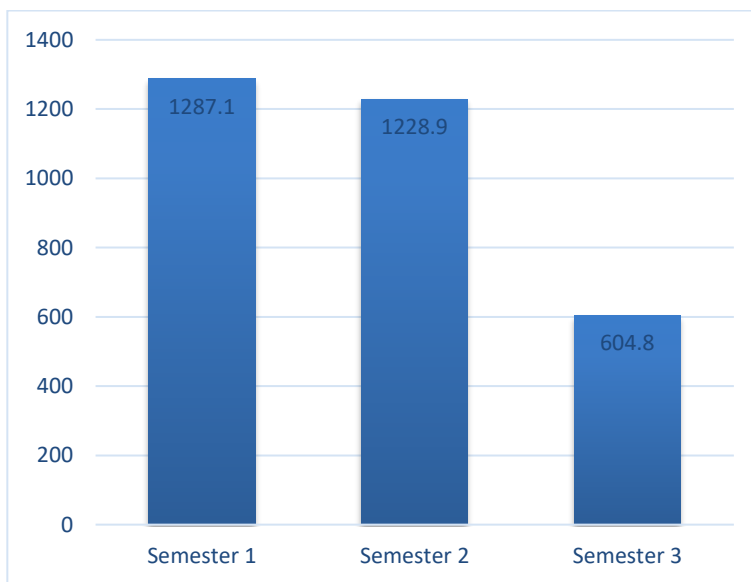
85. Age: What was the median age of students enrolled in the program for the year?

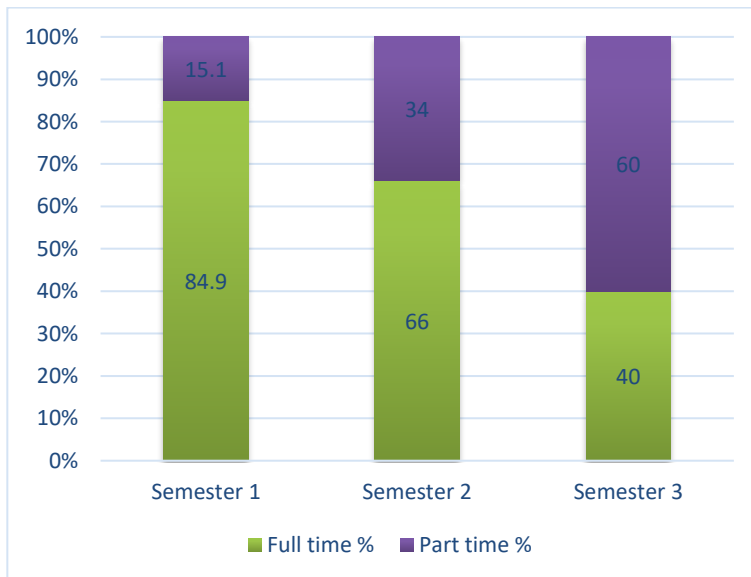|	Number of schools	Average
Semester 1	7	25.5
Semester 2	6	24.2
Semester 3	4	27.5
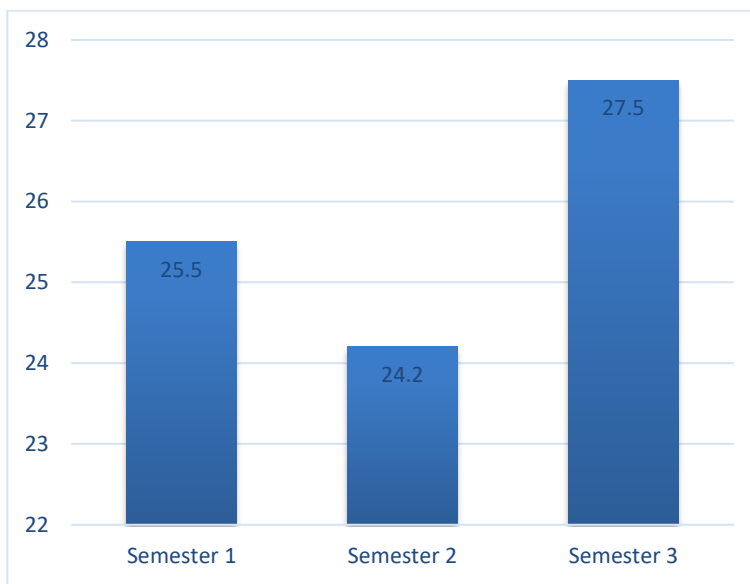
86. Gender: What was the total number of enrolled male / female / non-binary students? Note: this is not EFTSL.

	Number of schools	Total	Male %	Female %	Non-binary %
Semester 1	8	10408	36.0	63.9	0.1
Semester 2	6	7210	37.6	62.3	0.02
Semester 3	4	1867	36.3	63.7	0.0
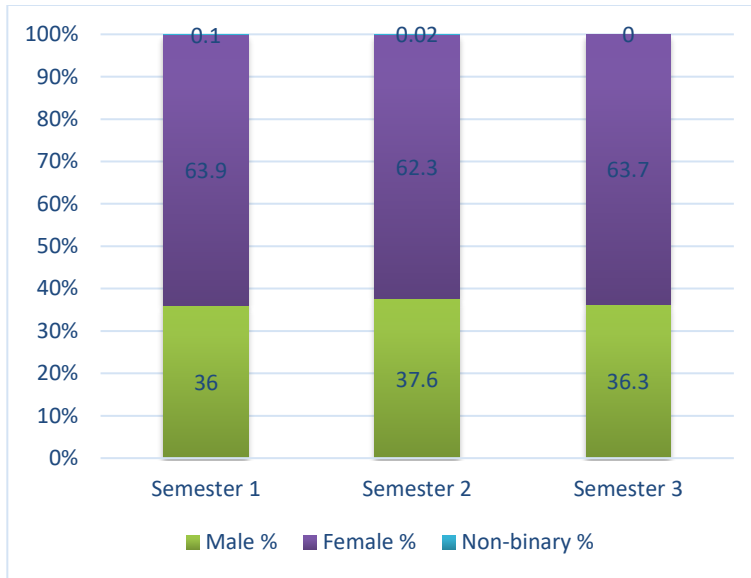
87. Study mode: What was the total number of enrolled full time and part time students? Note: this is not EFTSL.

	Number of schools	Total	Full time %	Part time %
Semester 1	5	4322	84.9	15.1
Semester 2	3	1665	66.0	34.0
Semester 3	3	1051	40.0	60.0

88. Single v combined degree: What was the total number of students enrolled in single degree and combined degree students?
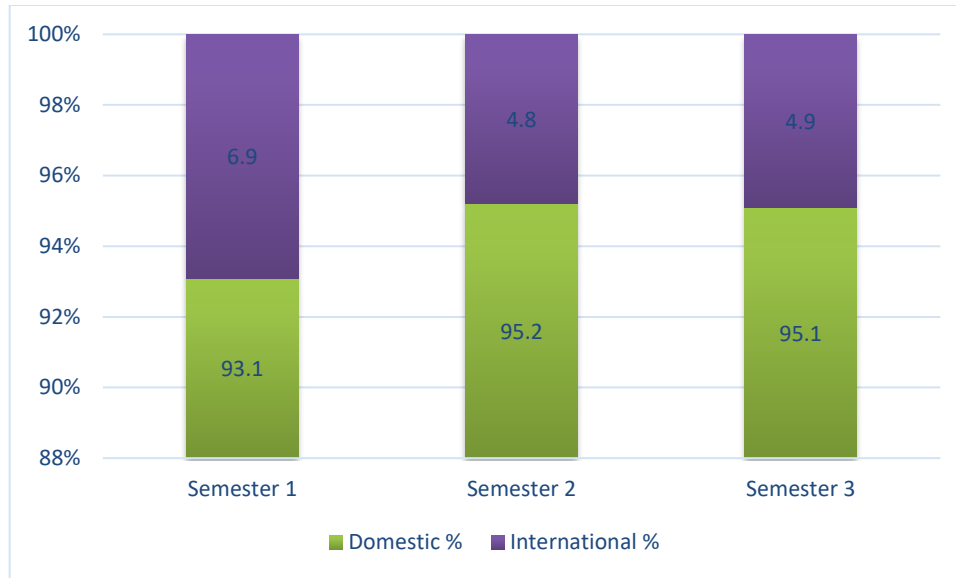
	Number of schools	Total	Single degree %	Combined degree %
Semester 1	7	7166	54.2	45.8
Semester 2	6	5603	67.3	32.6
Semester 3	5	2748	67.8	32.2
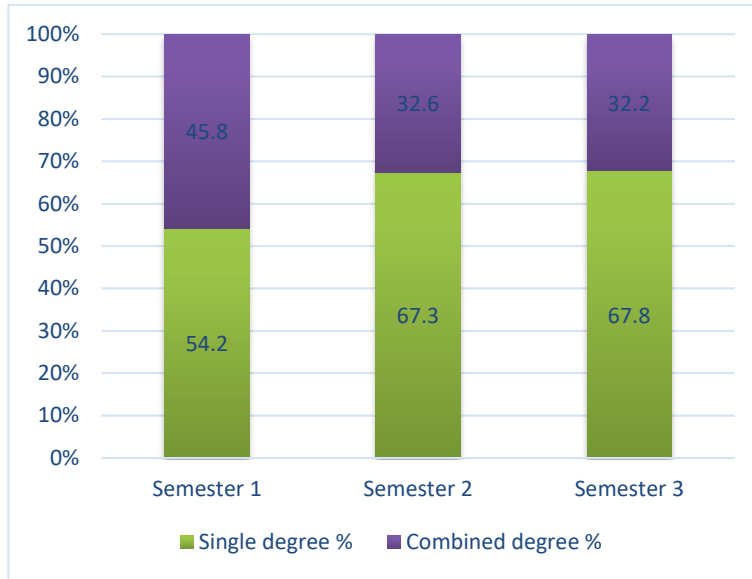
89. **Domestic v international: What was the total number of enrolled domestic and international students?**

	Number of schools	Total	Domestic %	International %
Semester 1	8	9985	93.1	6.9
Semester 2	6	5450	95.2	4.8
Semester 3	5	2522	95.1	4.9

Chart: Domestic % and International % by Semester

- Semester 1: Domestic 93.1, International 6.9
- Semester 2: Domestic 95.2, International 4.8
- Semester 3: Domestic 95.1, International 4.9

Legend: ■ Domestic % ■ International %

90. Country of origin: Of the international students, what were the top three countries of origin?

First country (most students)	Second country	Third country
Canada	Malaysia	China
Papua New Guinea	China	Sweden
China	Singapore	Hong Kong
Malaysia	China	Canada
Singapore	Malaysia	Sri Lanka
India	Kenya	other x 6
China	Singapore	Hong Kong

91. ATSI students: How many students identified as Aboriginal and/or Torres Strait Islander?

Semester 1			Semester 2			Semester 3		
ATSI	Total students	ATSI %	ATSI	Total students	ATSI %	ATSI	Total students	ATSI %
11	439	2.5	9	415	2.2	7	389	1.8
24	1900	1.3						
38	3026	1.3						
9	462	1.9	9	430	2.1			
21	1318	1.6	20	1343	1.5	11	418	2.6
38	1427	2.7						
32	762	4.2	36	815	4.4	27	551	4.9

	Number of schools	ATSI	Total students	ATSI %
Semester 1	7	162	8895	1.8%
Semester 2	4	65	2588	2.5%
Semester 3	3	38	969	3.9%
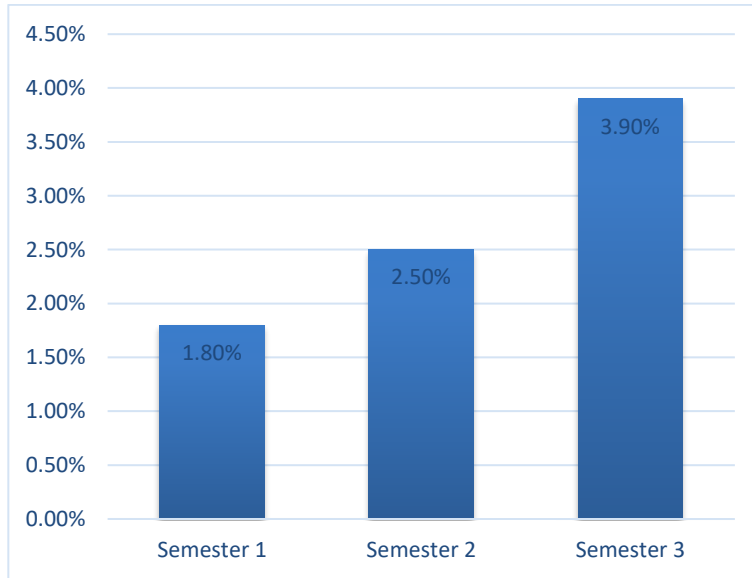
92. **Students with a disability: How many students identified as having a disability?**

Semester 1			Semester 2			Semester 3		
Disability	Total students	Disability %	Disability	Total students	Disability %	Disability	Total students	Disability %
30	439	**6.8**	28	415	**6.7**	35	389	**9.0**
75	1427	**5.2**						
95	762	**12.5**	99	815	**12.1**	98	551	**17.8**

	Number of schools	Disability	Total students	Disability %
Semester 1	3	200	2628	7.6%
Semester 2	2	127	1230	10.3%
Semester 3	2	133	940	14.1%
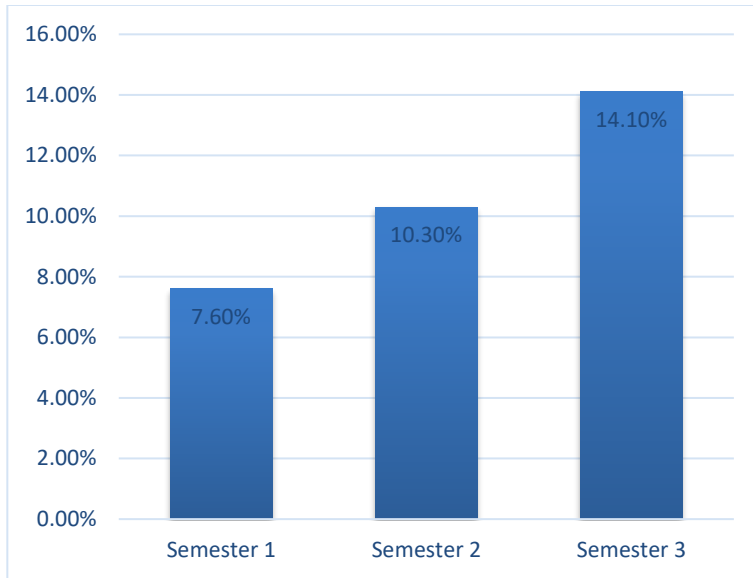
93. Retention rate: What was the overall retention rate for the program? (Expressed as a percentage)

Answer
88.1
96
92.7
74.3
74

Number of schools	Average per school
5	85.0%

94. Completions: How many students completed the program?

Semester 1	Semester 2	Semester 3	Annual total
37	31	53	121
			280
			463
11	80		91
20	53	169	242
106	223		329
			105
20	61	26	107

	Number of schools	Total	Average per school
Annual total	8	1738	217.3

95. Honours: How many students received Honours?

Semester 1	Semester 2	Semester 3	Annual Total Honours	Annual Total Completing Students	Honours %
8	19	12	39	121	**32.2**
			40	280	**14.3**
50	127	33	210	463	**45.3**
4	31		35	91	**38.5**

	Number of schools	Honours	Total students	Honours %
Annual total	4	324	955	33.9

Juris Doctor

96. Commencing students: What was the EFTSL (Equivalent Full Time Student Load) of commencing students?

Answer
111.75
305
73.4
275
26.25
353

Number of schools	Total	Average per school
6	1144.4	190.7

97. Commencing students: What was the enrolled number of commencing students?

Semester 1	Semester 2	Semester 3	Annual total
45	21	51	117
353			353
66	77		143
231	204		435
226	290	11	527
56	49		105
300			300
32	34	19	85
369			369

	Number of schools	Total	Average per school
Annual total	9	2434	270.4

98. Total students: What was the EFTSL (Equivalent Full Time Student Load) of the program?

| Answer |
|--------|
| 714.25 |
| 780 |
| 182.8 |
| 700 |
| 129.5 |
| 1041 |

Number of schools	Total	Average per school
6	3547.6	591.3

99. Total students: What was the total number of enrolled students in the program?

Semester 1	Semester 2	Semester 3
258	250	252
965		
261	338	3
617	566	
1318	1343	418
420	449	
799	746	
169	190	141
1209		

	Number of schools	Total	Average
Semester 1	9	6016	668
Semester 2	7	3882	555
Semester 3	4	814	204
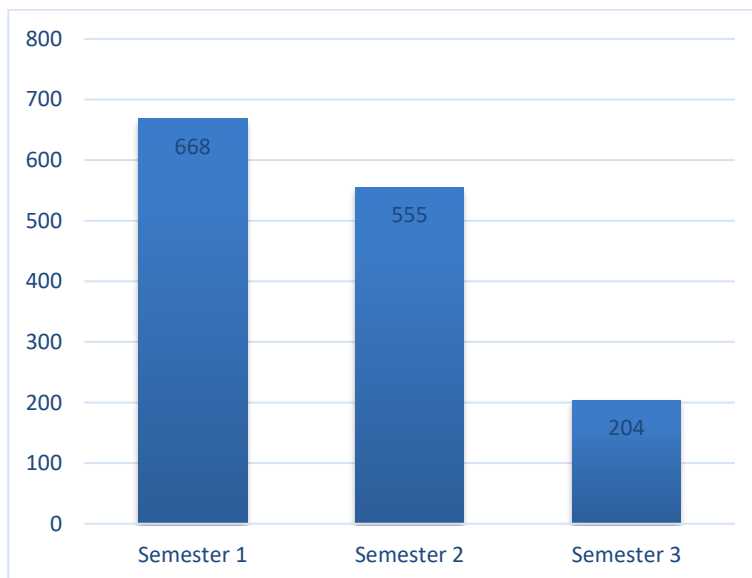
100. Age: Of the total number of students enrolled in the program, what was the median age?

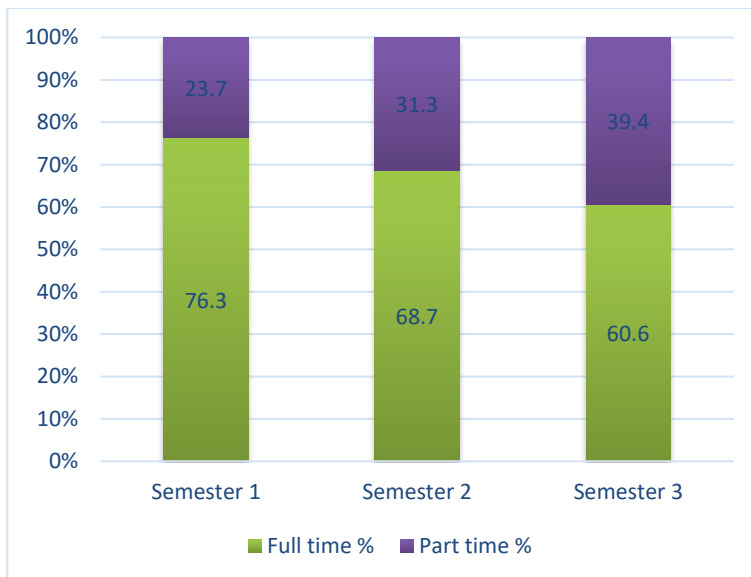|	Number of schools	Average
Semester 1	5	29.0
Semester 2	4	30.8
Semester 3	3	36.6
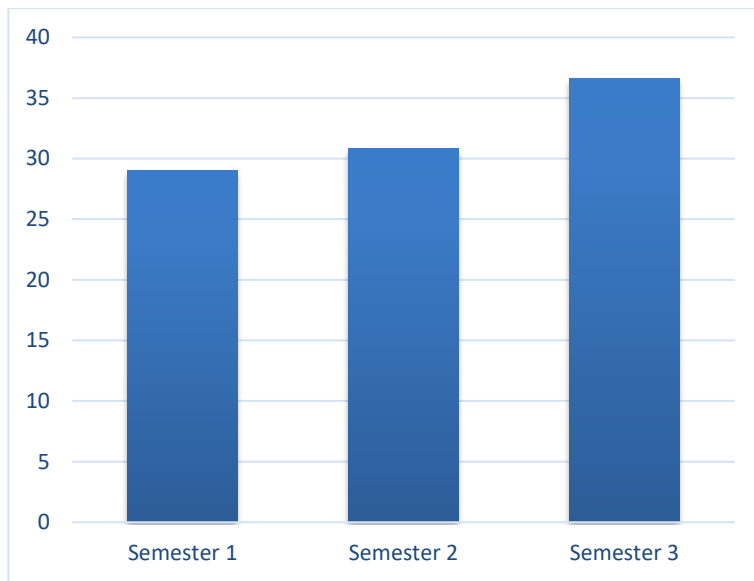
101. Gender: What was the distribution of male / female / non-binary students?

	Number of schools	Total	Male %	Female %	Non-binary %
Semester 1	6	2012	38.5	61.3	0.2
Semester 2	5	1983	38.8	61.0	0.2
Semester 3	3	396	50.0	49.7	0.3
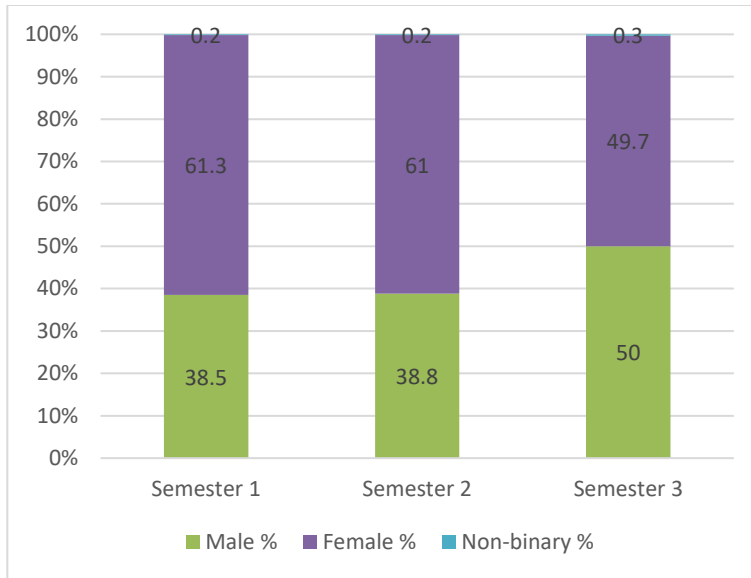
102. **Study mode: What was the distribution of full time / part time students?**

	Number of schools	Total	Full time %	Part time %
Semester 1	5	2307	76.3	23.7
Semester 2	3	1255	68.7	31.3
Semester 3	2	393	60.6	39.4

103. **Domestic v international: What was the distribution of domestic / international students?**

|	Number of schools	Total	Domestic %	International %
Semester 1	7	2910	76.9	23.1
Semester 2	4	1704	82.6	17.4
Semester 3	2	393	46.1	53.9
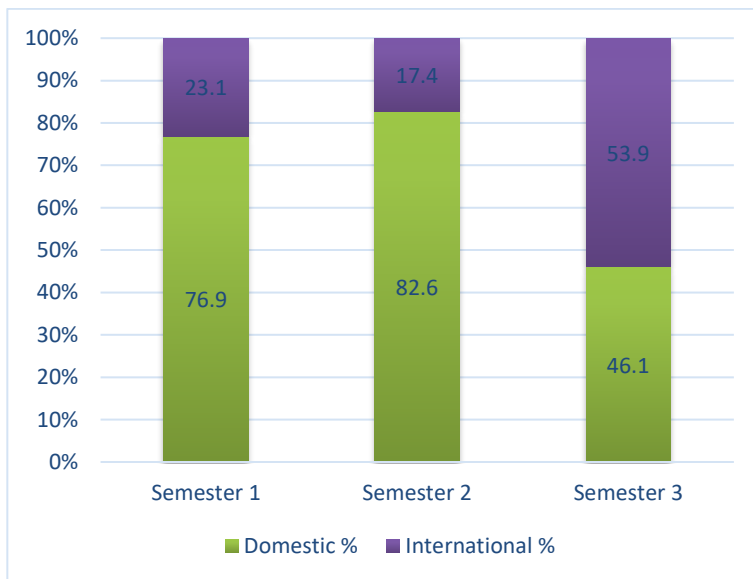
104. **Country of origin: Of the international students, what were the top three countries of origin?**

First country (most students)	Second country	Third country
Canada	China	South Korea/USA (tie)
China	Canada	Singapore
Canada	China	India
Singapore	China	USA
China	Hong Kong	South Korea
Korea, Republic of Sth Korea	China	Vietnam and Nepal
China	Canada	USA

105. **ATSI students: How many students identified as Aboriginal and/or Torres Strait Islander?**

Semester 1			Semester 2			Semester 3		
ATSI	Total students	ATSI %	ATSI	Total students	ATSI %	ATSI	Total students	ATSI %
2	258	0.8	1	250	0.4	1	252	0.4
4	965	0.4						
5	799	0.6	5	746	0.7			
9	169	5.3	10	190	5.3	5	141	3.5
10	1209	0.8						

	Number of schools	ATSI	Total students	ATSI %
Semester 1	5	30	3400	0.9%
Semester 2	3	16	1186	1.3%
Semester 3	2	6	393	1.5%
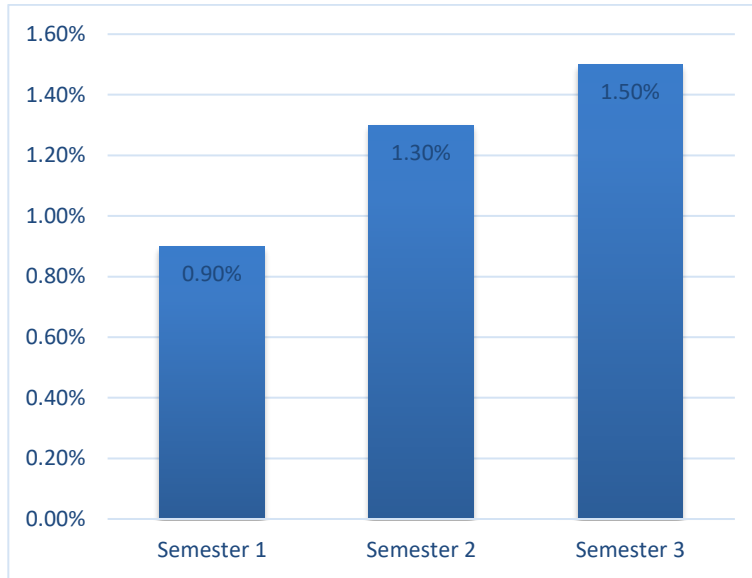
106.   Students with a disability: How many students identified as having a disability?

Semester 1			Semester 2			Semester 3		
Disability	Total students	Disability %	Disability	Total students	Disability %	Disability	Total students	Disability %
34	258	**13.2**	28	250	**11.2**	30	252	**11.9**
16	261	**6.1**						
10	799	**1.2**	10	746	**1.3**			
27	169	**16.0**	28	190	**14.7**	15	141	**10.6**
97	1209	**8.0**						

	Number of schools	Disability	Total students	Disability %
Semester 1	5	184	2696	6.8%
Semester 2	3	66	1186	5.5%
Semester 3	2	45	393	11.5%
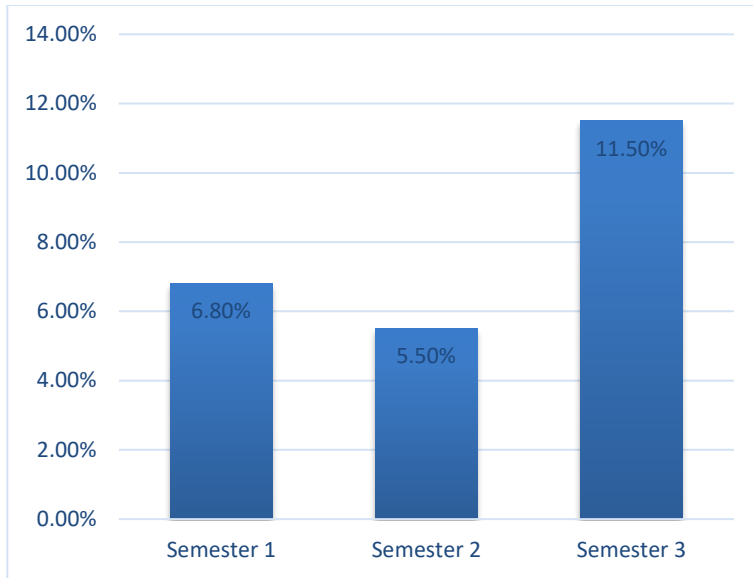
107. **Retention rate: What was the overall retention rate for the program? (Expressed as a percentage)**

Answer
90.6
92%
69
85%
90

Number of schools	Average per school
5	85.0%

108. **Completions: How many students completed the program?**

Semester 1	Semester 2	Semester 3	Annual total
31	21	45	97
			199
			46
19	26		45
80	120		200
3	9	3	15
			316

	Number of schools	Total	Average per school
Annual total	7	918	131.1

109. **Honours: How many students received Honours or equivalent?**

Semester 1	Semester 2	Semester 3	Annual Total Honours	Annual Total Completing Students	Honours %
13	26	24	63	97	**64.9**

	Number of schools	Honours	Total students	Honours %
Annual total	1	63	97	64.9

Other programs

110. **Enrolments in other programs: What was the total number of enrolled students in the program?**

Pathway program into LLB, eg Diploma of Legal Studies

	Number of schools	Total	Average per school
Semester 1	2	275	137.5
Semester 2	1	24	24
Semester 3	1	22	22

Bachelor degree for non-lawyers, e.g. Bachelor of Legal Studies

	Number of schools	Total	Average per school
Semester 1	2	219	109.5
Semester 2	1	29	29
Semester 3	1	6	6

Graduate Diploma in Legal Practice / Practical Legal Training

	Number of schools	Total	Average per school
Semester 1	4	282	70.5
Semester 2	4	294	73.5
Semester 3	2	212	106

Master of Laws by coursework

	Number of schools	Total	Average per school
Semester 1	7	714	102
Semester 2	4	61	15.3
Semester 3	3	40	13.3

Masters program for non-lawyers e.g. Masters of Applied Law

	Number of schools	Total	Average per school
Semester 1	3	784	261.3
Semester 2	3	70	23.3
Semester 3	2	22	11

Master of Laws by research

	Number of schools	Total	Average per school
Semester 1	4	17	4.3
Semester 2	2	7	3.5
Semester 3	1	6	6

Doctor of Philosophy (PhD)

	Number of schools	Total	Average per school
Semester 1	7	180	25.7
Semester 2	3	52	17.3
Semester 3	1	18	18

Doctor of Juridical Science (SJD)

	Number of schools	Total	Average per school
Semester 1	2	2	1
Semester 2	2	3	1.5
Semester 3	1	1	1

Section 9: Staff and Structure

These questions identify the number and demographics of full time, part time and casual staff employed within the law school to facilitate analysis of the other data and track changes over time.

Full time and part time academics as at 1 August

111. **Number: What was the number of full time and part time academics employed in the law school?**

Full time	Part time	Total
42	8	50
28	2	30
11	18	29
28	8	36
53	8	61
25	1	26
40	8	48
12	0	12
29	1	30
92	51	143

Number of schools	Total	Average per school	Full time %	Part time %
10	465	46.5	77.4%	22.6%
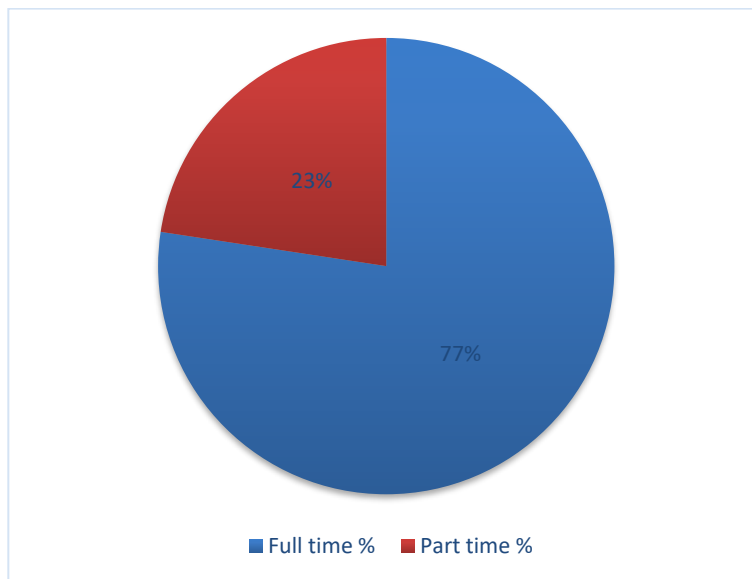
112. **Median age: What was the median age of full time and part time academics?**

Number of schools	Average median age
8	47.6

113.   Gender: What was the number of male / female / non-binary full time and part time academics?

Number of schools	Total	Male %	Female %	Non-binary %
8	388	44.6%	55.4%	0%
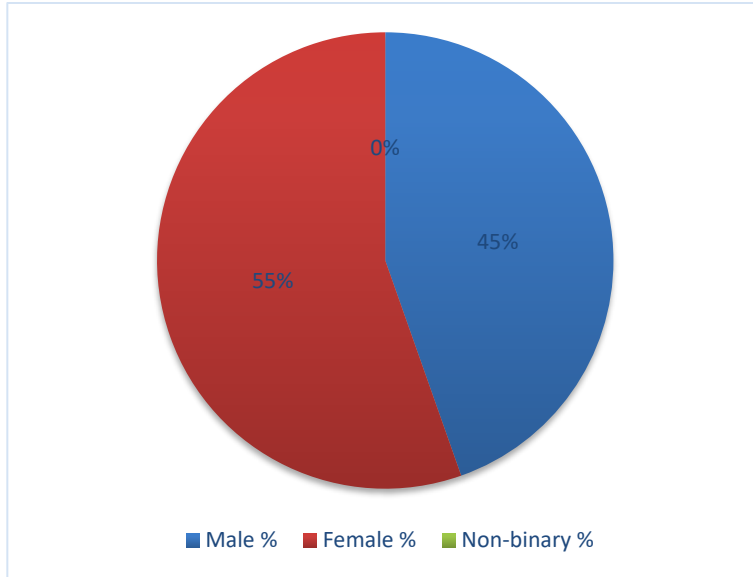
114.   Level: What was the number of full time and part time academics by employment level (A-E)?

Number of schools	Total	Level A %	Level B %	Level C %	Level D %	Level E %
11	537	5.6%	20.9%	25.1%	21.4%	27%
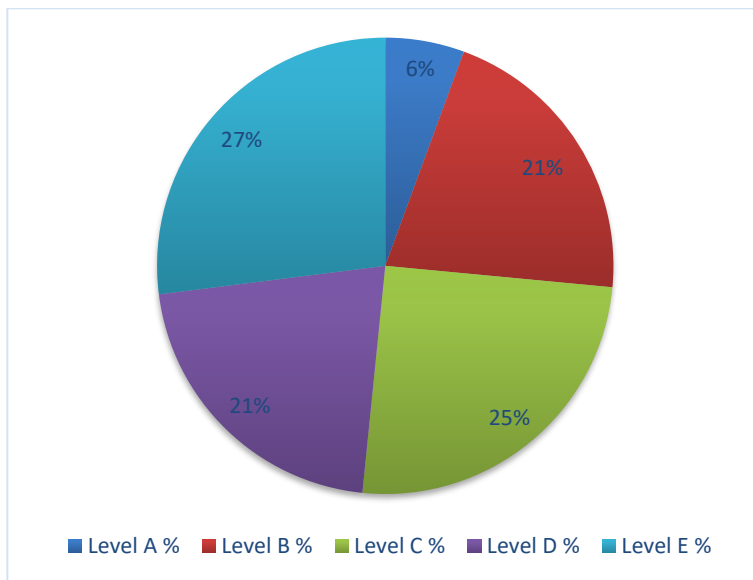
115. **Type of position: What was the number of full time and part time academics by contract type?**

Number of schools	Total	Teaching and research %	Research only %	Teaching only / clinical %
11	547	81.0%	8.6%	10.4%
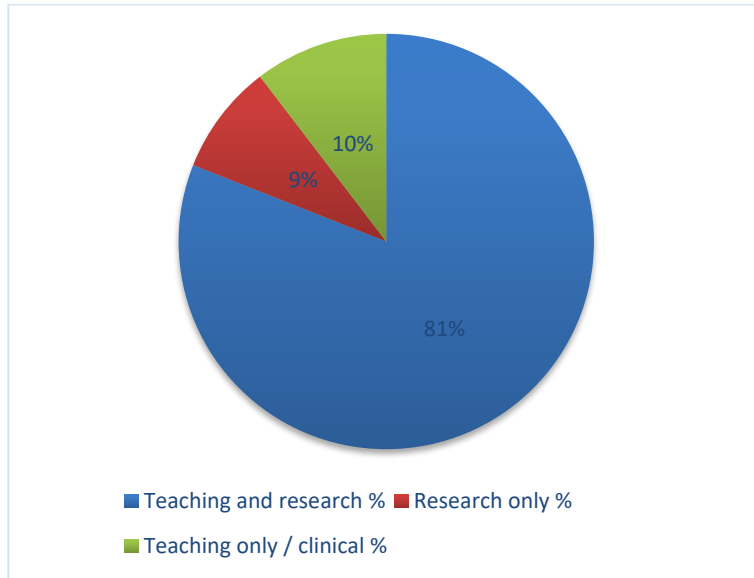
116. **Higher degree qualification: How many full time and part time academics had a postgraduate qualification?**

| Number of schools	Total academics	Level 10 %	Level 9 %	Other %
10	465	77.2%	20.9%	1.9%

Level 10 % ■ Level 9 % ■ Other % ■
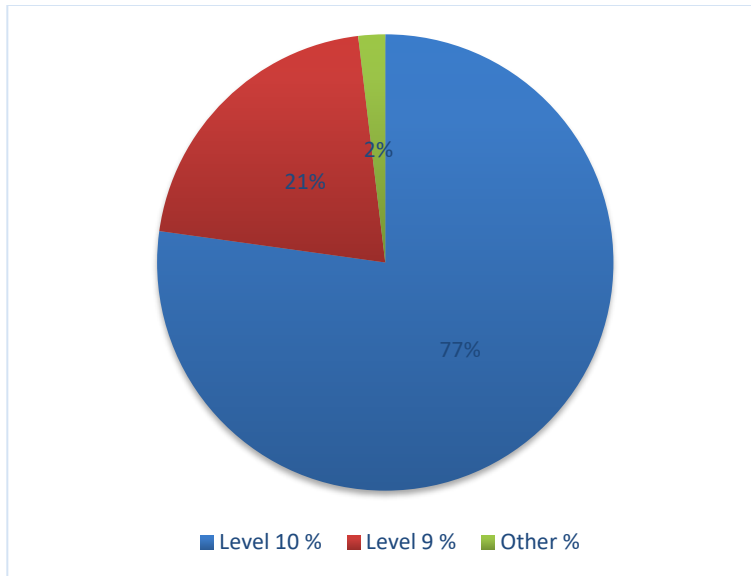
117. **ATSI staff: How many full time and part time academics identified as Aboriginal or Torres Strait Islander?**

Number of schools	Total academics	ATSI %	Other %
9	439	1.4%	98.6%

ATSI % ■ Other % ■
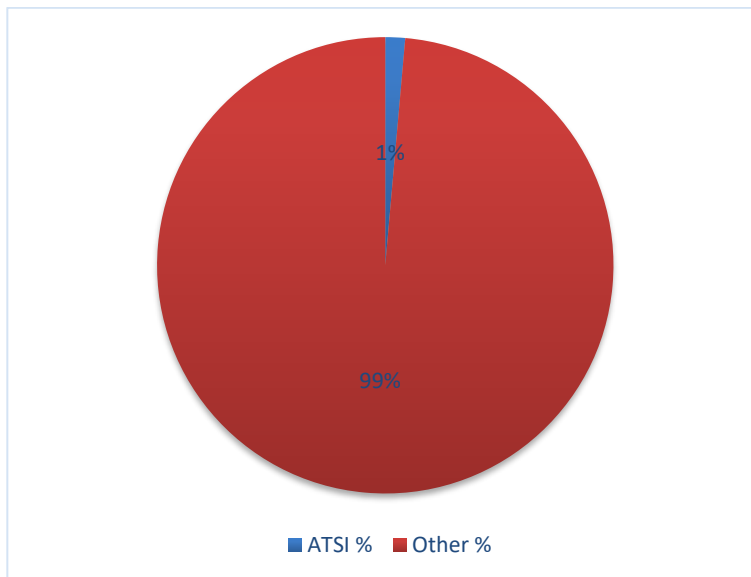
118. **Staff with a disability: How many full time and part time academics identified as having a disability?**

Number of schools	Total academics	Disability %	Other %
7	215	2.3%	97.7%
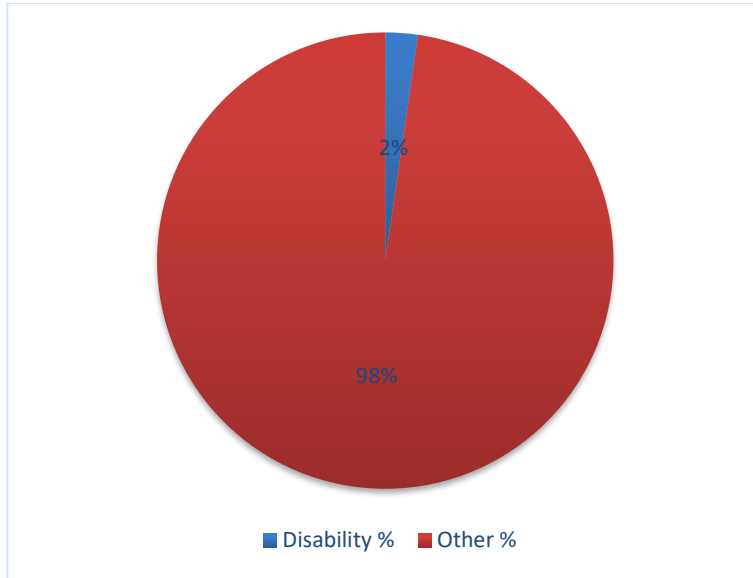
119.   CPD: Were full time and part time academics obliged to engage in continuing professional development relevant to teaching?

Number of schools	Yes %	No %
11	18.2%	81.8%

120. **Please provide details.**

Answer
As part of their workload, staff must identify scholarship opportunities and activities and report on them on an annual basis.
Yes, all academic staff are obliged to demonstrate ongoing commitment to professional development in education, to use teaching and learning research to inform teaching and course design and to pursue a Fellowship of an appropriate level with the Higher Education Academy. This is monitored and supported through the Performance and Development Review procedure.

Casual academics across the year

121. **Number: What was the number of casual academics employed in the law school?**

Number	FTE
48	45
	19.4
123	
26	2.7
30	
54	
23	
18	1.47
218	

	Number of schools	Average
Number	8	68.0
FTE	4	17.1

122. **Duration of employment: How many casual academics taught for 1 or 2 semesters?**

	Number of schools	Total	Average	%
One semester	4	274	68.5	69.5%
Two semesters	3	51	17	17.3%
Three semesters	1	13	13	13.2%

One semester 70% Two semesters 17% Three semesters 13%
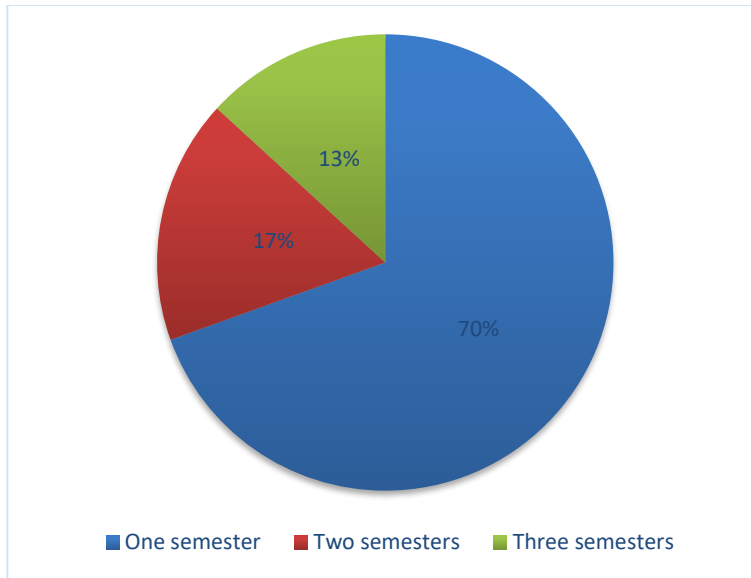
123. **Median age: What was the median age of casual academics?**

Number of schools	Average median age
8	41.1

124. **Gender: What was the number of male / female / non-binary casual academics?**

Number of schools	Total	Male %	Female %	Non-binary %
8	540	54.6%	44.1%	1.3%

Male % 55% Female % 44% Non-binary % 1%
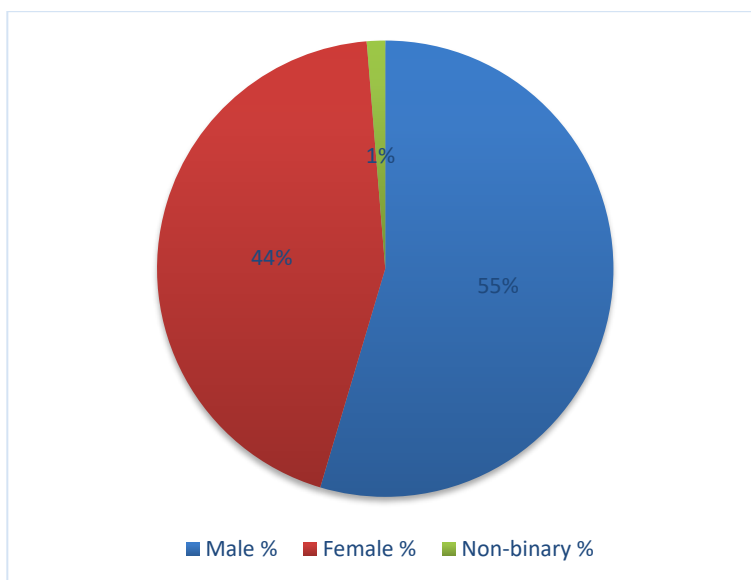
125. **ATSI staff: How many casual academics identified as Aboriginal or Torres Strait Islander?**

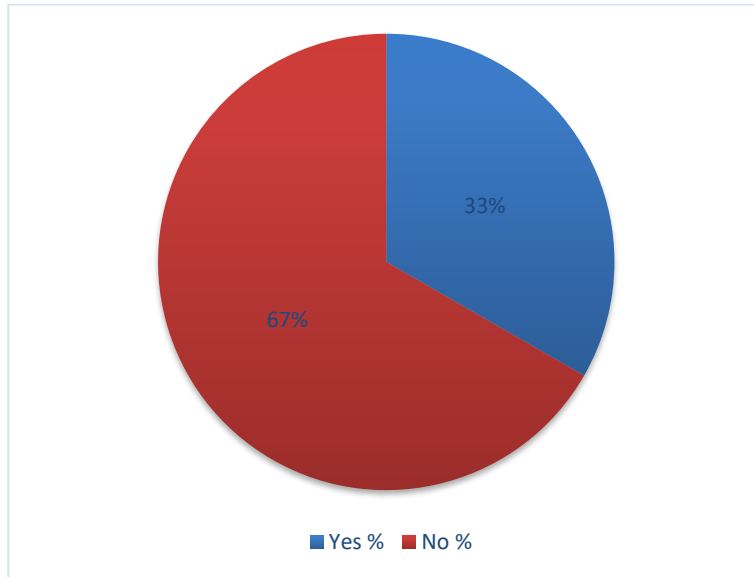| Number of schools	Total casual academics	ATSI %	Other %
7	322	1.2%	98.8%
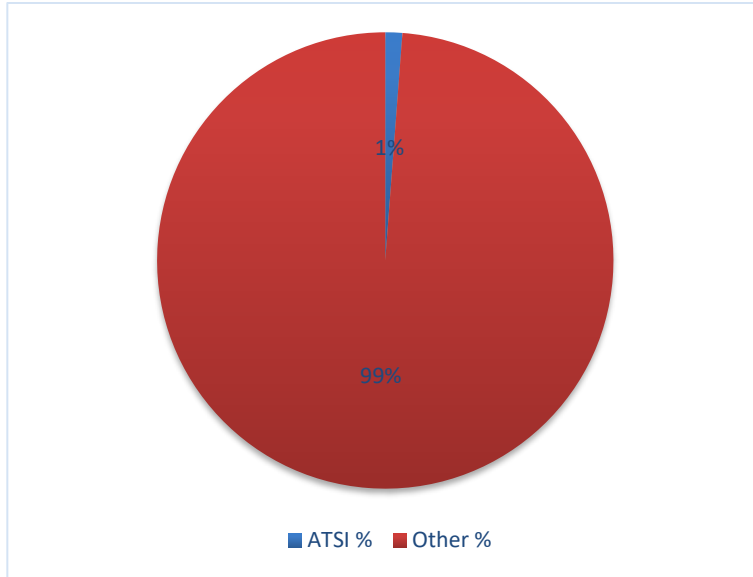
126. **Staff with a disability: How many casual academics identified as having a disability?**

Number of schools	Total casual academics	Disability %	Other %
6	292	1.0%	99.0%
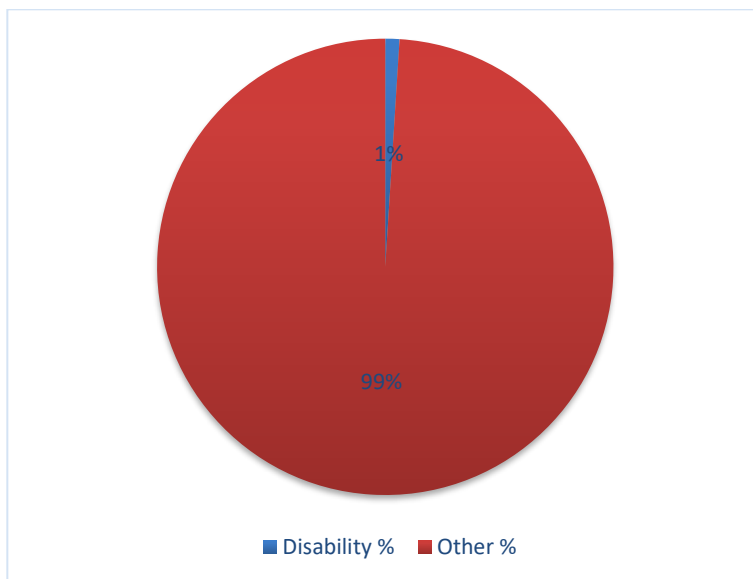
127. **CPD: Were casual academics obliged to engage in continuing professional development relevant to teaching?**

Number of schools	Yes %	No %
9	33.3%	66.7%

128. **Please provide details.**

| Answer |
|---|
| Scholarship is required of casual staff. |
| Compulsory and paid tutoring workshop and Smart Casual modules. |
| A core strategy of the University of XXX is to be 'People Centred'. Our People Strategy pursues the goal of being values-based, relational, diverse, and development focused. While casual staff are not obligated to engage in professional development, the University's People Strategy applies to all its people and casual staff who undertake learning and teaching activity are encouraged to adopt a continuous growth approach to their work. |

Administrative staff as at 1 August

129. **Number employed within law school: What was the number of administrative staff employed in or based primarily in the law school?**

Number	FTE
18	12.6
25	24.6
4	3
5	3.73
12	9
42	39.97
4	4
5	5
73	

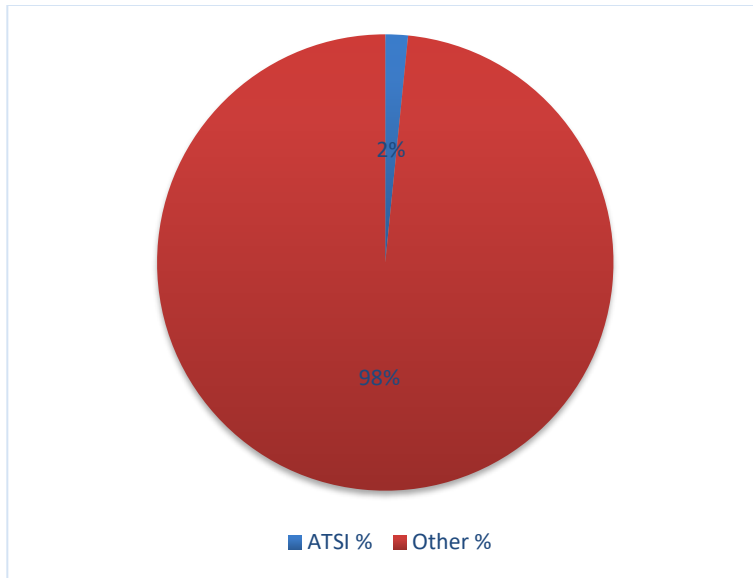|	Number of schools	Average
Number	9	20.9
FTE	8	12.7

130.   Gender: What was the number of male / female / non-binary professional staff?

Number of schools	Total	Male %	Female %	Non-binary %
7	121	19.8%	80.2%	0.0%
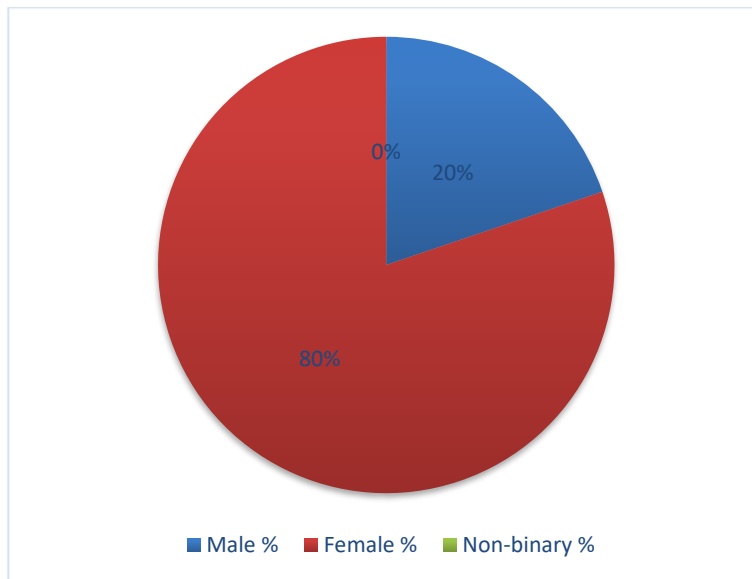
131.   ATSI staff: How many administrative staff identified as Aboriginal or Torres Strait Islander?

Number of schools	Total administrative staff	ATSI %	Other %
9	188	1.6%	98.4%

ATSI % **Other %**

132. **Staff with a disability: How many administrative staff identified as having a disability?**

| Number of schools	Total administrative staff	Disability %	Other %
8	115	0.0%	100.0%

Section 10: Leadership Team

These questions identify the demographics of the law school leadership team to facilitate analysis of the other data and track changes over time. It will be of particular interest to law Deans.

133. **Title of Dean: What was the formal title of the most senior person in the law school?**

Answer	Count	%
Dean	7	63.6%
Executive Dean	1	9.1%
Other	1	9.1%
Head of School	2	18.2%
Program Director	0	0.0%
Total	11	100%
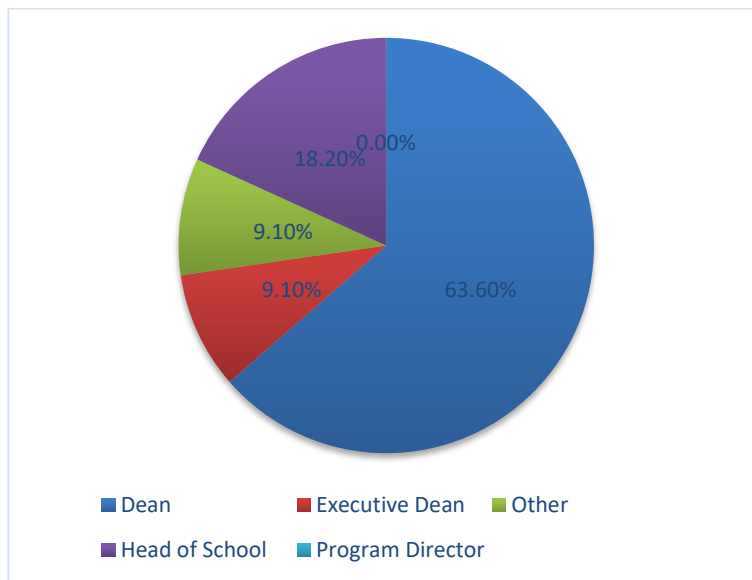
134. **Term of Dean: What was the standard term of appointment of the Dean or equivalent?**

Answer	Count	%
One year	0	0.0%
Two years	2	18.2%
Three years	1	9.1%
Five years	8	72.7%
Total	11	100%

One year   Two years   Three years   Five years

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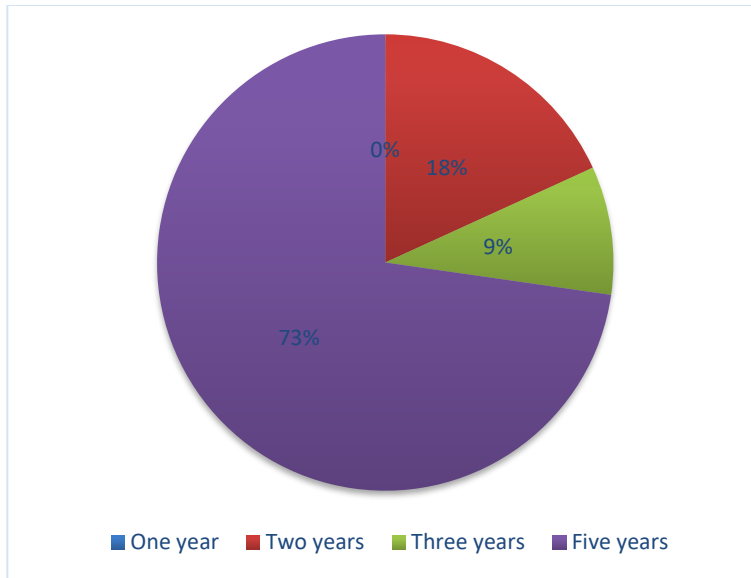
135.   Turnover: Was a new Dean or equivalent appointed?

Answer	Count	%
Yes	2	18.2%
No	9	81.8%
Total	**11**	**100%**

Yes   No

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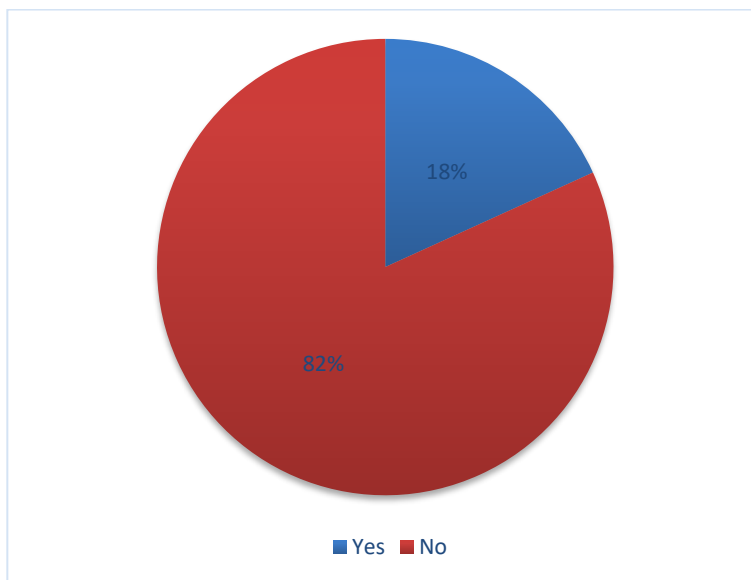
136.   Members of leadership team: Which of the following were members of the law school leadership team? The actual title may vary.

| Answer	Count	%
Deputy Dean	6	54.5%
Associate Dean Learning and Teaching	9	81.8%
Associate Dean Research	9	81.8%
Associate Dean Staff	1	9.1%
Associate Dean Students	5	45.5%
Associate Dean Engagement and Marketing	2	18.1%
Associate Dean International	4	36.4%
Associate Dean First Year	1	9.1%
Clinic Director	0	0.0%
School Manager	7	63.6%
Other	6	54.5%
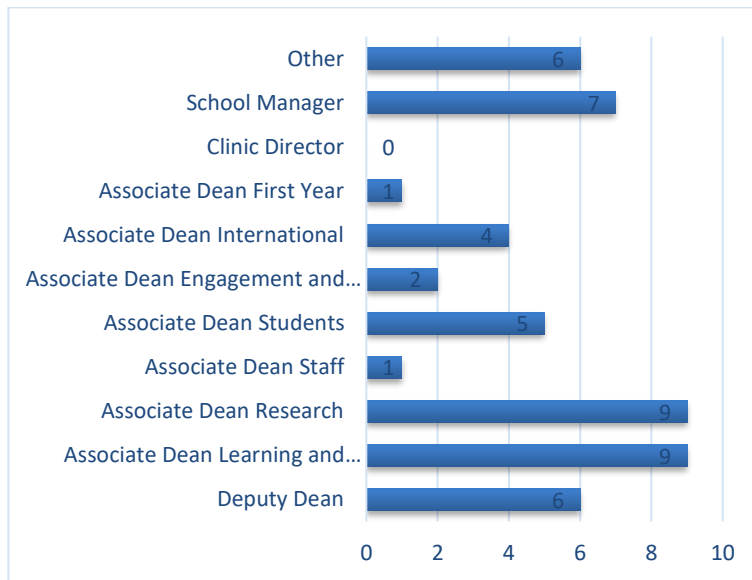
137.   Gender: What were the numbers of male / female / non-binary leadership team members?

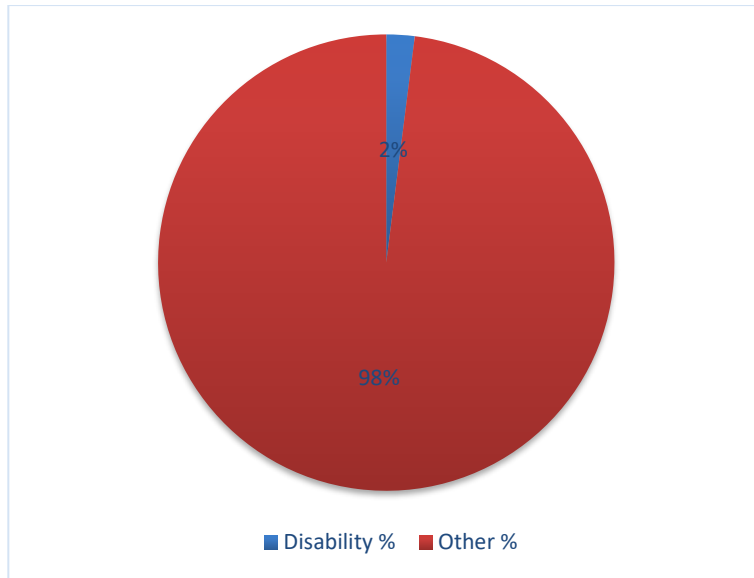| Number of schools	Total	Male %	Female %	Non-binary %
11	77	46.8%	53.2%	0.0%
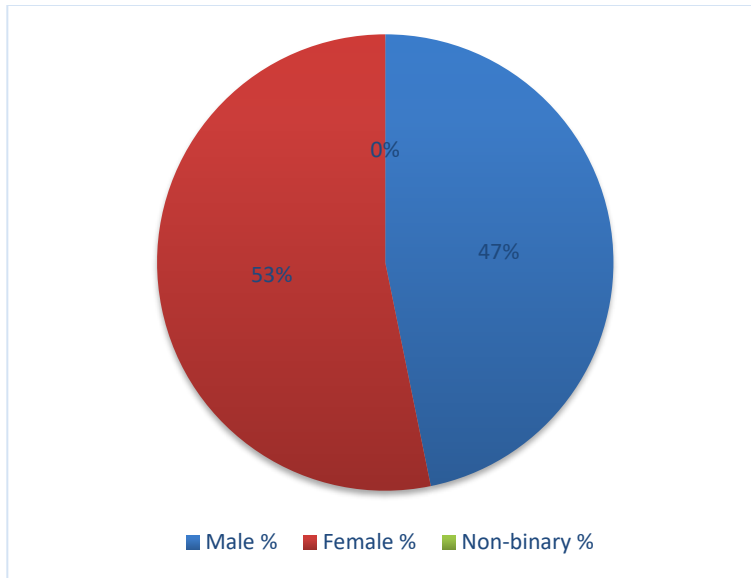
138. ATSI staff: How many leadership team members identified as Aboriginal or Torres Strait Islander?

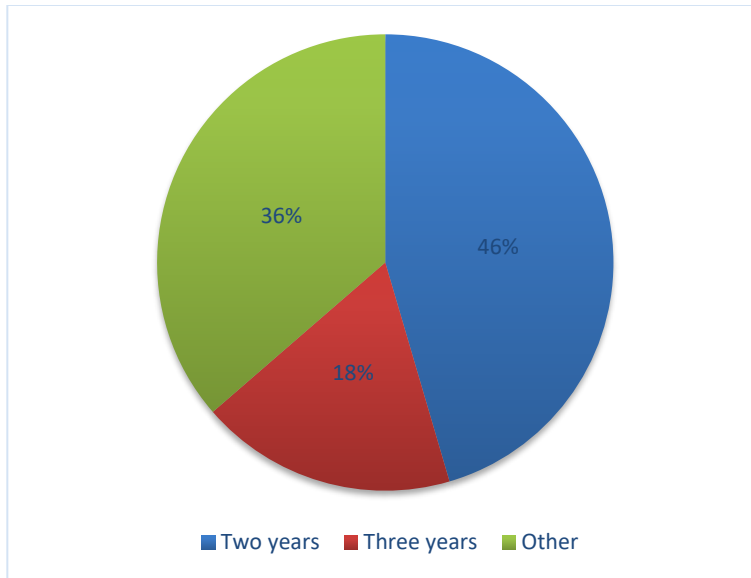| Number of schools	Total	ATSI %	Other %
11	77	2.6%	97.4%
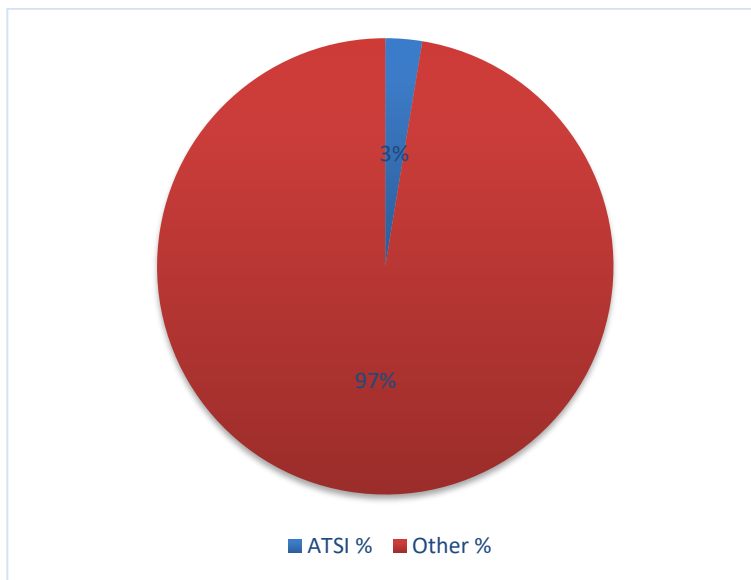
139. Staff with a disability: How many leadership team members identified as having a disability?

Number of schools	Total	Disability %	Other %
9	49	2.0%	98.0%

140. **Term of appointment: What was the standard term of appointment of a member of the leadership team (other than Dean)?**

| Answer	Count	%
One year	0	0.0%
Two years	5	45.5%
Three years	2	18.2%
Five years	0	0.0%
Other	4	36.4%
Total	11	100%

Other
Five year for FBD, two year contract for ADs
Deputy Deans are generally appointed for three years. Associate Deans are generally appointed for two to three years. Assistant Dean, Teaching & Learning, School Executive Director, and Manager, Finance, Strategy & Planning roles are ongoing appointments.
Varies
Varies depending on role.

Section 11: Aspirations

These questions seek to gather information about law student career aspirations for the purpose of identifying national statistics and trends.

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141. **Collection of information: Did the law school collect information about law student employment aspirations?**

Number of schools	Yes	No
11	3 (27.3%)	8 (72.7%)

Yes ■ No ■

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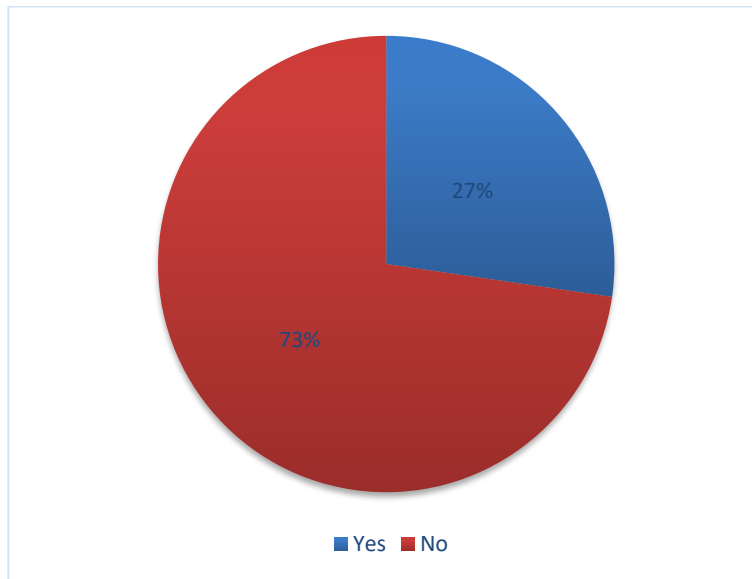
142. **How and when?**

Answer
Via Career Development Centre (CDC) and Graduate Diploma in Legal Practice (GDLP).
Graduate Destination Survey in October of graduating year.
The law school did not formally collect information on law student employment aspirations. Some informal information is periodically collected via survey and other means, to support decisions concerning teaching within programs.

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143. **Admission to practice: What proportion of students aspired to seek admission to legal practice?**

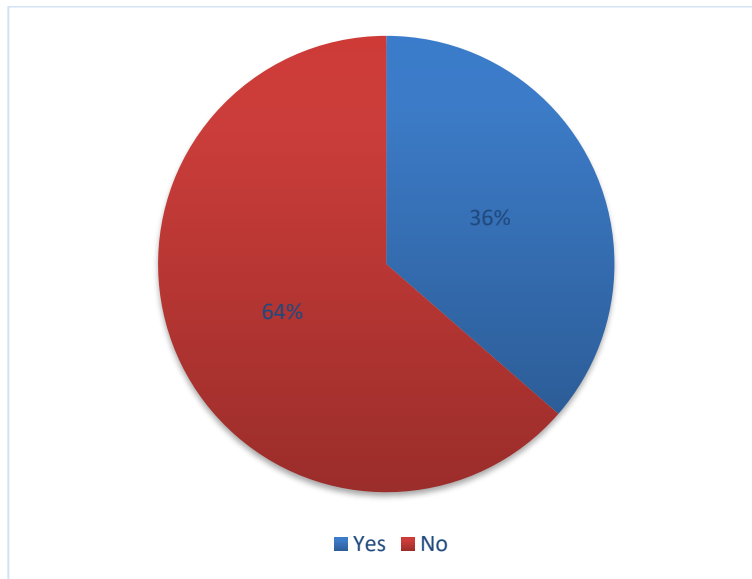| Answer |
|---|
| 65-75% |

Number of schools	Non-weighted average
1	65-75%

Section 12: Outcomes

These questions seek to gather information about law student employment outcomes for the purpose of identifying national statistics and trends.

144. **Tracking of employment outcomes: Were the employment outcomes of students who graduated in the previous year (2019) tracked?**

Number of schools	Yes	No
11	4 (36.4%)	7 (63.6%)

145. **How and when?**

Answer
The Law School also conducts a Graduate Outcome Survey at four-month and again an 18-month after graduation of each student. These surveys are conducted via phone and email. Graduate Career Outcome Survey: at four month and 18-month after graduation.
Graduate Destination Survey in October of graduating year
QILT Graduate Outcomes Survey - every year 3-6 months after completion and then 2 or 3 years after completion.
Graduate Outcome Survey

146. **Admission to practice: What proportion of these students were admitted to legal practice? (Expressed as a percentage)**

Admission to practice: What proportion of these students were admitted to legal practice? (Expressed as a percentage)
Question not asked in survey
60%

147.   **Legal employment positions: Approximately what proportion of these students secured employment in the legal services sector (e.g. bar, community sector, in-house counsel, private legal practice, public sector) in the survey year (2020)?**

Answer
85%
92%
90%
59%

Number of schools	Non-weighted average
4	81.5%

148.   **Postgraduate study: What proportion of students who graduated in the previous year (2019) commenced postgraduate or further study (excluding enrolment in a GDLP/PLT program)? (Expressed as a percentage)**

Answer
5%
1%
4%
14.8%
2%
1%
2%
2.25%
14%

Number of schools	Non-weighted average
9	5.1%