

Victorian Legal Admissions Board Accreditation Guide

Purpose of this guide

This guide identifies the key matters covered by the Law Admissions Consultative Committee [Accreditation Standards for Australian Law Courses](#), as amended in July 2018 (**LACC Standards**), to assist law schools to provide the information required for the purpose of an accreditation assessment. The numbering in the guide reflects the numbering in the LACC Standards. The guide is not intended to supersede or override the LACC Standards. Moreover, the LACC Standards are stated not to be intended to inhibit innovation in legal education, so that, in preparing an accreditation submission, law schools should supplement the information identified in this guide to best reflect their programs.

4.1 The nature of the law course

1. Please confirm that each course is a tertiary academic course in law, accredited in Australia, and state whether the course is:
 - provided by a self-accrediting provider on the National Register of Higher Education Providers;
 - accredited by TEQSA as leading to a regulated higher education award.
2. Please confirm that each course leads to a degree or similar qualification in law.
3. What is the course progression for each course?

[Institutions are to enter the names of courses that fulfill the academic requirements for admission to practise law in Victoria, for example:

- a. Bachelor of Laws (LLB)
- b. Juris Doctor (JD)
- c. enter names of any further courses, if applicable]

[Provide details of the course progression and include relevant commentary. For example, please indicate whether the courses are designed to ensure that the prescribed areas of knowledge are completed prior to the study of electives.] The information may be set out in tabular form as illustrated below:

LLB	Trimester/Semester 1	Trimester/Semester 2
Year 1	Enter name of subject and subject code. For example: 101 Legal Institutions (Prescribed area of knowledge) <i>You may wish to consider linking the name of the subject to the online course handbook or guide on your website.</i>	For example: 102 Contracts (Prescribed area of knowledge)

	Enter name of subject and subject code.	Enter name of subject and subject code.
Year 2		
Year 3	Enter name and code of law electives	
Year 4		

4. **Please provide a copy of the Law Faculty's policy on pre-requisite and co-requisite subjects.**
The information may be set out in tabular form as illustrated below.

Subjects	Pre-requisites	Co-requisites
Eg 101 Legal Institutions	None	
Eg 201 Legal Ethics		101 Legal Institutions
Eg 202 Criminal Law		101 Legal Institutions 201 Legal Ethics

[The pre-requisites and co-requisites are published in the [enter name of the policy or annual handbook and provide a hyperlink if applicable]]

5. **Management and academic governance.**

Please provide details of the processes for course design, development, approval, management/implementation, review and revision, including the controls that exist to ensure that changes are not made by staff members that depart from the VLAB approval.

4.2 The duration of the law course

The proper construction of the equivalent full-time student load of three years ('EFTSL of 3.0') requires that only academic law subjects may constitute the required three-year period for the purpose of recognition of the degree for accreditation. Substituting academic content with practical content or non-law content is not considered to meet the accreditation requirements. However, this is not intended to preclude placement subjects, work integrated learning subjects or internship subjects that are designed and assessed as academic subjects.

6. **Please demonstrate how the total credit points for the law subjects or units in the course equals or exceeds an EFTSL of 3.0.**

[The Bachelor of Laws consists of [enter number] credit points with a course duration of [enter number] years of full-time or equivalent part-time study].

[Please include further details as to the combined Bachelor of Laws – if relevant to your institution].

[The Juris Doctor consists of [enter number] of credit points with a course duration of [enter number] years of full-time or equivalent part-time study].

[Please confirm that the course structure, based on prerequisite knowledge, subject placement

and progression constraints, does not allow students to accelerate their degree in the sense of reducing the number of required subjects or units].

7. Please confirm and explain how the EFTSL of 3.0 is limited to academic content.

8. Please provide details of any courses that are offered to students in an intensive mode.

[This may include details of subjects offered in the summer or winter break]. Please demonstrate how the intensive offering complies with the EFTSL of 3.0 requirement (in the sense of not reducing content or assessment), having regard to the LACC *Statement on Duration of Legal Studies* that:

A Law course that can be completed in fewer than three years may be accredited ... if the relevant law school satisfies the Admitting Authority that the course is, indeed, the equivalent of a three calendar year full-time course undertaken at the relevant law school, in terms of the breadth and depth of its content, the teaching methods to be employed and the assessment criteria and methodology.

9. What is the maximum number of subjects that students are allowed to enrol in in each Trimester/Semester or session?

[The maximum number of subjects that students are allowed to undertake is [enter details]. Please include details regarding the credit points, for example, how many credit points per subject and how many credit points in total that students may enrol in each session/year.]

[Please include further details as to whether students may apply to exceed the usual load in exceptional prescribed circumstances. Provide copies of any relevant policies or handbook.]

10. Credit and advance standing.

In recognition of the fact that not all law schools teach each of the prescribed areas of knowledge in a single unit and to avoid difficulties for law graduates subsequently seeking admission to practice where credit has been given on a mistaken basis:

- point-in-time information regarding prescribed areas of knowledge for Victorian accredited law courses is available from VLAB's website; and
- in cases of uncertainty, law schools are encouraged to consult with VLAB regarding exemptions or credit recognition for prescribed areas of knowledge at the earliest opportunity.

Exemptions or credit recognition for other units must also be notified to VLAB, preferably in advance of being offered to students as part of a law course, to ensure that the law course continues to satisfy the three-year equivalence requirement.

4.3 Learning outcomes for the law course

11. Set out the relevant learning outcomes for the law course.

[It is not necessary in this section to set out the learning outcomes for each individual unit, as this is the focus of sections 4.4 and 4.6 (below).]

[This standard requires the demonstration of congruence or alignment between the institution's learning outcomes for its law course/s and the prescribed areas of knowledge. This could be demonstrated if, among the statement of learning outcomes for the law course, there is one or more outcome directed to enabling students to acquire and demonstrate appropriate understanding and competence in the prescribed areas of knowledge and statutory interpretation, to the relevant AQF standard for the course.]

12. Please provide, preferably in tabular form, a document which, for each prescribed area of knowledge contained in Schedule 1 of the Uniform Admission Rules:

- sets out in one column the wording of the prescribed area of knowledge and in an adjoining column the wording of the learning outcomes or the content of the relevant subject/unit which satisfies the requirements of the relevant prescribed area of knowledge; and
- if the actual wording of the prescribed area of knowledge is not to be found amongst the learning outcomes or the content of the subject/unit, an explanation of how those learning outcomes or content nevertheless are directed to the acquisition and demonstration of the appropriate understanding and competence in that area of knowledge.

4.4 Content of the law course

13. There are several elements to this LACC standard. The information should, as much as possible, be set out in tabular form as illustrated in the schedule.

The elements of the LACC standard are:

- **A description of where *each* element of *each* prescribed area of knowledge is taught in the law course.**

[This information should be supported by unit outlines that include details such as topics addressed each week or at each seminar/lecture.]

- **The number of teaching hours for each prescribed area of knowledge, and whether those hours are face-to-face, on-line or in some other blended format.**

[If the teaching hours for any subject are less than 36 hours, please explain how that deficit will be remedied (for example, by making online learning materials available.)]

- **How the content of the law course incorporates the knowledge and skills required by a student to satisfy the requirements of the LACC *Statement on Statutory Interpretation*.**

[If Statutory Interpretation is not taught as a single subject, please provide a matrix that shows how the knowledge and skills of Statutory Interpretation are addressed in a range of course syllabi, subjects or unit descriptions and lecture outlines or reading guides.]

4.5 Teaching the law course

14. Please provide a complete list of current teaching staff who will deliver teaching in each prescribed area of knowledge and Statutory Interpretation.

This includes staff employed on a continuing, fixed-term and casual/sessional basis, employed at the date upon which accreditation or reaccreditation is sought). Please also identify the level at which each staff member is appointed.

You may wish to include the details in the following table:

Subject Number	Subject Name	Teaching Staff
[No]	[Name]	[enter name]*, [enter name]+, [enter name]**, [role of each staff member in the subject]

You may also wish to use the following symbols as shorthand to confirm satisfaction with the TEQSA requirement that a teacher should have a degree one level higher than that of the course in which the person teaches, or equivalent experience in practice or teaching.

^	Graduate Diploma with significant teaching experience
^^	Masters level qualification
*	Masters level qualification with significant teaching experience
**	Doctorate
+	Practitioner with professional experience

[To the extent that teaching staff have been assessed as having equivalent experience in practice or teaching, please describe the institution's policies and processes for assessing equivalence in this context.]

[In relation to the role of each staff member, please identify whether the staff member is responsible for the subject as coordinator or supervised by the subject coordinator. Alternatively, if there is a different allocation of responsibilities within the unit, please identify where responsibility lies for:

- supervision of staff involved in design, development and delivery;
- development of learning materials;
- delivery of direct interaction learning activities (lectures, tutorials, online forums);
- assessment and feedback.]

15. Please describe for each prescribed area of knowledge and Statutory Interpretation the extent to which there is:

- **face to face learning;**
- **direct interaction between teacher and student.**

[Information regarding mode and method of teaching may be set out in tabular form as illustrated in the schedule.]

16. Please describe how the methods employed in teaching prescribed areas of knowledge and statutory interpretation (whether face-to-face, on-line or in blended format) enable students to acquire appropriate understanding and competence in each element of that area of knowledge.

[In your response, please refer to the Standards that require active learning, whereby students engage in critical analysis of the knowledge they acquire; test their knowledge by applying it to factual situations; are required to produce solutions supported by legal arguments; and reflect on the process they have followed.]

17. Please provide details:

- **of how students are provided access to appropriate resources and research to support their learning.**

[This may include details of library resources including subscriptions, text books, journals, reports and associated secondary materials provided by databases such as LexisNexis,

Westlaw, Heinonline CCH, Lawlex and other relevant resources.]

- that library resources are available in sufficient quantity and quality to meet student and staff needs, and
- that there is sufficient quiet library space on campus to enable students to make effective use of available materials.

18. Has the library been independently assessed by the CALD Standards Committee?

4.6 Assessing understanding and competence

19. Please provide details as to how the law school requires, and that students are made aware, that all elements of each prescribed area of knowledge and all of the law school's teaching or other instruction in Statutory Interpretation are assessable?

20. Please provide evidence that the methods of assessment in each unit in which a prescribed area of knowledge is taught confirm that a student has attained an appropriate understanding the competence in that area.

21. Please provide evidence of the methods of assessment that confirm that a student has achieved the outcomes in the *LACC Statement on Statutory Interpretation*, namely:

- ☐ locate and use legislation;
- ☐ make appropriate use of aids to statutory interpretation;
- ☐ deploy interpretive techniques;
- ☐ handle problems raising special interpretive issues; and
- ☐ provide written advice giving a reasoned opinion as to the appropriate meaning of a legislative provision.

[Information regarding assessment may be set out in tabular form as illustrated in the schedule.]

22. Please provide a copy of the descriptor for a pass grade.

23. Please provide evidence that a pass grade in the prescribed area of knowledge or statutory interpretation reflects an appropriate understanding and competence in that area.

[This could include: curriculum and teaching committees, faculty meetings to discuss student marks, information about the student profile and admission criteria, policies on spread of marks, comparisons with grade distributions in previous cohorts of the unit, policies on re-use of examination questions, submissions to an Academic Board or Senate, and any recommendations or outcomes from the University, benchmarking, validation and review procedures, such as assessment moderation processes and/or sampling of pass grade assessment by an external examiner and systematically maintained information on graduate outcomes, including feedback from graduates and employers.]

24. Does the law school issue conceded passes? If so, please explain the basis for this.

Elements of Prescribed Area of Knowledge	Std 4.4 Units – Where PAK is taught	Std 4.4(b)(i) Content - element	Std 4.4(b)(ii) Content – hours per teaching mode	Std 4.5(b)(ii) Teaching – method, element	Std 4.6(b)(ii) Assessing-method, confirmation
Criminal Law and Procedure					
(a) The definition of crime	LAWSxx1	Week x Topic x	2 hours, face-to-face in-person 1 hour on-line, face-to-face	Recorded lecture with interactive exercises. Synchronous Zoom workshop discussion of authentic problems.	Final examination – testing all elements of the PAK. Letter of Advice – explaining the definition of a crime based on a marking rubric
(b) Elements of crime	LAWSxx1	Week x Topic x	2 hours, face-to-face in-person	Workshop	Peer review exercise
(c) Aims of the criminal law	LAWSxxx2	Week x Topic x	2 hour on-line	Asynchronous discussion board	On-line quiz
(d) Homicide and defences	LAWSxx1	Week x Topic x	2 hour face-to-face on-line	Synchronous zoom workshop	Class participation based on a marking rubric
(e) Non-fatal offences against the person and defences	LAWSxx1	Week x Topic x	2 hours, face-to-face in-person	Tutorial	Case analysis report based on a marking rubric
(f) Offences against property	LAWSxx1	Week x Topic x	2 hour face-to-face in-person 2 hour on-line	Simulation workshop	Simulation data analytics
(g) General doctrines	LAWSxx1	Week x Topic x	2 hours, face-to-face in-person	Seminar	Written authentic assignment
(h) Selected topics chosen from: i. attempts ii. participation in crime iii. drunkenness iv. mistake v. strict responsibility;	LAWSxx1 LAWSxx1 LAWSxx1 LAWSxx1 LAWSxx2	Week x Topic x Week x Topic x Week x Topic x Week x Topic x Week x Topic x	2 hours, blended learning 2 hours, face-to-face in-person 2 hours, face-to-face in-person 2 hours, face-to-face in-person 2 hours, face-to-face in-person	Group discussion Workshop Workshop Workshop Workshop	Brief to Counsel Role play In class presentation Final examination Practice problem
(i) Elements of criminal procedure. Selected topics chosen from – i. classification of offences ii. process to compel appearance iii. bail iv. preliminary examination v. trial of indictable offences;	LAWSxx1 LAWSxx1 LAWSxx1 LAWSxx1 LAWSxx1	Week x Topic x Week x Topic x Week x Topic x Week x Topic x Week x Topic x	2 hours, face-to-face in-person 2 hours, face-to-face in-person 2 hour face-to-face in-person 1 hour face-to-face in-person 2 hour face-to-face in-person	Seminar Workshop Asynchronous discussion board Simulation workshop Workshop	On-line quiz Practice problem Problem solving assignment Moot Group work
			36 hours		