

FACULTY OF LAW

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 1	The Review Team acknowledges that the Faculty has a very positive system of recognising and rewarding good teaching. However it recommends that the Faculty encourage its teaching staff to apply for University wide teaching awards.
Action taken by the Faculty	<p>The criteria and the application process of the Faculty Award for Excellence in Teaching were reviewed and revised, with a view to bringing the award into line with the Vice Chancellor's Award for Outstanding Teaching. The aim was to facilitate applications by our teaching staff for the latter award and changes to the Faculty award reflect the process, intention and application procedures of the Vice Chancellor's Award.</p> <p>The process for the application and awarding of the Faculty award was accelerated by two months in order to facilitate applications for the university wide teaching awards.</p>
Further action planned but not yet implemented (if appropriate)	Members of the academic staff will be familiarised with the criteria and application process of the university-wide awards.
Faculty's evaluation of the success of action taken	The action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Director of Teaching Development.

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Recommendation 2	<p>The Faculty should consider the further development of methods ensuring that courses and units of study facilitate students in achieving intended learning outcomes. Intended learning outcomes need to be made clear to students in all unit of study outlines.</p>
Action taken by the Faculty	<p>Academic Board is referred to the Faculty's Teaching Handbook (http://www.law.usyd.edu.au/staff/forstaff/TeachingHandbook.pdf). This handbook has been recognised by other Faculties in the University as a model in staff teaching instruction. The handbook arose from a detailed teaching audit carried out within the Faculty between 1999 and 2000. The authors of the audit were awarded the Vice-Chancellor's Special Award for Outstanding Teaching in 2000, a recognition of the significance of the audit and its outcomes. The audit identified a need to provide model instruction to staff concerning teaching objectives in general and the construction of unit outlines in particular. Part 1 of the Teaching Handbook gives specific instruction regarding unit outlines, and the course criteria which indicate learning intentions.</p> <p>It is a requirement of this Faculty that students are provided with a detailed unit of study outline in each unit of study which specifies the learning objectives of the unit of study and how these are to be achieved. A pro forma for such outlines is contained in the Teaching Handbook, and it emphasises the importance of clear and achievable learning outcomes. Since the year 2000, the Pro Deans (Teaching Programs) have retained a set of unit of study outlines and considered their compliance with the teaching handbook standards.</p> <p>In recognition of the Committee's concerns expressed in this recommendation, the present Pro Dean (Teaching Programs) has individually examined all 2003 unit of study outlines in circulation throughout the Faculty's present teaching program. The Faculty's teaching goals are, in general, being incorporated consistently within the documentation noted above. On the few occasions in which the unit of study outline has not complied with Faculty requirements, the relevant lecturer has been contacted by the Pro Dean (Teaching Programs) and the matter discussed. It should be noted that while many unit of study outlines appear not to have 'Learning Outcomes' explicitly articulated under that heading, those outlines actually do have such outcomes formulated, but articulated under the heading "Course Objectives" instead.</p>
Further action planned but not yet implemented (if appropriate)	<p>The Teaching and Curriculum Committee has received Faculty funding drawn from a teaching innovation grant awarded by the University, to conduct research projects examining: (a) assessment practices and procedures throughout the Faculty; and (b) teaching modes and the potential for teaching innovation in the Faculty. It is anticipated that as a component of these projects the translation of intended learning outcomes from unit of study outlines to classroom experience will be evaluated in detail. Research has commenced on these projects, two progress reports have been made to the Teaching and Curriculum Committee and a final report is expected by the end of the year.</p> <p>The Pro Dean and the Director of Teaching Development will encourage staff to reflect on the connection between unit of study content and assessment tasks and unit of study aims.</p>

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Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Convenor of the Teaching & Curriculum Committee and the Pro Dean (Teaching Programs.)
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Recommendation 3	The Faculty is encouraged to make all unit of study outlines available on the internet. Currently students report that only 15 units have their outlines on the internet, and other outlines are only available in hard copy.
Action taken by the Faculty	<p>Although teaching staff have in the past been encouraged, on a voluntary basis, to place their unit of study outlines on teaching pages on the Faculty web site, that practice was discouraged this year. Staff were instead instructed to place only a brief schematic account of the unit of study on the Faculty web site teaching pages, (a site which is publicly available to all) and to provide students with their full unit of study outlines in electronic form only through Web CT. At least 90% of unit of study outlines in 2003 were placed on the Web CT.</p> <p>Semester 1, 2003 was the first semester that Web CT was utilised in the Faculty and the Faculty employed a full-time Web Ct Teaching Assistant to provide training and assistance to staff and students. The Web CT Teaching Assistant ran training workshops for staff and also gave individual brief training sessions to classes at the beginning of the semester. The Web Ct Teaching Assistant also uploaded the outline onto the Web CT for each unit of study once the teacher provided that outline.</p>
Further action planned but not yet implemented (if appropriate)	The Web Ct Teaching Assistant should report to the Teaching & Curriculum Committee by mid-semester as to compliance with the requirement of putting each unit of study outline on the Web CT.
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Convenor of the Teaching & Curriculum Committee.

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Recommendation 4	<p>The Faculty needs to assess the amount of practical courses/skills being taught at the Faculty, in order to respond to student requests for more clinical and practical experience.</p>
Action taken by the Faculty	<p>The Teaching and Curriculum Committee of the Faculty has for many years now been investigating the importance of skills training in the undergraduate program. In this context it is worth reflecting upon the debate which exists in Faculty regarding the meaning of skills, and their translation into the academic program. Skills training is not a simple issue even in a professional course such as law, particularly when the methodology and technology of skills training is developing rapidly and when the cost of providing such training is high.</p> <p>The Faculty recognises the desire of the undergraduate student population in particular to have a greater exposure to skills training throughout their program. While it is noted that clinical simulations, problem solving, and mootng are undertaken in some units of study, uniformity is not achieved and may not be desirable. Certain teaching units lend themselves more effectively to a skills dimension, and the undergraduate electives in particular have been developed so as to enable students to select skills areas to complement their programs of study.</p> <p>The Faculty benefits from a very extensive voluntary skills program. We have a large commitment to elective mootng (at both international and national levels), client interviewing competitions, student placement opportunities, and some limited clinical advisory experience. The Sydney University Law Students Association, and the Teaching and Curriculum Committee are liaising in order to learn more about the skills offerings in other law schools in order to compare these with skills provision in our teaching program. In addition, it is anticipated that the research project on teaching methods will produce interesting information concerning the skills focus in the current spread of teaching offerings</p> <p>Over the past 12 months the convenor of the Teaching and Curriculum Committee has requested information from staff on the skills components which they include in their units of study. The Committee is monitoring these responses and they will provide information for the teaching methods research project and its report.</p> <p>It was viewed as desirable to ascertain the views of the legal profession (the potential employers of our graduates) as what skills in law graduates are needed and which are not presently being provided and the Faculty accordingly awarded a Teaching Innovation Grant (to Joellen Riley and Elisabeth Peden) to survey such potential employers. A pilot has been completed, responses to the main survey are being collected, the information is to be processed in November and a Report presented to the Teaching and Curriculum Committee at that time.</p>

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	<p>The Teaching and Curriculum Committee and the Pro Dean (Teaching Programs) have approved a new skills-based unit of study, called <i>Amicus Curiae</i>, to be run as a trial project for 12 students in 2004 and its success will be monitored</p> <p>This Recommendation was discussed at a session at the Faculty's annual retreat held on August 22-23 of this year and it was noted that the Faculty should articulate to students the skills that are already taught in existing units of study without being explicitly recognised as such. These are skills such as effective written and oral communication, drafting methods and strategies and research techniques, which are central to any legal career. It was also noted that the teaching of other skills, such as negotiation, is extremely resource-intensive and tends to benefit only a very few students at the expense of students in other units of study who may in consequence have larger classes.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Convenor of the Teaching & Curriculum Committee and by the Pro Dean (Teaching Programs)

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Recommendation 5	The Review Team recommends that benchmarking strategies for quality assurance should to be established in various aspects of the Faculty’s work: undergraduate and postgraduate courses, postgraduate supervision, teacher training, student performance and student support and assessment standards. The Review Team particularly recommends that methods for supporting research higher degree students should be benchmarked against another suitable faculty and another research university
Action taken by the Faculty	<p>This was a matter which was discussed at a session in the Faculty’s Retreat and a recommendation was made that the University of Toronto be approached for this purpose. That university was viewed by the Faculty as a suitable potential benchmarking partner, on the basis that it is a comparable high-status, research-intensive, established university with roughly comparable research and teaching objectives.</p> <p>The Dean has written to the Faculty of Law at the University of Toronto to begin discussion of a possible benchmarking relationship with that University.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty’s evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Dean or the Dean’s nominee.

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Recommendation 6	As part of an attempt to enhance interaction between staff and students, the Faculty should retain its regular liaison with SULLS. However, in accordance with Academic Board policy, the Faculty should in addition operate effective staff-student consultative committees (see section 2, <i>The Management and Evaluation of Teaching</i>)
Action taken by the Faculty	<p>At the beginning of this academic year the Pro Dean (Teaching), in conjunction with SULLS, implemented weekly meetings of the Pro Dean with a SULLS representative to discuss all matters of concern to students in connection with their education here. SULLS was asked to advertise the availability of these meetings to the student body so that students could approach SULLS with any issues they might have which should be taken up with the Pro Dean. The meetings were intended to include any representative of SULLS as well as any student with a particular issue who wished to attend. These meetings have been very successful and many different issues have been dealt with quickly and effectively to the satisfaction of all parties. Here is an evaluation of the meetings, recently sent to the Pro Dean (Teaching) by the SULLS Vice President (Education):</p> <p>“SULLS has definitely appreciated the effort Patricia has invested in initiating this weekly meeting and making it a priority. We have met very regularly, and been able to discuss problems across the board in an informal environment. This has avoided a lot of the bureaucratic time-wasting and letter writing that has gone on in the past and rarely seemed to produce results. This type of contact has facilitated easy negotiations and balanced compromises. One example of this was the change in faculty policy earlier this year in reference to access to electives. The frequency of the meetings means that students' issues tend to be addressed more quickly and Patricia has been very helpful in implementing our suggestions via email to academic staff. One example of this was our request for more assessment feedback. This type of request is always slow to take effect, but we are encouraged by the fact that a few more lecturers appear to be handing back 'model answers' with students' assignments. I hope next year's Pro-Dean continues to make these kind of regular requests to staff. Conversely, I have also been able to receive useful feedback from Patricia concerning the rising number of plagiarised essays and complaints from students who did not pre-enrol last year and missed out on subject choices. This has enabled me to find out that many students are unaware of specific faculty policies and to email relevant information out to all law students. This meeting has also been very useful in resolving several student complaints about lecturers earlier in the year. Hopefully more students will come forward next year with these sorts of concerns.”</p>
Further action planned but not yet implemented (if appropriate)	SULLS has also made the following suggestion: “In terms of making the meeting more useful, it would be great if a lecturers put the details of the Vice President (Ed) in course outlines and told their classes at the beginning of the year that he or she is a student-based resource that may be used if any student has some problems with the class.” That will be implemented in 2004.
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Pro Dean (Teaching Programs) and - informally – by the Vice President (Education) SULLS.

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Recommendation 7	The Faculty is encouraged to establish a formal mentoring program for new teachers (full-time, casual, part-time and postgraduate fellowship teachers). The mentor program should assign an established staff member to act as mentor to a new staff member, providing support and guidance during their initiation into the position.
Action taken by the Faculty	<p>Mentoring was discussed extensively in a session at the Faculty Retreat and a consensus appeared to be reached on the encouragement of informal mentoring rather than an institutionalised mentoring regime. People did not accept that a member of staff should be “assigned” as a mentor and they would much prefer to choose their own mentors and develop their own mentoring relationships. The Pro Dean (Staff) has written to each junior member of staff in the Faculty, asking whether they would like to have a mentor and if so, at what academic level should that mentor be. The response was once again consistent with a considerable resistance to formal mentoring and ‘assigned’ mentors.</p> <p>The exception to this general view of mentoring is agreed to be teachers brand new to the Faculty who might benefit more from being assigned to a mentor for at the least the first year or two. Each such teacher is usually assigned to a compulsory unit of study, which always has a convenor and is also assigned to a research cluster, which always has a head. Unit of study convenors and research cluster heads will be encouraged by the Pro Dean (Staff) to take on a mentoring role for all new members of staff within their teaching team or their research cluster.</p>
Further action planned but not yet implemented (if appropriate)	A pool of senior members of staff who might be willing to be ‘offered’ as mentors to new members of staff will be identified.
Faculty’s evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Pro Dean (Staff)

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Recommendation 8	The Review Team recommends that the Faculty should implement a strategy to monitor disparities in the quality of teaching and to regulate progress in teaching development. The Faculty should continue to encourage all new and existing staff to attend teaching workshops and skill development sessions in order to maintain and ensure a level of consistency in teaching standards.
Action taken by the Faculty	<p>One of the purposes of the weekly meetings which have been set up between a SALS representative and the Pro Dean (Teaching) was monitoring difficulties arising in the teaching of any particular group or unit of study so that those difficulties could be remedied as quickly as possible. (See above – recommendation 6). This has occurred on two to three occasions in 2003.</p> <p>Negotiations with ITL have resulted in an agreement that unit of study evaluations would henceforth be processed on a group by group basis within a unit of study so that individual teachers could get feedback on how their particular group responded to their teaching and the Pro Dean (Teaching) could more easily monitor disparities among groups.</p> <p>Many of the disparities in the quality of teaching have come about from the extensive hiring of casual teaching staff (with varying qualifications and experience) in recent years, in order to meet the aim of small group teaching. The number of casual teachers appointed has been drastically reduced for the teaching program in 2004. This has been achieved by two hiring rounds, in which appointments have been made to permanent, continuing positions, and by implementing a program in which existing members of staff are permitted to take one extra teaching group on an above-load basis. The latter gives the teaching program the benefit of experienced, permanent members of staff replacing casuals, while giving those teachers extra income which they might otherwise have chosen to earn by doing outside consulting or external teaching for other institutions such as the Legal Practitioners Admissions Board.</p>
Further action planned but not yet implemented (if appropriate)	Convenors of multi-group compulsory units of study could be encouraged to do more by way of achieving uniformity of teaching standards among the groups, while respecting the autonomy and creativity of the individual teacher in constructing the educational experience of his or her particular group.
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Convenor of the Teaching & Curriculum Committee, the Director of Teaching Development and by the Pro Dean (Teaching Programs).

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Recommendation 9	The Faculty is encouraged to continue to refine small group teaching. It needs to consider reducing class sizes in some areas and increasing the number of seminar sessions conducted during the week.
Action taken by the Faculty	<p>The undergraduate program of the Faculty of Law is designed around a small-group teaching model. In the foundation years class sizes for each small group are capped at 30 students or less. In the compulsory units in later years the average class size is 45 but may increase to 50. The Faculty is sensitive to the relationship between increasing class size and the deterioration of the seminar teaching potential.</p> <p>The Faculty is committed to its small group teaching model and has made further academic appointments this year in order to ensure the viability of that model. Further reductions in class size and increases in number of seminar sessions would require considerable additional resources and the Faculty would very much welcome increased funding from the university to achieve compliance with this recommendation.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

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<p>Recommendation 10</p>	<p>The Faculty needs to take into consideration that some students feel anonymous in seminar classes due to large class sizes. Since assessment of participation in seminar classes is seen as unfair by some students, the Faculty needs to consider another form of assessment or implement processes to ensure that participation assessment is fair and equitable for all students.</p>
<p>Action taken by the Faculty</p>	<p>The majority of units of study within the undergraduate program have interactive assessment components which encourage the development of a community in the classroom and familiarity between the teacher and student. In Part 5 of the Faculty Teaching Handbook there is a section dealing with assessment criteria which in particular discusses class participation. There are various class participation models in practice throughout the Faculty. These can vary from a straightforward evaluation of the student's engagement in class through to more complex multi-faceted assessments including formal presentations, self-assessment, and group work. The Faculty is confident that where class participation is employed it is fair to the students involved (never amounting to more than 20% of the total assessment and more commonly around 10%), and structured in a way which is well considered.</p> <p>As mentioned earlier, the research projects on teaching and assessment being managed by the Teaching and Curriculum Committee has this year specifically enquired into the achievements of small group teaching models, and in particular, the modes of assessment within such a teaching framework. It is anticipated that issues associated with class participation will feature in this Review, which is now well under way.</p> <p>The Faculty has also recognised the problem with feelings of anonymity in large classes and has had a pilot project this year involving student photographs, whereby a photograph of each student in Combined Law 1 has been taken and stored on a separate server with secured access. Access to the photograph data base is restricted to teachers of relevant units of study and there has been overwhelming support from those teachers for the project because it enables them to put names and faces of students together much more quickly and reliably.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Consideration should be given to having student photos and possibly short student biographies on the Web CT for each unit of study. This should be subject to student approval and SALS should be consulted. It is hoped that this might improve intra-class collegiality and reduce feelings of student anonymity.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Convenor of the Teaching & Curriculum Committee and by the Pro Dean (Teaching Programs)</p>

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Recommendation 11	The Faculty is encouraged to arrange effective processes which enable students to report unsatisfactory teaching or unfair practice. Troubleshooting processes in this regard need to be more transparent.
Action taken by the Faculty	Weekly meetings between a SALS representative and the Pro Dean (teaching Programs) have been implemented for this purpose among others and they have proven themselves to be very effective. The process is also transparent and has been advertised to the student body as being available for the addressing of problems associated with perceived unsatisfactory or unfair teaching practices. Please see Recommendation 6 (above) for an account of SALS's evaluation of this process for this purpose.
Further action planned but not yet implemented (if appropriate)	<p>Staff will be encouraged to use extremely simple mid - course student evaluations for immediate feed-back on teaching.</p> <p>The role of the SALS Vice-President (Education) as a resource for student problems, especially in the light of that person's weekly meetings with the Pro Dean (Teaching) will be more widely notified to students.</p>
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Pro Dean (Teaching Programs).

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Recommendation 12	<p>The Review Team encourages the Faculty to set a timeframe for the return of assessable work, which should be preferably within 2 to 3 weeks of the submission date. Teaching staff should ensure the return of assessment marks and comments well before the next assessment, so as to allow students to benefit from their feedback. It is recommended that feedback should be constructive and detailed</p>
Action taken by the Faculty	<p>The Teaching and Curriculum Committee of Faculty has received critical comment from the Sydney University Law Students Association regarding feedback. Last year in association with the Pro Dean (Teaching Programs) and the Foundation Co-ordinator, a system was put in place to ensure assignment submission dates should be spread evenly throughout the semester to reflect a consideration of workload. With the combined law degree there is a limit as to the impact of this initiative because of the difficulties in co-ordinating assignment submission dates with the assessment timetabling requirements of other programs.</p> <p>As regards the Foundation Program, steps were taken in 2002 also to ensure a spread of different assignment tasks from one unit of study to another, and efforts were made to ensure that these assignments were complementary and that they reflected common skill themes such as the enhancement of legal writing.</p> <p>Regarding feedback, the Faculty considers it is unreasonable in all circumstances to impose a 2 to 3 week turnaround time for assignments. To do so may in fact restrict the detail of feedback given due to the pressures of time. It is necessary to recognise the tension between setting early dates for assessment to ensure timely feedback and later dates to ensure content coverage before the assessment task. It is also appropriate to note that a two to three week turnaround for assessments is often made impossible by student requests for extensions (based on compassionate or other grounds) and the return of marked assignments must be held up while waiting for late submissions. Detailed feedback and model answers cannot be handed back while some of the cohort has not submitted. The loss of such flexibility in the granting of extensions would not be either to students' benefit or to their satisfaction. However, it is agreed that feedback needs to be prompt and detailed and available prior to the submission of new assessment tasks.</p> <p>The Faculty is of the view that it is also the nature of feedback which is at issue here. In this respect the Faculty Handbook in Part 5 subpart 3 gives examples of good feedback practice, refers to the University's requirements concerning criteria based assessment, and presents certain pro formas to regularise feedback and to make it more efficient.</p> <p>The Teaching and Curriculum Committee has received Faculty funding, drawn from a teaching innovation grant awarded by the University, to conduct a research project examining, <i>inter alia</i>: assessment practices and procedures throughout the Faculty and the timeframe for return of assessment tasks forms part of that research. That project is on going and interim reports have already been made to the Teaching & Curriculum Committee.</p>

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Further action planned but not yet implemented (if appropriate)	Teachers will be encouraged to make a statement on the unit of study outlines regarding when the assessment task will be returned and how the task fits into teaching objectives.
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Convenor of the Teaching & Curriculum Committee and by the Pro Dean (Teaching Programs)

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Recommendation 13	<p>The Faculty is encouraged to consider ways to respond to the student dissatisfaction with the lack of variability in assessment. It needs to consider alternatives to inflexible types of assessment such as 100% exams or essays.</p>
Action taken by the Faculty	<p>One aim of the research project on assessment to be managed by the Faculty's Teaching and Curriculum Committee is to identify and detail assessment practice throughout the Faculty. It is the Committee's opinion that the Faculty's assessment regime is varied and rather than variety it is regularity which may need to be emphasised here.</p> <p>The Faculty has always attempted to provide students with variety in assessments, and as much choice as possible between assessment forms. From the issue of choice the present enrolment regime in the undergraduate compulsories (across a number of small groups) tends to militate against assessment choice. The Pro Dean (Teaching Programs) is examining personal timetabling from a student perspective and has already instituted a more flexible transfer regime group- to -group (in the major undergraduate compulsories) resulting in the enhancement of assessment choice. For example, in a multi-group unit of study where one group has an assessment task of a moot and another group has a research essay instead, a student will be now permitted to transfer from one group to the other on the basis of an argument that the assessment task of the other group is more in tune with the student's learning strategies or interests.</p> <p>Appendix A of the Faculty Teaching Handbook provides 5 examples of different and innovative assessment formats in the interactive mode. These formats are common throughout the undergraduate teaching program.</p> <p>There are some courses remaining in the Faculty where students have a potential to choose to be assessed with a 100% unseen examination or a 100% research essay. The Teaching and Curriculum Committee is concerned that even though such an outcome is purely the choice of the student, the absence of feedback and the limitations of the unseen exam or the research essay may not provide the best assessment outcomes as part of the learning program. The dilemma here however is that particularly in the later years of the undergraduate degree students like to have choice in at least one unit to minimise continuous assessment and to rely on the examination or the research essay as a way of regulating workload. Student satisfaction with that ability to choose is at least as significant as the apparent dissatisfaction, referred to above, with 100% exams or essays.</p>

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	<p>There has also been some debate in the Faculty about the need to continue a reliance on unseen examinations along with other forms of assessment in order to protect against plagiarism and to enhance student honesty in assessment. The Pro Dean (Teaching Programs), who deals with all instances of serious plagiarism within the Faculty, is particularly concerned to ensure that each unit of study has at least one significant piece of assessment in which the risk of plagiarism is minimal: the sit down examination is one good example of such an assessment task; class participation is another.</p> <p>It is anticipated that the Teaching & Curriculum's research project, which examines assessment practice, will provide a wealth of information and new resources for the Faculty's teaching staff in constructing challenging and productive assessment options.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	<p>This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Convenor of the Teaching & Curriculum Committee and by the Pro Dean (Teaching Programs)</p>

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Recommendation 14	The Faculty is encouraged to assess the Law School library resources and availability of current books and journals. It is recommended that the library consider subscribing to journals used frequently by students and the transfer of course materials online.
Action taken by the Faculty	<p>This was a matter discussed by the Faculty at the Retreat and it was reported to Faculty the progress is constantly being made by the library in this respect. Journals are increasingly available on-line and on –line research resources are expanding constantly (and at considerable expense)</p> <p>Unit of study outlines can now be linked by library to electronic versions of items in course materials and Faculty is encouraged to use this library resource.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Research & Library Committee and the Law Librarian.

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Recommendation 15	The Faculty should consider setting up an online discussion page linked to its website. The Faculty should make full use of the central facilities provided for ICT training in the use of learning management systems through ITL and the flexible online learning project, and consider running in-house ICT training.
Action taken by the Faculty	This matter was also discussed at the Faculty retreat and the idea of an on-line discussion page was not accepted as useful or even acceptable. Staff are encouraged to use Web CT and ITL training and take-up of in- house training sessions on Web CT has been very high.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Convenor of the Teaching & Curriculum Committee and by the Pro Dean (Staff)

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Recommendation 16	The Faculty is encouraged to consider the views of postgraduate research students that their research room is in need of maintenance and upkeep.
Action taken by the Faculty	<p>Student complaints about the air quality and air conditioning in their research room were addressed by a visit from air conditioning technical staff, who reset the air-conditioning and checked the heating/cooling operation, which was found to be acceptable.</p> <p>New computers were installed in the research room.</p> <p>Complaints about the printer were addressed by the existing printer being replaced with a better and faster model, holding 750 pages. The new printer is also capable of double sided printing.</p> <p>Student complaints about lack of storage facilities were met with the unfortunate fact that there is simply no room for further storage facilities. Increased storage space would result in decreased computer and desk space.</p>
Further action planned but not yet implemented (if appropriate)	The log of requests for computer repairs for PG lab will be reviewed.
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Associate Dean PG Research, the PG Research Committee and the IT staff.

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Recommendation 17	The Faculty is encouraged to acknowledge the needs of international students and to make possible avenues of problem resolution clearly available to them. It needs to ensure that communication with international students is high, and that the purpose of the course and its structures are well explained to them. The Faculty needs to take into consideration cultural variation in expectations of teaching and learning.
Action taken by the Faculty	In 2003 the Law Faculty recognised the special needs of International Students by creating the position of Associate Dean - International, with responsibilities to oversee international student matters. The Associate Dean's responsibilities include providing a pastoral service to students who need to discuss matters such as subject choice, progression through their programs, and assessment matters. The first incumbent in this position, Joellen Riley, reports that she has had a number of discussions with international students to assist them in managing the demands of their programs. To support this academic position the Faculty has recently recruited two permanent administrative positions, one student liaison officer to deal with postgraduate international student matters, and another to deal with undergraduate international students.
Further action planned but not yet implemented (if appropriate)	<p>Consideration will be given to a formal induction program for international UG students that introduces them to the nature of the Faculty's expectations in terms of assessment, class participation and so on.</p> <p>The existing PG bridging course will be reviewed with aim of expanding it, if expansion and the engagement of further resources are indicated.</p>
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Convenor of the Teaching & Curriculum Committee and by the Associate Dean (International).

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Recommendation 18	Annual reports and reviews submitted by research students is one effective way of monitoring progress. However, this should be accompanied by regular meetings with the supervisor.
Action taken by the Faculty	<p>The Faculty notes this recommendation, but observes that it has many students studying part-time who may live elsewhere in Australia or beyond at different stages of their candidature. For these practical reasons, sometimes supervision must be by email and telephone.</p> <p>In the annual progress reports for each research student, there are questions on frequency of contact with supervisor. A review panel reads such reports each year.</p>
Further action planned but not yet implemented (if appropriate)	The Postgraduate Research Committee of the Faculty is working on a revised manual for supervisors, which will contain all current University policies and state the importance of regular supervisory meetings.
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Associate Dean (PG Research) and by the PG Research Committee.

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Recommendation 19	<p>The Review Team found that arrangements for the supervision of research students do not conform to Academic Board policy. The Faculty should review inconsistencies in the frequency and quality of supervision. The Faculty should make the Code of Practice for supervisors available to all postgraduate students. The Faculty needs to ensure that supervisors are clear about the expectations of their role and their responsibilities to research students.</p>
Action taken by the Faculty	<p>The Postgraduate Research Committee of the Faculty is working on a revised manual for supervisors which will contain all current University policies. It has organised a seminar on postgraduate supervision and monitors the quality of supervision through its annual review process.</p> <p>The Faculty has some difficulty with the requirement that there be both a supervisor and an associate supervisor, due to stretched resources in certain fields of study where there is high demand such as international law. It is implementing the policy over time. Many of our candidates have both a supervisor and an associate supervisor. Not all do, in particular the older candidatures. The Faculty is appointing an associate supervisor routinely for new candidates, and to existing candidates where supervision arrangements need to be altered for any reason.</p> <p>The Code of Practice for supervisors is already available to postgraduate students. They are asked in their admission letter to review the Research Studies Handbook, which contains information about all such matters. Staff will also be reminded about the various policies when the new supervisors' manual comes out, and will be given electronic links to them.</p>
Further action planned but not yet implemented (if appropriate)	<p>The Postgraduate Research Committee of the Faculty is preparing guidance concerning the work, which candidates should aim to have completed by various stages of the candidature. This will supplement the structure already in place through Legal Research 1-3.</p>
Faculty's evaluation of the success of action taken	<p>This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Associate Dean (PG Research) and by the PG Research Committee.</p>

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Recommendation 20	<p>Available support mechanisms and resources for students with personal or academic problems should be clearly communicated to all students by the Faculty. The information should be readily available on the Law website and Faculty handbook and brochures should also be provided to students</p>
Action taken by the Faculty	<p>The Faculty Manager met with the relevant staff in Student Admin and Liaison on 28 March 2003 to review current practices and discuss where and how we may do better. She has also spoken to Margaret Edmond, Director of Student Services, to see what else, from her perspective, she thinks we can do. She suggested that we make use of Web CT and this has now been included as one of our actions. The Faculty Manager also raised with Ms Edmond again the possibility of having a counsellor coming to the Law School on a regular basis. The response was that the resource situation has worsened since this was last raised with her and it would not be possible for her to roster any staff to come to the law school regularly.</p> <p>Faculty Handbook Actions which have been taken for the 2004 Handbook include:</p> <ul style="list-style-type: none"> - the creation of a 'Where to ask for help' page which is to appear on the back of the front cover. Delete information that repeats or appears on different pages as this may confuse students. - directing students to a single point of contact for advice (PG or UG Team Leaders as appropriate). The International Student Officers will be the contact for non-academic advice for international students. - moving existing information on 'Other support services for students' to immediately after 'About the Faculty' at the beginning of the Handbook in order to catch students' attention. - colour-coding information where possible so that information on support mechanisms and resources would be more prominent. <p>Web Information on support mechanisms and resources for students already appear at multiple places on the Faculty web site. In particular there is a direct link to the Student Services Unit web site from 'Current Students'. There are also direct links on the side menu of every page under 'Current Students'. The same 'Where to ask for help' page, as described under Faculty Handbook above, will be added to the menu for 'Current Students'.</p> <p>Brochures Brochures, pamphlets and posters received from the Student Services Unit have always been promptly displayed on notice boards or available to students for collection at the Information Desks at St James (Levels 4 and 12) and OTC. This practice will continue.</p>

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	<p>Email This has been widely and regularly used by the UG and PG Teams to communicate information to students. This practice will continue.</p> <p>Notice boards The 'Where to ask for help' page will also be displayed on student notice boards alongside posters and brochures from the Student Services Unit.</p> <p>6. Unit of Study outlines on WebCT Beginning from Semester 2, each unit of study outline and homepage on WebCT will have a direct link to the Student Services Unit. The following statement will be inserted at the end of each outline.</p> <p><i>"Having personal or academic problems? You can get help from the <u>Student Services Unit</u>."</i></p> <p>As well, on each WebCT page under 'Student Resources', a direct link to the Student Services Unit will be added.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	
<p>Faculty's evaluation of the success of action taken</p>	<p>This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Faculty Manager and by the Student Administration Team.</p>

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Recommendation 21	The Faculty is encouraged to consider ways of developing more interaction among local and international postgraduate students. It needs to consider staff suggestions about creating a space in the building where students can meet and socialise in order to promote a collegial and supportive student environment.
Action taken by the Faculty	This year the Faculty has begun holding informal get-togethers of international students, at the beginning of semester, and mid-semester, to encourage them to socialise with each other and with local students. Students on incoming exchange are invited to meet our students going out on exchange. Post -graduate coursework students are invited to meet with the whole postgraduate cohort. A special function was held for postgraduate research students. The Faculty is monitoring feedback on these experiences and investigating other ways to encourage interaction between students. Our physical environment, in a building with very little public space, has limited our opportunities to create dedicated student common rooms, however we do have a postgraduate common room, equipped with computers, which a number of international research students use.
Further action planned but not yet implemented (if appropriate)	The Pro Dean (Teaching Programs), the Associate Dean (PG Course Work) and the Associate Dean (Research) will meet to consider ways of further integrating PG students into the activities and intellectual community of the Faculty. SULS will also be consulted and encouraged to do more for PG students rather than viewing UG students as their only constituency.
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Associate Dean (International)

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Recommendation 22	The Faculty needs to consider setting up an information session for students going into 4th year Law to highlight their options and assist them in making appropriate choices.
Action taken by the Faculty	
Further action planned but not yet implemented (if appropriate)	<p>An information session should be run each year for campus students. SALS should be involved in the organisation and running of such a session. It is proposed that such a session be run for the first time in September 2004, just before pre-enrolment begins.</p> <p>Students should be encouraged to read the Handbook, which has extensive descriptions of the content and assessment regime of each unit of study on offer in the next academic year.</p>
Faculty's evaluation of the success of action taken	This action has been approved by senior Faculty management and will be evaluated on an on-going basis by the Director of Teaching Development

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Recommendation 23	The Review Team encourages the Faculty to devise strategies to ensure that students in combined degrees identify as law students in the first three years of their Law degree.
Action taken by the Faculty	The Pro Dean (Teaching) has discussed this recommendation with SULLS and there was a consensus that it is essentially a 'non-issue'. The view was taken that if anything, increasing combined law students' sense of identity as law students in the first three years on campus would interfere with the combined law students' view of themselves as "arts students" or "commerce students" and so on. There is nothing wrong with such a sense of identity and in fact it is beneficial for those other Faculties to have combined law students feeling that they are a part of those other Faculties and not just 'law students'. The view was therefore taken that such an identity as now seems to exist is perfectly acceptable in the first three years of a combined degree and that the last two years of the degree, which are spent exclusively at the law school, form a good time for combined law students to identify strongly as law students.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	