

Schedule 2 – Accreditation Template Questionnaire

Guidance for Law School

The following questions in this template are matters, having regard to the LACC Accreditation Standards for Australian Law Courses (Accreditation Standards), the Framework for the Accreditation of Law Courses (the Framework), and the LACC Statement on Statutory Interpretation (LACC Statement), which the Assessor will need to consider with respect to her/his recommendation regarding the accreditation of law courses.

The responses to the questions are intended to assist the Assessor and the New South Wales Legal Profession Admission Board (the Board) to ensure that law courses meet the Accreditation Standards and provide sufficient academic training for admission as a lawyer.

Each part in the template questionnaire contains a series of questions which relate to the Accreditation Standards. The text in italics under each question guides a law school and Assessor as to the purpose of the question and directs the law school as to the information which must be provided. The text in italics is not intended to be reproduced in the submission.

In completing the questionnaire and providing information to the Assessor and Board, law schools:

- should be mindful of the purpose of the Accreditation Standards, as set out in clause 3(a):
 - “The purposes of these Standards are –
 - (a) to assist an Admitting Authority, when accrediting, monitoring, reviewing or re-accrediting a law course, to determine whether that law course –
 - (i) will provide for a student to acquire and demonstrate appropriate understanding and competence in each element of a prescribed area of knowledge; and
 - (ii) meets the requirements of the LACC Statement on Statutory Interpretation.”
- must refer to the Accreditation Standards and the Framework, especially with respect to the definitions, as modified by the Framework, and to the LACC Statement.
- should use the terms adopted in the Accreditation Standards, such as course/subject. Where it is more practicable to use terms commonly used by the law school, such as unit for subject, the law school should, at the start of the questionnaire, set out those terms and their equivalence to the terms used in the Accreditation Standards.

This guide is not intended to be attached to the submitted questionnaire.

Document information

Title: Accreditation Template Questionnaire

Approver: Legal Profession Admission Board

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Document history

Version	Effective Date	Reason for Amendment
1	10/10/2017	Pilot implementation
2	19/12/2025	Amendments because of Framework update.

Accreditation Assessment of [enter institution]

Date of submission of application: [date to be entered]

Course/s to be assessed:

[enter name the course/s that is/are to be assessed]

Name of Course	Date of last accreditation	Period for which law school was accredited

Assessor appointed:

[If known, enter name of the Assessor, position, and institution/organisation where affiliated.]

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Standard 4.1 - The nature of the law course

1. What is the mode of delivery for the law school's course/s?

[Accreditation Standard 4.1 is in part concerned with whether the course constitutes a 'coherent sequence of units of study which form a course designated as a law course'. Understanding the mode of delivery of a course will assist an Assessor in reviewing the nature of the law course. Provide a brief description of the course/s mode of delivery. This does not need to include detailed information about individual subjects, although such matters may be addressed in other parts of this questionnaire.]

2. Is the law school offering the law course/s a provider recognised by Accreditation Standard 4.1(b)(iii)?

3. What is the course progression for the law school's course/s?

[Enter the names of courses that fulfill the academic requirements for admission to practise law in NSW, for example:

Bachelor of Laws (LLB)

Juris Doctor (JD)

enter names of any further courses, if applicable

Provide details of the course progression in the following table and include relevant commentary, to indicate whether the course is designed to ensure that Priestley 11 and core subjects are completed prior to the study of electives.]

The course progression for the [LLB] [JD] is/ are set out below:

LLB	Term 1	Term 2
Year 1	Enter name of subject and subject code. For example: 101 Legal Institutions (Priestley / core) You may wish to consider linking the name of the subject to the online course handbook or guide on your website.	For example: 102 Contracts (Priestley / core)
	Enter name of subject and subject code.	Enter name of subject and subject code.
Year 2		

LLB	Term 1	Term 2
Year 3	Enter name and code of law electives	
Year 4		

4. How does the law school's pre-requisite and co-requisite policy and practice ensure a coherent sequence of study within each course?

[Provide:

- *a copy of the law school's policy on pre-requisite and co-requisite subjects.*
- *information about any established processes and practices for the assessment and determination of pre-requisites and co-requisites undertaken by a teaching academic with expertise in the discipline area. Include details as to whether a committee or other authorised body or person approves proposed subject progressions.*
- *Information explaining the university's policy on pre-requisites and co-requisites and whether or not there are restrictions on the use of pre-requisites and co-requisites.*

In the following table, list subjects and their pre-requisite and co-requisite requirements.]

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. What is the maximum number of subjects that students are allowed to enrol in each term or session?

The maximum number of subjects that students are allowed to undertake is [enter details].

[Provide information about credit point policy including:

- *credit points per subject and the total credit points load per teaching session/year.*
- *whether or not students can apply to exceed the permitted credit load, and in what circumstances. Provide copies of relevant policies.]*

[Confirm that the law school does not approve acceleration of subjects if the student may be in breach of the three-year equivalency rule.]

6. In what circumstances is credit (advanced standing) granted to students for prior studies?

[Provide details of the law school's policy in relation to the granting of credit (advanced standing) to students for prior studies. Provide copies of relevant policies.]

[In circumstances where advanced standing is given for a subject which includes a prescribed area of knowledge, explain the policy and processes used to ensure that the matter covered in prior studies is equivalent to the required material to be covered in the relevant prescribed area of knowledge.]

7. In what circumstances, if any, is credit (advanced standing) granted to students for prior studies in subjects other than law, or for prior studies in courses other than a law course?

[Confirm whether or not credit (advanced standing) is given for prior study in subjects other than law, or for prior studies in courses other than a law course.]

[If the law school permits such credit:

- *explain the rationale for such a policy and how it conforms with Accreditation Standards 4.1 and 4.2.*
- *if credit is given, explain whether the result is that a law subject in the law course does not have to be undertaken.*
- *provide details of the relevant providers; the courses; qualifications of academics teaching the courses or subjects; and, relevant subject outlines including contact hours per week; coverage of the subjects; the topics; the structure of assessments; and, the recommended and mandated reference and reading materials.]*

Standard 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 constitute the required three-year period for the purpose of recognition of the degree for accreditation. Substituting academic content with practical content is not considered to meet the accreditation requirements.]

1. Do the total credit points for the law subjects in the law course equal or exceed 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.

[Provide further details with respect to any combined Bachelor of Laws courses.]

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

[Provide further details with respect to any combined Juris Doctor courses.]

2. Is the EFTSL of 3.0 limited to academic content?

3. Are any subjects offered in an intensive or condensed form?

[A law school must demonstrate that a subject offered over a period that is less than a standard teaching session of between 10-12 weeks is nevertheless equivalent to a subject taught over a standard session with respect to breadth and depth of content and learning outcomes, and does not otherwise undermine the three-year rule.

With respect to a subject that does not include a prescribed area of knowledge, provide details of each subject offered intensively including:

- *course content,*
- *mode of delivery,*
- *the structure of the subject in terms of duration and frequency of classes,*
- *overall teaching hours, and,*
- *forms of assessment.*

The Board's expectation is that a subject which includes a prescribed area of knowledge will not normally be taught in an intensive mode. Where a law school does offer a prescribed area of knowledge subject in intensive mode, the law school will need to demonstrate that a student will have acquired appropriate understanding and competence. In addition to the information sought for a non-prescribed area subject the law school should also explain:

- *why it is necessary to use an intensive mode for the subject, and*
- *any adjustments made to content, learning activities, and assessment to ensure a student's learning is not compromised owing to the condensed time frame.]*

4. Is the law course offered entirely in an intensive mode?

[Where a law school offers a law course entirely in an intensive mode, the law school will need to satisfy the Board that the course is the equivalent of an EFTSL of 3.0 and address questions 2 and 3 above. In addition, the Board may require a law school to respond to further matters to provide assurance that the structure of the law course enables students to acquire appropriate understanding and competence with respect to the prescribed areas of knowledge. The Board will also need to be assured that the intensive law course meets Accreditation Standard 4.1.]

Standard 4.3 - Learning outcomes

1. Do the learning outcomes enable students to acquire and demonstrate appropriate understanding and competence in the prescribed areas of knowledge?

[The learning outcomes are an important element in determining whether the relevant subject is designed in a manner which will ensure that students acquire appropriate understanding and competence. However, Accreditation Standard 4.3 must be considered alongside Accreditation Standards 4.4, 4.5, and 4.6. The learning outcomes will only be effective if the course content, teaching and learning activities,

and assessment tasks are designed in a manner that will enable students to achieve the learning outcomes, and demonstrate that achievement. Accordingly, whilst the Assessor will consider the responses to Accreditation Standards, 4.3, 4.4, 4.5, and 4.6 separately, the Assessor should also have regard to whether these elements align, to assure the Board that the law course can demonstrate outcomes and ensure relevant student attainment.]

[Set out below, or provide access to the law course/s course intended learning outcomes.]

[Set out the learning outcomes for each subject which includes a prescribed area of knowledge and for Statutory Interpretation in Appendix One of the Template.]

Standard 4.4 - Content of the law course

1. Does the law course include content so that each prescribed area of knowledge is covered and the requirements of the LACC Statement are met?

[For each relevant subject, provide details, in Appendix One, outlining the topics, with such detail to demonstrate that each prescribed area of knowledge is covered. A law school should also provide access to such documentation (such as a subject outline) that will give more detailed information about each topic covered, including set texts, case law, legislation, and other reference materials. Where Statutory Interpretation is taught as a discrete subject, Statutory Interpretation should also be covered in the Appendix and include sufficient information to determine whether it meets the LACC Statement. Where Statutory Interpretation is taught across subjects, a law school should respond to question 4 below.]

2. What are the teaching and learning activities in each relevant subject and how do they support the achievement of the subject learning outcomes?

[For each relevant subject, provide details, in Appendix One, of the teaching and learning activities used. This should not include formal assessment activities.]

3. Complete the Priestley 11 Current and Historical Data Table.

[See Schedule 3 to the Framework.]

4. In circumstances where Statutory Interpretation is taught across subjects, does the content reflect the knowledge and skills required by a student to satisfy the requirements of the LACC Statement?

[In the following table, provide details which demonstrate coverage of knowledge and skills applicable to Statutory Interpretation, the teaching and learning activities used to teach and embed the knowledge and skills, and the assessment tasks relevant to Statutory Interpretation knowledge and skills.]

Subject Number	Name	Statutory Interpretation knowledge and skills content	Relevant teaching and learning activities	Relevant assessment tasks
123	Criminal	Use of extrinsic materials, special interpretative provisions	Problem solving exercises requiring application of relevant statute; eg Crimes Act 1900 (NSW)	Final examination includes questions requiring use of statutory interpretation skills.

5. What are the total number of teaching hours allocated to each subject which includes a prescribed area of knowledge to ensure that students acquire appropriate understanding and competence?

[The teaching hours allocated to a relevant subject is considered an indicator as to whether there is sufficient coverage of the content of the prescribed area of knowledge. The Board considers that 36 teaching hours per relevant subject is a reasonable indicator of coverage. Where the teaching hours for a subject are less than 36 hours, a law school will need to demonstrate that the number of hours is sufficient to ensure that students acquire appropriate understanding and competence.]

The number of hours allocated to a subject is not itself a sufficient indicator; it is necessary to understand how those hours are used. Accordingly, a law school should provide information about the nature of those teaching hours and format.

Appendix Two of this Template should be completed with the following information:

- *subject number and name,*
- *type of activity, for example lecture, tutorial, self-guided online activities (if part of the formal allocation of teaching hours),*
- *the activity's delivery format used in the subject, having regard to the Accreditation Standards definitions, as modified by the Framework; for example, whether the activity is face-to-face, virtual, or online, and*
- *the number of hours allocated to the activity and the total per subject.]*

[This aspect of Accreditation Standard 4.4 and Accreditation Standard 4.5, concerning teaching method, are interrelated in assessing how the structure of a subject, teaching methods, and mode of delivery will contribute to a student being able to acquire appropriate understanding and competence. Appendix Two of this Template will also be used to respond to Accreditation Standard 4.5 on teaching method. This will enable an Assessor to have a more holistic view of these aspects of the law course.]

Standard 4.5 - Teaching the law course

1. Does the law school use teaching methods in the law course and in each subject that includes a prescribed area of knowledge or Statutory Interpretation that enables each student to acquire the appropriate understanding and competence?

[The Board recognises that the delivery of a law course and its subjects may use a variety of modes with greater use being made of learning technologies and online environments. However, the Board's view is that the modes of delivery used should enable a student to be able to engage actively with their learning and to be able to interact directly with their teacher. Ideally, students have opportunities for a face-to-face learning experience whether wholly or in a blended teaching and learning mode. Importantly, a law school should be able to demonstrate that the mode of delivery used will ensure the standard of teaching and learning as set out in the Accreditation Standards:

A student needs to acquire both understanding and competence in each element of each prescribed area of knowledge. Admitting authorities consider that this will not occur unless the teaching methods demonstrably 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. Admitting Authorities consider that direct interaction between students and teachers remains the primary reliable means of achieving these results (Accreditation Standard 4.5(a)).]

[Using Appendix Two of the Template, a law school should provide the following information:

- *mode of delivery used.*
- *comment on how the mode of delivery operates in practice. For example, if a lecture is delivered online, is it pre-recorded or delivered live and in a manner by which students can interact? If material is posted online, does this require a student's active engagement or an activity to be completed?*

It may be that a law school has a set of standard approaches to delivery modes which apply across all or a range of subjects. In such cases, this could be indicated in Appendix Two without the need to provide information about every subject, as long as it is clear what mode applies to a subject.]

[The information provided in Appendix Two demonstrates the teaching methods offered by the law school to assist in the acquisition of appropriate understanding and competence. A law school will likely have in place other policies and tools to ensure students are engaged in their learning, outside of what happens in the 'classroom' and through formal assessment. These policies and tools will vary depending upon the course and/or subject mode of delivery, and might include approaches such as attendance requirements, monitoring of students' engagement with a learning management system, or check-ins via in-person meetings, phone, email, or other electronic communication modes, such as zoom.

Outline the policies and tools that are used by the law school, in addition to the learning activities and modes, and formal assessment, to monitor a student's engagement with their learning.]

2. Are subjects which include a prescribed area of knowledge and Statutory Interpretation taught by staff qualified to teach that area?

[Provide a complete list of current teaching staff who will deliver teaching in each prescribed area of knowledge and Statutory Interpretation (including staff employed on a continuing, fixed-term, and casual basis, employed at the date upon which accreditation or reaccreditation is sought) to demonstrate how academic staff responsible for the design, delivery and management of each subject align with the Higher Education Standards Framework (Threshold Standards) 2021 (HESF), 3.2.3, and meet the requirement that a teacher should have a degree one level higher than that of the course in which the person teaches, or has equivalent experience in practice or teaching (HESF 3.2.3c). In the case of staff who may not fully meet the standard required in HESF 3.2.3, provide information about the arrangements for supervision of such staff by staff who are appropriately qualified (HESF 3.2.4).]

Subject Number	Subject Name	Teaching Staff
101	Contracts	[enter name]*, [enter name]+, [enter name]**

^ Graduate Diploma with significant teaching experience

^^ Masters level qualification

* Masters level qualification with significant teaching experience

** Doctorate

+ Practitioner with professional experience

3. What systems are in place to monitor and evaluate teaching?

[A law school may wish to include information about professional development programs to support staffs' teaching effectiveness.]

4. How is technology incorporated into the curriculum to prepare students for the increasing application of technology in legal practice?

[Include details on:

- *how technology is embedded into the curriculum, and*
- *how the law course prepares law students for the increasing application of technology to legal practice.]*

5. Does each student in the law course have ready and adequate access to appropriate legal information resources, including library resources, to support their learning?

[Provide details as to how students are provided access to appropriate resources 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, Heinonline CCH, Lawlex and other relevant resources.]

6. Has the library been independently assessed by the Australian Law Schools Standards Committee?

Standard 4.6 - Assessing understanding and competence

1. Are students made aware that all elements of each prescribed area of knowledge and the law school's teaching in Statutory Interpretation are assessable?

[Provide evidence demonstrating how students are made aware of this requirement.]

2. Do the assessment tasks used to assess students in each prescribed area of knowledge and Statutory Interpretation enable a law school to verify that a student has acquired:

- appropriate understanding and competence in each prescribed area of knowledge; and,
- the relevant knowledge and skills set out in the LACC Statement?

[Using Appendix One, provide the following information:

- *the assessment task, including a description of the task if it is not a standard type of assessment,*
- *the weighting for that assessment task, and,*
- *the learning outcomes being assessed by the assessment task.]*

[Provide a description of approaches taken to the scaffolding of assessment tasks.]

3. Does the law school have a policy that sets out the descriptors for each grade, and is a pass grade a requirement for satisfactory completion of a subject which includes a prescribed area of knowledge or a subject which covers Statutory Interpretation?

[Provide a copy of the marking criteria or policy that determines how the institution provides pass, credit, distinction, and high distinction grades, ensuring that the grade descriptor for a pass grade is included.]

4. What quality assurance processes are in place to review the design of assessments and their rubrics, and to review and moderate assessment outcomes, including grades?

[Information provided may include reference to relevant curriculum and teaching committees or faculty meetings to review student assessment and/or grades, university quality assurance processes and policies on assessment and grade fairness and consistency.]

5. Does the law school issue conceded passes?

[If yes, explain the rationale for this practice and the rules governing the award of a conceded pass.]

6. How is the academic integrity of the assessment process maintained?

[Accreditation Standard 4.6(b)(v) is concerned with whether a student's grades accurately reflect the level of attainment. Implicit in this and the Standard more generally is the expectation that the student's attainment is consistent with the policies and practices that ensure academic integrity. Academic integrity is also relevant to a candidate's application for admission as a lawyer.]

In the light of practices such as contract cheating and developments such as generative artificial intelligence (generative AI) tools there is a risk that processes to ensure academic integrity may be undermined. However, managing academic integrity risk should not be at the expense of assessment design if it fails to test adequately the attainment of learning outcomes. In response to the concerns about academic integrity risks, the Board has set an expectation that 50% of assessment for all subjects which include a prescribed area of knowledge or cover Statutory Interpretation should be invigilated. A law school which does not meet this expectation should be prepared to demonstrate the effectiveness of its assessment design and processes to ensure that its assessment processes are reliable, especially having regard to the risks of contract cheating and the use of generative AI tools.]

[Accordingly, as part of the accreditation process, the law school must:

- if the 50% assessment expectation is not followed, explain its reasoning for adopting a different assessment approach and demonstrate the reliability of its assessment design and processes having regard to the risks of contract cheating and the use of generative AI tools.*
- explain the assessment policy and processes in place designed to ensure against academic integrity breaches, with particular reference to contract cheating and the use of generative AI tools.*
- explain the approaches being taken to ensure that law students understand the operation of generative AI tools and the ethical implications in their use.]*

[The Board recognises that assessment design and processes are challenging given the developments noted, and that there would be benefit in a better understanding of the risks and practices as law schools respond to these challenges. Accordingly, a law school will be required to submit a report as part of the accreditation process, and annually, on academic integrity breaches and misconduct. This report would be confined to certain types of cheating such as contract cheating and the use of generative AI. The report would provide information about:

- type of breaches and the number of incidents,*
- the outcome of any investigation into the breach, and*
- follow-up action taken by the law school or university regarding its policies and processes to prevent further such breaches.]*

Appendix One

Please refer to the relevant sections of the Accreditation Template for details of the information to be provided.

Subject No	Name	Learning outcomes	Content	Learning Activities	Assessment

Appendix Two

Please refer to the relevant sections of the Accreditation Template for details of the information to be provided.

Subject No	Name	Activity Type	Activity's delivery format	No of hours allocated to activity	No of hours allocated to subject	Mode of delivery	Explain how mode of delivery operates in practice