

Minimum Expectations of Staff and Students

Vision

The School of Law strives to provide a learning environment that facilitates student learning. The School of Law aims to create learning opportunities that challenge students to develop critical, analytical and logical thinking through self-reflection and engagement with their peers and their teachers. Major aims include the development of student independent learning and the ability of students to critically self-analyse legal arguments. It is important that all stakeholders continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility.

The following specific expectations have been formulated to facilitate the environment that the School of Law wishes to create.

Law students can expect:

1. that law courses are Australian Qualifications Framework (AQF) compliant and that the Bachelor of Laws meets the accreditation requirements of the Legal Profession Admissions Board of New South Wales;
2. that the content of the law courses are current and responsive to the relevant academic discussion and research;
3. that the learning opportunities in each unit, whether they are lectures, tutorials, seminars, or workshops, and the assessment tasks to demonstrate learning and understanding, have been designed with the goal of quality student learning in mind;
4. to have access to a Moodle site for each law unit, which will provide students with the following:
 - Access to School of Law study guidance materials and resources;
 - The Unit Outlines (containing information on the unit coordinator and teaching team, learning outcomes, objectives, teaching methods and expectations, assessment task and criteria, prescribed resources and study timetable);
 - Opportunities to participate in scholarly dialogue conducted in a flexible manner using learning technologies suited to the teaching approach adopted by the unit coordinator (for example, a discussion forum, blogs, Zoom session or an equivalent alternative);
 - Have access to content and resources produced (for example, video recordings, podcasts, or an equivalent alternative); and
 - Opportunities for self, peer or expert correction and/or feedback, based on the teaching approach adopted by the unit coordinator (for example, online tutorials or an equivalent alternative).

5. that there will be opportunities for on students to engage with the lecture and tutorial material; engage with the unit coordinator; and discuss the content of the unit with peers and the unit coordinator;
6. to be treated with respect;
7. to be supported by those they encounter in the learning environment. For example, have reasonable access throughout the trimester to lecturers, unit coordinators and, where necessary, with professional staff;
8. that forms of communication in the online environment, such as discussion forums will be monitored by the unit coordinator or other teachers in the unit and that appropriate direction will be provided in relation to that discussion in a timely fashion;
9. to receive constructive feedback on unit performance and progress; and
10. that staff will adhere to and apply the rules, regulations and policies adopted by the university.

Law staff can expect that students:

1. will be conversant and comply with the guidelines referred to in the [Essential Guide for Studying Law](#) and the University rules;
2. are aware of and abide by the provisions of the Student Behavioural Misconduct Rule, and the Student Coursework Academic Misconduct Rule;
3. will, before posting to discussion forums, check whether an answer is readily available, e.g. in the *Unit Outline*, *Essential Guide for Studying Law*, Unit News and Announcements, lecture notes or other discussion forum postings;
4. should meet expectations communicated by the unit coordinator with respect to work to be completed such as completing prescribed reading and other activities;
5. will ensure that they set aside a minimum 150 hours per unit, i.e. approximately 11 hours per week, in order to study effectively;
6. have engaged with the Academic Integrity Module (AIM) and the Academic Integrity and Referencing Learning Instrument (AIRLI);
7. may choose to study with other individuals, but if so, acknowledge the seriousness of academic misconduct and ensure that they submit only work that is their own;
8. manage their time effectively; and
9. will conduct themselves courteously when interacting with their peers, their teachers, professional staff, and other UNE stakeholders.