

THE UNIVERSITY OF  
NEW SOUTH WALES



**SCHOOL OF LAW**

**LAWS7420**

**ADVANCED LEGAL RESEARCH (ALR)**

Undergraduate Core  
Units of Credit: 2  
Contact hours per week: 16 (intensive)

**COURSE OUTLINE**

**SEMESTER 2 SESSION 2009**

Convener: David Vaile

Convener's contact: Faculty of Law Building, Centres Precinct, Level 1, Room 153,  
9385 3589, [d.vaile@unsw.edu.au](mailto:d.vaile@unsw.edu.au)

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## 1. COURSE INFORMATION

### 1.1 Teaching staff

**Convener:** *David Vaile*

Faculty of Law, Offices in the Centres Precinct, Level 1, Room 153

Phone: 9385 3589

Email: [d.vaile@unsw.edu.au](mailto:d.vaile@unsw.edu.au)

Consultation by appointment: Email is best method of contact.

**Lecturer:**

*Umair Ghori*

Faculty of Law, Offices in the PostGraduate Area, Level 3, Room 308D

Phone: 9385 9648

Email: [u.ghori@unsw.edu.au](mailto:u.ghori@unsw.edu.au)

Consultation by appointment: Email is best method of contact.

### 1.2 Course Timetable

**9482 Ghori**

Tue. 28/7/09 9 to 12:45 Law 111 (Computer Lab in Library)

Wed. 29/7

Thu. 30/7

Fri. 31/7

**9431 Ghori**

Tue. 28/7 2 to 5:45 Law 111

Wed. 29/7

Thu. 30/7

Fri. 31/7

**9432 Ghori**

Sat. 1/8 10 to 5:45 Law 111

Sat. 2/8

**9433 Vaile**

Tue. 4/8 9 to 12:45 Law 111

Wed. 5/8

Thu. 6/8

Fri. 7/8

**9434 Vaile**

Wed. 4/8 2 to 5:45 Law 111

Fri. 5/8

Wed. 6/8

Fri. 7/8

### 1.3 The relationship between research and teaching

The convener, David Vaile, has a wealth of experience teaching in the area of legal research, as has Umair Ghori and Alana Maurushat, who teach and contribute to assessment respectively this session. Between them they have been involved in research in a number of countries, professional and academic practice and teaching at advanced and basic levels.

The wealth of research and experience of the lecturers ensures that this course is both current and relevant, as the course description below indicates. The lecturers in question have a wealth of experience teaching in the area of legal research. They have taught and developed legal research curriculum. Collectively the lecturers have practiced, researched and taught in North America, Australia, Europe and Asia. Both Maurushat and Ghori have additionally taught the UNSW Foundations of Law course.

#### **1.4 Course description – About ALR**

Advanced Legal Research follows up on the introduction to legal research taken in the first year of law school. It offers not the usual substantive legal content in other courses, but the skills, strategies and knowledge of sources to enable you to keep abreast of changes and developments in the law, and conduct legal research and analysis of legal materials of a very high standard, suitable for litigation, policy development or academic research.

While it is a practical course, it offers a foundation for all courses in the rest of your degree, and professional skills that will set you apart from those who have not embraced the in-depth assessment and strategic approach to research options encouraged in the course. As such it offers benefits for most other areas of your study and future professional development.

See 3.2 below for more detail about what is covered.

Formally, Litigation 1 is required prior to taking the course, but permission may be sought to study ALR without this prerequisite.

#### **1.5 Aims**

The aims of the course are to ensure that you are familiar with the central principles of legal research.

Advanced Legal Research aims to assist you to:

- refresh and refine the online research skills acquired in the first year course; become highly competent in Australian legal research over all categories of materials (legislation, case-law, and secondary materials) ;
- be able to take a systematic approach to international and comparative legal research sufficient to find major sources;
- practice accessing information from a wide variety of online sources; obtain research skills sufficient for you to be able to undertake your own legal research at any level of University studies;
- obtain research skills sufficient for professional practice or other work in law;

#### **1.5 Expected Learning Outcomes**

Consistent with the aims of the course as above, the learning outcomes expected on the completion of this course include:

- understand the differences between the main types of online research tools;
- understand the differences between those tools developed specifically for law, and those for general use;
- use the search engines used by the four major providers of Australian and international legal information;
- use a variety of indexing tools to find the law on a topic;
- evaluate critically research tools and make strategic selections from the wide range of tools available;
- demonstrate appreciation of the strengths and weaknesses of computerised legal information retrieval methods;
- demonstrate awareness of what materials are available online, and where to find

- them, and what materials are only available in print form, and how to find them;
- use techniques to save and use retrieved information in your own written work;
- demonstrate knowledge of standards for citation of cases and legislation;

## 1.6 Learning Outcomes and Graduate Attributes

The UNSW Law School also aims to develop specific *attributes* (or capabilities) in all of its law graduates. The emphasis, however, for ALR is clearly on research skills. Thus for this course:

- 1. core disciplinary knowledge** you will have a functioning and contextual knowledge of research databases and methods of delivering content;
- 2. transferable intellectual skills** you will gain intellectual skills of developing research strategies, retrieving primary and secondary materials to aid you in legal problem-solving;
- 3. research skills** are the focus of this class (see course description and aims)
- 4. communication skills** you will develop written and oral skills through the oral and written assessment tasks assigned in this task (see “Assessment” below); and
- 5. personal and professional skills** you will develop a heightened understanding of the role research plays in providing legal advice and be able to reflect on what constitutes the best method to a particular legal problem.

(These attributes are described more fully at 7 (below) of this Course Outline.)

Each assessment item relates to one or more of the Law School GAs:

- Oral participation and group work on research problems (attributes 4 and 5)
- Take home examination (attributes 1,2,3,4, and 5)

## 1.7 Teaching Rationale

In ALR, teachers aim to give students the opportunity to learn independently, yet within a supported and supportive environment. Being familiar with teaching and learning from both a practical and scholarly perspective, teachers recognise that there are many different learning styles, and many different personalities interacting within a classroom, and beyond. ALR teachers thus try to offer a variety of learning experiences to allow the many different students to engage comfortably with the course.

Since a number of teachers will be involved in this subject teaching methods may vary somewhat from group to group, depending on the preference of the individual teacher and the composition of the class.

This course is based on learning through use in the classroom of the principal research tools used in professional legal practice and academic legal research. The approach assumes that students will best learn the use of these tools by applying them to find information in areas of law in which the student is already interested.

Each student uses a PC to follow the teacher who guides the class through four online Reading Guides which give a highly structured tour of the major providers (‘resources’) of four main types of content. The teacher guides the class enabling students to assess for themselves what content is found on which resource, and to appreciate the wide differences between resources and the reasons for them. As the teacher poses problems concerning each resource, and demonstrates solutions, drawing examples from a specific areas of law, students are required to attempt to solve problems relating to pre-nominated areas of law of their own interest. Discussion then ensues of any problems that arise from student examples, and the

class participates in solving those problems. The class then moves on to the next resource. This approach facilitates systematic coverage of a large range of legal resources.

## **2. ASSESSMENT**

### **2.1 Assessment Scheme**

#### **TAKE-HOME EXAMINATION**

100% Take-home examination.

**Available: noon Friday, 21 August, 2009.**

**Due: COB Wednesday, 26 August, 2009**

The examination will be uploaded to the ALR website [www2.austlii.edu.au/alr](http://www2.austlii.edu.au/alr) on Friday, 21 August, 2009.

**You will be physically required to hand in the exam by 5:00 pm on Wednesday, 26 August to the counter of Student Services on the 2<sup>nd</sup> floor of the Faculty of Law.**

**Electronic submissions will NOT be accepted unless prior arrangements have been made with lecturer!** (Note however that you should retain an electronic version of the submitted document for submission in case of mishap with the paper version.)

**We *\*\*highly\*\** recommend that you aim to hand the examination in before 2:00 pm on Wednesday, 26 August as research hurdles (eg. computer failure, website service is interrupted, tardy public transportation, lack of print credits, etc.) *inevitably occur*, but will not be accepted as excuses.**

**A late deduction of 5% will apply for each day the exam is late up to a total of 50%.**

The assessment will place approximately equal weight on each of the 4 topics in the course listed above. Students must demonstrate both knowledge of available legal research content, and of techniques for accessing and navigating that content.

This subject builds on the skills mastered in the first year legal research and writing classes. As Advanced Legal Research is a skills subject, participation in class activities is necessary to ensure skills are applied and developed to an appropriate extent. The examination requires students to revise all research skills, and to demonstrate their understanding of how the various research tools fit together, how to retrieve documents, and write up research in the form of legal memoranda.

### **2.2 Assessment Criteria and Overall Grading**

#### *Criteria*

You will be evaluated on a number of criteria including your research strategy, knowledge of database contents, ability to sift through vast amounts of research retrieving the most relevant documents, effective use of research to answer a legal problem, and your ability to effectively communicate legal information in a legal memorandum and structured table. The legal memorandum is written in the form of a junior lawyer giving information to a supervising solicitor.

#### *Grading*

This is consistent with the criteria as set out above.

**High Distinction [85% and over]:** demonstrates an extensive understanding of the concepts of the unit of study content and the commensurate high order ability to analyse and evaluate the law, policy goals and the broader legal, economic and social context in which the law of your research topic operations..

**Distinction [75% to 84%]:** demonstrates a thorough understanding of the concepts of the unit of study content and the unambiguous ability to analyse and evaluate the law and policy goals in the context in which the law operates.

**Credit [65% to 74%]:** demonstrates a sound understanding of the concepts of the unit of study content and the unambiguous ability to analyse and evaluate the law and policy goals in the context in which the law operates.

**Pass [50% to 64%]:** demonstrates a basic understanding of the concepts of the unit of study content and has some demonstrated ability to analyse and evaluate the law and policy goals in the context in which the law operates. .

**Fail [less than 50%]:** demonstrates insufficient understanding of the concepts of the unit of study content AND/OR fails adequately to demonstrate ability to analyse and evaluate the law and policy goals in the context in which the law operates.

### **2.3 Assessment Timetable - Links to Learning Outcomes & GAs**

An optional practice exam may be handed in up until a week prior to the examination. The teacher will provide comments on the quality of answer.

Optional revision class held on Wednesday, 19 August, 2009.

These will be held in Lab 111 on the following times: 10 – 12; 1-3, and 5-7.

Take home examination (attributes 1,2,3,4, and 5) is downloadable on Friday, 21 August and due back on Wednesday, 26 August by 5:00 pm.

### **2.4 Formal Matters**

#### *UNIVERSITY POLICIES ON ASSESSMENTS*

Information produced by the UNSW Law School regarding assessments can be located at [http://www.law.unsw.edu.au/current\\_students/admininfo/assessment.asp](http://www.law.unsw.edu.au/current_students/admininfo/assessment.asp). Please pay particular attention to the penalties for submitting assignments after the due date or exceeding word limits. Note the following in particular.

#### *Class Attendance*

Regular attendance at classes is highly recommended. Regular attendance is crucial for developing a thorough grasp of the materials and skills taught in the course - this will inevitably be reflected in class room and research essay performance. As a rule of thumb, if you attend less than 80% of classes it is likely to have a significant impact on your final assessment.

Please note that students who attend less than 80% of classes without reasonable excuse may be refused final assessment.

#### *Late work*

If you fail to submit work for assessment on time you will find that marks will be deducted

for lateness, unless you have obtained an extension prior to the date for submission. The penalty applied will be at the rate of 5% of the marks for each day or part thereof that the essay is late up to a maximum of 50% penalty.

### *Word limit*

A strict word limit will apply to the take home examination. The legal memorandum may be no more than 3 single-spaced pages with 12 point font and normal margins. The content found after page 3 will not be graded. There is an overall limit of 6 pages for the exam. The exam will only be graded until the end of 6 pages. Material found on additional pages will not be eligible for marks.

### *Marking*

Your teachers are committed to ensuring that all marking is fair and comparable across all class groups. The main mechanism for ensuring fairness is that teachers will work towards producing similar marking profiles for all classes. In addition, any students in danger of failing will have their work double-marked.

If you wish to query a mark awarded to you for any of your assessment tasks, you must follow this procedure:

Approach your teacher no earlier than three days after the assessment task is returned to you to request feedback. Your teacher will provide you with feedback on your performance. Please note that it is unusual for a teacher to alter his or her original mark, except to correct a manifest mathematical error.

If you are still dissatisfied with your mark, you may approach the course convener to arrange for another teacher to informally review the paper. The course convener must be satisfied that the student sought and obtained feedback on the assessment task in question. The reviewer will not mark the paper afresh, but will only determine whether the mark is fair and reasonable (i.e., within 3-5 marks of what the work is worth). The reviewer will make a non-binding recommendation to the original teacher, either recommending that the original mark stand or that the mark be adjusted upwards or downwards. If the teacher accepts the reviewer's recommendation, any substituted mark — including a lower mark — will become final.

If you are still dissatisfied after this process, you may formally appeal your mark. Please consult university rules for the necessary procedures. You may be charged an administrative fee.

### *Illness or Misadventure*

If your performance is affected by illness or misadventure you should notify your teacher as soon as possible, preferably with a medical certificate or other documentary evidence of your special circumstances.

### *ACADEMIC MISCONDUCT AND PLAGIARISM*

Each year a number of complaints are made relating to academic misconduct within the Law School. Serious punishment, including exclusion from University, may result from such complaints. Academic dishonesty includes plagiarism, which is the use of another person's words and ideas without appropriate acknowledgement. Plagiarism will not be tolerated.

All work submitted in this course for assessment must be your own work. It should not be written in collaboration with any other student, lawyer or professional person

to whom you may have access. You may, of course, in preparing work for assessment, consult your teacher and the Law Librarians.

All work submitted in this course for assessment must have been generated for this course alone. In other words, you should not submit for assessment work which you may have completed for another course or professional requirement.

It is your responsibility to use correct methods of acknowledging other people's ideas. The recommended form of citation for essays submitted in this course is the Australian Guide to Legal Citation. A read-only copy of this Guide can be downloaded at <http://mulr.law.unimelb.edu.au/aglc.asp>.

In addition to using the work of others, allowing other students to use your written work amounts to collusion in assessment. Collusion in assessment is academic misconduct. Unless work is specified to be group work, any work submitted for assessment must be written by each student individually, and must not be shared, whether in draft or completed form, with any other student. While it is understood that it is often beneficial for students to study together and to discuss their work, students who share, distribute, or show their written work to any other student while enrolled in the course for which the work is to be submitted will be deemed to be colluding in their work, and thus guilty of academic misconduct.

No essays or assignments can be accepted unless you sign the academic misconduct declaration that is included on the Law School assignment cover sheet.

**For further information, refer to the Faculty's information section, *Academic Misconduct*, at <http://www.law.unsw.edu.au/geninfo/admin/misconduct.html> and see the description of the University's Policies below at 8. in this Course Outline ).**

**It will be assumed that you are familiar with these policies.**

### **3. COURSE SCHEDULE**

#### **3.1 Course Materials**

Greenleaf G, Vaile D, and Maurushat A *Internet Legal Research - Resources & Reading Guide* (2007) - (available free online at <http://www2.austlii.edu.au/alr/>), including Tables and User Guides contained therein. Hypertext links from each topic take you to the relevant part of the 'AustLII Guide' (below). Copies of the required materials are also provided at the start of each day's class. All materials handed out in class are required materials. Students should ensure they have up-to-date copies of these materials.

#### **3.2 Guide to Reading**

Day 1: topic 1 - Research Australian Legislation  
Day 2: topic 2 - Researching Australian Case Law  
Day 3: topic 3 - Australian Secondary Legal Research Resources  
Day 4: topic 4 - Foreign legal systems and International Law

Advanced Legal Research is divided into the four topics below, which are of approximately even weight. See the Resources and Reading Guide for the course for more details of each topic, including details of all resources with which students must become familiar during the subject.

**1 - Researching Australian legislation.** Students will learn how to search the main Australian legislation databases; and to find and update legislation by using indexes, annotations and current awareness services. The topic will include finding commentary on and interpretation of legislation in sources such as Explanatory Memoranda, judgments, case notes, parliamentary debates, and Law Reform Commission papers. The variety of sources of online legislation and legislation resources will be covered, and their merits compared.

**2 - Researching Australian case law.** Students will learn how to search the main Australian case law databases; how to find recent cases using digests and citators; how to update case law and find the current status of a case; how to determine whether a case has been judicially considered; and how to locate articles and case notes. The variety of sources of online full text reported and unreported cases will be covered, and their merits compared.

**3 – Australian Secondary Legal Research Resources.** Students will learn how to find and search the various electronic secondary legal resources, including textbooks, legal encyclopedias, loose-leaf services, journals, periodical indexes and bibliographies. New secondary sources available via the Internet will also be covered. Search engines and catalogs (directories / indexes) are covered, both general and law-specific.

**4 - Foreign Legal Systems and International Law.** Students will learn how to develop a systematic approach to researching foreign and international law and other legal materials, principally using electronic research tools. The emphasis will be on free access materials and the main multinational commercial publishers. Search engines and catalogs (directories / indexes) are covered, both general and law-specific.

#### **4. ADDITIONAL RESOURCES FOR STUDENTS**

Bott, B., Cowley, J. and Falconer, L., *Nemes & Coss' Effective Legal Research*, 3rd ed (Sydney: Butterworths, 2007)

A good guide to the principles behind all types of legal research, now brought up-to-date. Purchase is strongly recommended.

'AustLII Guide' - Greenleaf, Mowbray and Chung *Legal Research on the Internet: The AustLII Guide to Worldwide Law on the Web* (2005 edition)

The 2005 edition is available on the course website for free download. It is about 3MB. Although somewhat out of date, it is free, and covers core issues.

A list of other recommended texts is available at

<http://www2.austlii.edu.au/alr/References2003.html> .

Resources from the UNSW Library are linked to from the course Reading Guides and can also be found from [info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

Please note: Course Materials are provided in copied form, as well as online. Textbooks can be purchased from the UNSW Bookshop or other sources.

## **5. CONTINUAL COURSE IMPROVEMENT**

### **5.1 CATEI Evaluation Policy**

In order to develop critical thinking in relation to the course objectives, students are expected to read the texts and other resources closely, and are encouraged to look at a range of other material recommended by lecturers. Students are expected to attend lectures and to prepare for, and participate in discussion, and to complete satisfactorily all components of assessment. Student feedback is very important to continual course improvement. This is demonstrated within the School of Law by the implementation of the UNSW Course and Teaching Evaluation and Improvement (CATEI) Process, which allows students to evaluate their learning experiences in an anonymous way. The resulting evaluations are ultimately returned to the course Convener, who will use the feedback to make ongoing improvements to the course.

### **5.2 Course Evaluation and Quality Enhancement for this Course**

The surveys administered last year as part of the UNSW Course and Teaching Evaluation and Improvement process ('CATEI') revealed that overall students were generally satisfied with ALR course (93% agreed or strongly agreed that they were satisfied with the course). Students were particularly pleased with the level of research skills acquired after completing the take-home examination. Some however noted the perennial complaints about law courses: the assessment was difficult and time-consuming, the course conflicts with other courses offered at the same time, that the course needed to be taught over a longer period of time, and that more opportunity was necessary for individual feedback. Over the past two semesters, to address these concerns, we have introduced the following changes.

- 1) The course is now offered in the summer session, as well as at night, and continues to operate on Saturdays as well as during the week to **provide optimal flexibility for students**.
- 2) The course is run in two streams: a two day format taught on Saturdays, or a **four day format** (half-days) to allow for better absorption of materials.
- 3) The examination has been shortened. While still comprehensively testing core materials, the exam is more manageable from a time perspective.

## **6. ADMINISTRATIVE MATTERS**

### **6.1 Expectations of Students**

#### **Workload**

You are expected to read the assigned readings prior to each class. This Course Guide summarises the reading assignments for each class; the Reading Materials include a more detailed class-by-class guide to the readings.

#### **Attendance**

If you attend fewer than 80% of classes without reasonable excuse you may be refused final assessment.

### **6.2 Procedures for submission of assignments**

The essay and other written components should be submitted via the administrative desk currently on level 2 of the Law Building. You will be advised in class of the location in the

new building or if this procedure is to change. Please also note previous comments regarding penalties for late work

### **6.3 Student Support Services**

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Student Equity and Disabilities Unit (phone (02)93854734 or <http://www.studentequity.unsw.edu.au/content/default.cfm?ss=0> ) Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

### **6.4 Occupational Health And Safety.**

UNSW is dedicated in its approach to ensure a safe and healthy working and learning environment and its policies may be examined at:

<http://www.riskman.unsw.edu.au/ohs/policies.shtml>

### **6.5 School Of Law Office**

Level 2

Faculty of Law

Faculty of Law Building

Lower Campus

Office Hours : 9.00 to 5.00 (during the semester 10.00 – 4.00 during the semester breaks)

Email : [law@unsw.edu.au](mailto:law@unsw.edu.au)

Tel : + 61 2 9385 2227

Fax : + 61 2 9385 1774

## **7. UNSW LAW SCHOOL GRADUATE ATTRIBUTES**

### **7.1. What attributes do we develop in our students?**

The UNSW School of Law instills in students the understandings, values, skills and qualities necessary to become highly qualified professionals with a strong sense of citizenship, community and social justice. A legal education at the UNSW Law School, therefore, develops graduates who have:

- 1. Core disciplinary knowledge** a functioning and contextual knowledge of law and legal institutions;
- 2. Transferable intellectual skills** excellent intellectual skills of analysis, synthesis, critical judgment, reflection and evaluation;
- 3. Research skills** the capacity to engage in practical and scholarly research;
- 4. Communication skills** effective oral and written communication skills both generally and in specific legal settings;
- 5. Personal and professional values** a commitment to personal and professional self development, ethical practice and social responsibility.

These attributes build on and contextualise the 12 generic UNSW graduate attributes.

### **7.2. What do these attributes mean?**

**A functioning and contextual knowledge of law and legal institutions means:**

- a comprehensive knowledge of the core principles of law, including a critical understanding of the policy considerations informing the law;
- an understanding of the principal institutions in the Australian and other legal systems and their purpose and functions;
- an appreciation of the contextual factors that influence the operation of the law and the impact law has on society, politics, the economy and culture;
- a general understanding of Australian law in international and comparative perspective; and
- an engagement with the scholarship of law.

**Excellent intellectual skills of analysis, synthesis, critical judgment, reflection and evaluation** incorporate the ability to

- collect and sort facts;
- identify and analyse legal issues;
- interpret legal texts;
- apply the law to real legal problems;
- invoke theory and inter-disciplinary knowledge to develop new and creative solutions to legal problems;
- critique law and policy to develop new ideas about the law and law reform;
- participate effectively in debates about the law.

## 8. ACADEMIC HONESTY AND PLAGIARISM

The UNSW Academic Misconduct Policy can be viewed at

<https://my.unsw.edu.au/student/academiclife/assessment/AcademicMisconductStudentMisconduct.html>

**You need to be familiar with the UNSW policies relating to academic misconduct**

### What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.\* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:  
[www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

The University regards academic misconduct as a very serious matter.

Students found guilty of academic misconduct are usually excluded from the University for two years. Contingent on the individual circumstances, however, the period of exclusion can range from one session to permanent exclusion from the University.

The following are some of the actions which have resulted in students being found guilty of academic misconduct in recent years:

- use of unauthorised aids in an examination;
- submitting work for assessment knowing it to be the work of another person;
- improperly obtaining prior knowledge of an examination paper and using that knowledge in the examination;
- failing to acknowledge the source of material in an assignment, or the extent of indebtedness to others.

In cases where students collaborate with other students, the extent of collaboration should be included as well as the names of all students who contributed to the piece of work. Anyone not already familiar with correct forms of acknowledgement is strongly advised to consult the UNSW Learning Centre Web Page on *Avoiding Plagiarism* (<http://www.lc.unsw.edu.au/plagiarism/index.html> ).

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