Specifically, key trends identified in the report are:

- The 2003 AUTC Learning Outcomes and Curriculum Developments in Law
- The drivers for the ALTC law education DBI:
  - Development and implementation of graduate attributes to meet the
  - An agenda for legal education for the 21st century which incorporates
    content requirements of accreditation authorities.
- Tensions between diverse and unique law programs and meeting uniform
  funding.

Legal education has developed from a traditional content orientation
report's impact being diminished through poor dissemination.

Also the lack of systematisation within individual law schools, with the
AUTC snapshot of law programs highlighting diverse approaches but
aspects, with individual law programs seeking uniqueness within a highly
competitive context.

Current law programs need revitalisation as they seek to meet dual purposes:
- Professional training for the legal profession
- Intellectual discipline for broader legal education

Diverse law teacher backgrounds and the proliferation of law schools (currently numbering over 30 law schools across Australia) are other aspects, with individual law programs seeking uniqueness within a highly competitive context.

The 2003 AUTC Learning Outcomes and Curriculum Developments in Law
report of 27 law schools provides a legal education snapshot. It indicates multiple and diverse modes of legal study.

Specifically, key trends identified in the report are:
- Increased student numbers
- Rapid proliferation of law schools
- Wider career directions
- Wider range of pedagogy including focus on active learning
- More discussion-focused teaching and small classes
- More combined degrees
- Varied assessment processes although with examinations predominant
- Little systematic emphasis on internationalism and information technology

Current Challenges
The AUTC snapshot of law programs highlighted diverse approaches but also the lack of systematisation within individual law schools, with the report's impact being diminished through poor dissemination.

Legal education has developed from a traditional content orientation based on knowledge, understanding and the application of legal principles, with many law schools now focused on up-skilling staff and diversifying programs for building student skills and professional attributes.

The predominance of the traditional teacher-centred, content-focused, case
law teaching model while there is increased staff workload and decreased funding.

Tension between diverse and unique law programs and meeting uniform content requirements of accreditation authorities.

Building from the 2003 AUTC stocktake report, a challenge is to forge an agenda for legal education for the 21st century which incorporates the development and implementation of graduate attributes to meet the increasingly complex needs of the profession and society into the future.

Law Project Key Outcomes of Curriculum Renewal using Graduate Attributes
- Diversity of Australian student profiles and legal education programs mapped
- Mental well-being of law students baseline data developed
- 2003 AUTC stocktake report disseminated
- Framework for law graduate attributes developed
- Professionalism, ethics and service teaching & learning shared
- Standards for Australian law schools options explored
- Stakeholder consultation and engagement infrastructure developed
- Re-designing the law curriculum and considering future legal education delivery processes

Students from diverse backgrounds & needs

Law Project Key Outcomes of Curriculum Renewal using Graduate Attributes

- Identification and documentation of law Graduate Attributes
- Mapping of law Graduate Attributes against topics or development of vertical subjects
- Identification of specific aspects/skills related to law Graduate Attributes
- Possible identification of levels of achievement
- Quality Assessment tasks aligned to Graduate Attributes

Identification and Documentation of Law Graduate Attributes Example

Community Responsiveness: ‘an attitude or stance towards society’ (university broad area)

- Associated Law Graduate Attribute
  - I provide high quality service to employers, government, and individual clients
  - I acts as an advocate for the rule of law
  - I accept responsibility to play a constructive role in the maintenance and reform of the legal system
- Understanding, evaluate and critically reflect upon the interaction of law and society

Mapping of UTS Law Graduate Attributes against Topics Example

Component Processes for Law Graduate Attributes Documentation

- Implementing effective strategies for dealing with resistance
- Dealing with accreditation body emphasis on content
- Ensuring breadth, initiative and alignment in assessment
- Supporting holistic curriculum renewal and having leadership and resources to take Graduate Attributes seriously
- Supporting capacity building of staff including valuing of legal specialist knowledge and skills and professional education approaches
- Nurturing cooperative and consistent approaches within an ethos of non-prescriptive Graduate Attribute frameworks

Law Curriculum Renewal through Mapping and Graduate Attributes

- Graduate Attributes mapping has reinvigorated the law curriculum through using a coherent and systematic approach
- Developing law-specific graduate attributes and clear outcomes
- Supporting general overview mapping within individual topics/areas
- Providing scaffolded learning opportunities for students
- Ensuring transparency of assessment tasks and criteria related to outcomes

Current Challenges for Law Graduate Attributes & Project Uptake

- Implementing effective strategies for dealing with resistance
- Dealing with accreditation body emphasis on content
- Ensuring breadth, initiative and alignment in assessment
- Supporting holistic curriculum renewal and having leadership and resources to take Graduate Attributes seriously
- Supporting capacity building of staff including valuing of legal specialist knowledge and skills and professional education approaches
- Nurturing cooperative and consistent approaches within an ethos of non-prescriptive Graduate Attribute frameworks

Next steps
Some ways forward involve:

- Given the crucial significance of the legal profession and judiciary to legal education, building an effective umbrella body such as the newly launched Australian Academy of Law to allow for more effective exchange and interplay in decision making.
- Fostering the network of Deans and Associate Deans Teaching and Learning within the Council of Australian Law Deans infrastructure for sharing of ideas and curriculum improvement purposes
- Using the Standards for Australian Law Schools initiative to build cohesion with the Council of Australian Law Deans towards more effectively influencing professional accreditation processes

Let’s Do Assessment!

This is a practically-oriented workshop which will provide a follow-up opportunity from the Law Education Project. To achieve this, law teachers will work together to develop comprehensively-planned assessment tasks.

Graduate Attributes Project
- Research current literature
- Law school specific attribute rubrics
- Law school summary outcome draft paper
- Conduct regional round table involving 30 of the current law schools indicated various processes and components for the development of Graduate Attributes
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- Conduct round table to share program and graduate attribute frameworks
- Produce comprehensive framework document
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