

# T3 2025

## TRIMESTER GUIDE

### Listed (Elective) Unit information

The Trimester Guide is prepared by the UNE Law Students' Society with the generous support of the School of Law, our sponsors, and contributors.





## Acknowledgement of Country

The University of New England Law Students' Society respects and acknowledges that its people, programs and facilities are built on land, and surrounded by a sense of belonging, both ancient and contemporary, of the world's oldest living culture.

In doing so, UNELSS values and respects Indigenous knowledge systems as a vital part of the knowledge capital of Australia.

As we share our own knowledge and learning within the University, we also pay respect to the knowledge embedded forever within the Aboriginal Custodianship of Country.

We recognise the strength, resilience and capacity of the Aboriginal community and pay our respects to the Elders past, present and future.



Message from

## **Sharad Goodfella** **Publications Director**

Hi everyone,

Welcome to the T3, 2025 edition of the Trimester Guide!

The main purpose of the Trimester Guide is to provide you with information about Listed Units, all in one place.

Whether you are undertaking the Bachelor of Laws, Diploma in Paralegal Studies, Advanced Diploma in Paralegal Studies, or Bachelor of Legal Studies, information about Listed Units is relevant to you – always check the requirements of your specific course.

This trimester sees the introduction of three new units, LAW349 International Environmental Law, LAW395 Special Topic: Law and Regulation of Artificial Intelligence, and LAW397 Special Topic: Global Food Security and Policy.

Warm regards,  
Sharad

# ESSENTIALS

## Student Resources

<https://www.une.edu.au/about-une/faculty-of-science-agriculture-business-and-law/school-of-law/current-students/student-resources>

**Note:** The 'Law School Student Essentials' is always updated near the start of trimester.

## UNE Handbook

<https://handbook.une.edu.au/>

**Note:** Undergraduate students enrolled in the Bachelor of Laws may be able to enrol in some LLM listed units with permission from the School of Law. Please check your course requirements first, and complete the waiver of prerequisites form:

<https://www.une.edu.au/about-une/faculty-of-science-agriculture-business-and-law/school-of-law/current-students/school-policies/waiver-of-prerequisites>

## Law School Unit Offerings

To help with forward planning, the Law School provides a visual schedule to show when the Core and Listed units are offered in the current year and the next year.

<https://www.une.edu.au/about-une/faculty-of-science-agriculture-business-and-law/school-of-law/current-students/law-unit-offerings>

**Note:** Units in the next year can be subject to change.



# PRACTICAL LEGAL TRAINING

**Learn local in Armidale  
Start 17 November 2025**



**Get the guide**



**Michael Tangonan, PLT Graduate**

# UPCOMING EVENTS

OCT  
22-23

## UNE Law Forum

Wednesday 22–Thursday 23 October 2025

OCT  
24

## Spring Graduation

Friday 24 October 2025

TBA

## AGLC4 Workshops

*Dates will be announced soon*

TBA

## Holiday Trivia!

*Get your team together, and stay tuned!*

### What is the UNE Law Forum?

The UNE Law Forum (previously known as Common Law Week) is organised by the School of Law each trimester. Attendees learn, engage and participate in presentations and social networking.

All members of the Law School staff (permanent and casual) participate in the UNE Law Forum. For some sessions, students are welcomed to attend in person or online. The program is publicised in advance, indicating which sessions are open for students to attend.

# World Legal Systems

**Unit Coordinator:** Imelda Deinla  
**Credit points:** 6

## Pre-requisites:

24cp including LAW100.

## About this unit:

This unit aims to develop and extend your understanding of common law legal systems, such as Australia's, with civil law legal systems, hybrid legal systems and the international law system. The unit critically examines the roles of key institutions, including parliaments and the courts, as well as the processes of dispute resolution within and across the respective systems. Which may differ in different iterations.

While this is an introductory unit, it aims to significantly enhance your critical thinking skills as well as your ability to evaluate and compare legal systems, including the roles and functioning of key institutions and dispute resolution processes. You will also construct your own persuasive written advice or analysis, further developing your judgement, research and persuasive writing skills.

## Message from the UC:

I've been working on different legal systems for my research and so this unit is really a perfect fit for my interests and competencies. I have enjoyed teaching this unit since last year as I also get to learn more about different legal systems and traditions of countries and regions. Students can expect to learn and compare civil law, common law, international law, regional law, religious law, and customary law as they are practised or embedded in various legal systems of the world. They will encounter and experience not just the laws but also the institutions and peoples who comprise these systems. We do a comparative approach in this unit adding more depth and reflection to why countries, despite having almost similar laws and institutions, perform or operate differently and yield different outcomes. In this unit, we will also experience how different types of laws co-exist, cooperate, or compete in each jurisdiction and how countries treat pluralism in various ways and means.

**40%**  
Assignment

**60%**  
Take home exam



*'Students can expect to learn and compare civil law, common law, international law, regional law, religious law, and customary law as they are practised or embedded in various legal systems of the world.'*

# World Legal Systems

**Unit Coordinator:** Imelda Deinla  
**Credit points:** 6

**40%**  
Assignment

**60%**  
Take home exam

## Message from the UC (continued):

This unit should make us reflect on our law's strengths and how we can correct its weaknesses, by looking at how other countries have dealt with their own challenges. World Legal Systems will demonstrate that our legal system has been enriched by others and by the people who came and interacted, and that no country can be an island on its own.

I believe our students last year have had a fantastic experience not only in learning the substance of the unit but also in the way they interacted with me and with their classmates. Each module has been designed to take them through history and cultures that shaped or influenced the development of laws. I hope people will have an open mind, be respectful, leave biases behind, and just enjoy the journey. They can expect to meet guest speakers who are experts in their fields and be able to interact with them. We have scheduled some face-to-face or hybrid sessions in the Parramatta campus in Sydney so that students who live in this area are able to come by and meet me and some of the guest speakers. Students are also encouraged to contribute to make this unit a happy and safe place for everyone to express their views or opinions.

As an elective unit, students can expect two types of assessments, a 2,000-word essay (40%) and a final examination (60%) where they are expected to deliver responses to short questions over a 24-hour period. They are expected to critically analyse a given question or situation and to demonstrate their capacity for extensive research. I am expecting that given advances in AI that students exercise balance and responsibility in the use of this technology. UNE takes academic integrity seriously and employs sophisticated software that detects plagiarism and substantial use of AI. I am confident that this unit will be another success and that students, at the end of the trimester, will gain confidence in using knowledge of various types of legal systems in their work or in choosing their professional journey when they finish law school.



*'This unit should make us reflect on our law's strengths and how we can correct its weaknesses, by looking at how other countries have dealt with their own challenges.'*



# World Legal Systems

*Unit Coordinator: Imelda Deinla*  
*Credit points: 6*

**40%**  
Assignment

**60%**  
Take home exam

## Student recommendation:

World Legal Systems is a law unit unlike many others I have taken as part of my degree. It transports you throughout the world where your existing knowledge of common law is enhanced by introductions to civil law, religious law, socialist law, regional law, international law, as well as hybrid law and legal pluralism. The unit, although introductory, is thorough, and you will always be guided by your incredibly insightful and encouraging unit coordinator, Imelda. The unit is separated into topics that allow you to explore countries that practice different legal systems to our own, and how these legal systems are products of the unique circumstances and histories of their peoples. You will gain a broader understanding of how the world is shaped by these systems, and how they interact with one another. I personally really enjoyed learning about the variation of existing legal systems; regional law and Sharia law were my highlights.

In World Legal Systems you are invited to engage directly with presentations by knowledgeable guest speakers from all over the world, esteemed in their fields of legal research and practice. They each bring a valuable insight to the relevant topics based on their real-world professional experiences. Their conversations with Imelda widened my understanding of what law is, and can be. Ultimately what I took away from the unit was that although there is such variety in cultures and legal systems around the world, we are more alike than we might think. There is a diversity to how legal aims can be achieved; different systems may still aim for the same outcomes. If you have a curiosity about the laws beyond our continent, this is a unit you will be sure to enjoy, and I think you will be pleasantly surprised by how much you will learn.

— Ayesha Halligan



*'...your existing knowledge of common law is enhanced by introductions to civil law, religious law, socialist law, regional law, international law, as well as hybrid law and legal pluralism.'*



## Words from The Hon Geoffrey Bellew SC

### Former Judge of the Supreme Court of New South Wales

The Honourable Geoffrey Bellew SC commenced practice as a lawyer in 1983 in the Office of the Commonwealth Director of Public Prosecutions. Admitted to the NSW Bar in 1991 and appointed Senior Counsel for the State of New South Wales in 2006, he has led prosecutions for, among others, commercial drug trafficking, money laundering, revenue fraud, people smuggling, and the longest running terrorism trial in Australia to date which proceeded in the Supreme Court of NSW for 21 months.

In the civil jurisdiction, the Hon Geoffrey Bellew SC was regularly retained to appear in commercial proceedings, common law actions for personal injury damages, and administrative law proceedings seeking judicial review.

On 31 January 2012, he took the oaths of office as a Judge of the Supreme Court of New South Wales, a position in which he served for more than 11 years.

***'I had three principal mentors in my legal career. The first was the Honourable Brian Sully AM QC. ... He taught me many things, foremost of which was that the practice of law, and the broader administration of justice, depends fundamentally on the candour and honesty of practitioners.'***

Upon his retirement from the Supreme Court in February 2023, he was appointed by the Attorney-General for NSW as the Chair of the State Parole Authority of New South Wales. He has since been appointed as a Justice of the Supreme Court of Victoria where he sits in the civil jurisdiction of the Court on a part time basis. In May 2025, he was engaged by the Attorney-General for NSW to conduct a review into the application of the presumption of doli incapax. He is also retained privately as a Mediator, Arbitrator and Court-appointed Referee.

### **Why did you choose to study law?**

I did not know a single lawyer in my HSC year. My father had commenced studying law at Sydney University and had combined that with working for the Crown Solicitor, but he then enlisted in the Army and spent the next several years deployed overseas in World War 2. Like a great many people in that position, he found the adjustment to life when he returned a difficult process and decided not to continue his legal studies, opting for a wonderful career in other forms of public life. But he was able to at least give me some vague indication of what the study of law was about, and along with other things I discovered, it all lead me to think that the law would be something that would be likely to resonate with me, and I with it. It was also consistent with my "subject strengths" which lay very much in English, History, Debating and Public Speaking – and certainly not Maths or Science! The reality is that many people don't know whether their initial career choice will be the right one. Thankfully, mine worked out.

### **As a Supreme Court Judge, you have heard hundreds of submissions from advocates. In your opinion, what qualities do good advocates possess?**

I think that the qualities of an advocate are many and varied, but I would settle on:

- a high level of analytical ability;
- clarity of expression, both written and oral;
- a structured and ordered thought process which assists the recipient of submissions – be it a Judge or a Jury – to clearly and quickly grasp what is being put;
- the ability to "strip" a case down to its real issues, and not waste time addressing things about which there is no real argument;
- the ability to "engage".

### **Who were your mentors and what have you learned from them?**

I had three principal mentors in my legal career.

The first was the Honourable Brian Sully AM QC. I met him when I was working as a Clerk for the Commonwealth Crown Solicitor. He was a true leader of the Common Law Bar and later became a Justice of the Supreme Court of New South Wales.



***'Peter Hastings QC ... was a true leader of the criminal bar, and instilled in me the importance of remaining calm and measured when conducting a case. He explained that practice at the Bar was highly stressful, and that proper composure was essential to clear and logical thought, and sound decision making.'***

He taught me many things, foremost of which was that the practice of law, and the broader administration of justice, depends fundamentally on the candour and honesty of practitioners. He taught me the importance of a reputation for honesty. He also taught me that regardless of how hard fought a case might be, it was necessary to treat others with unqualified respect. Importantly, he explained that that obligation extended not only to one's opponent(s), but to Judges, Court staff, witnesses and litigants. Finally, he stressed the importance of an independent Bar and an independent Judiciary, to the administration of justice.

The second was Peter Hastings QC, with whom I was fortunate to appear as junior counsel in many cases at the Bar. Peter was a true leader of the criminal bar, and instilled in me the importance of remaining calm and measured when conducting a case. He explained that practice at the Bar was highly stressful, and that proper composure was essential to clear and logical thought, and sound decision making. He also stressed the importance, even with the associated stress, of enjoying legal practice. Finally, I learned from him that cases should be simplified as far as they could be, and that it was an error to simply call evidence in a case because such evidence was available. Peter emphasised the importance of properly analysing a case at an early stage, defining the issues, calling the evidence which was relevant to those issues, and not calling evidence which went to matters which were not in dispute, and which the party for whom you were appearing did not need to properly advance their case.



***'He also stressed the importance, even with the associated stress, of enjoying legal practice.'***

The third was Richard Maidment KC, formerly his Honour Judge Maidment of the County Court of Victoria, with whom I appeared as junior in a series of cases in the years leading up to my appointment as Senior Counsel. Richard's approach to things, and his values, were much like those of Brian Sully, and having met Brian at the start of my career at the Bar, my experiences with Richard towards the end of that period were the perfect bookend. He was, and remains, the ultimate gentleman, a character trait which was reflected in his treatment of everyone with absolute courtesy and dignity. He also taught me that as counsel I should never be afraid to make a hard decision in the conduct of a case, and that when appearing for the Crown, any decision was to be made having regard to the fundamental principle that the Crown must be a model litigant.



**You have a unique perspective on sentencing and rehabilitation in this State because of your roles as Chair of the NSW State Parole Authority and former Judge of the Supreme Court of NSW, together with your appointment to review doli incapax laws for the NSW Attorney-General. What principles should be front of mind to ensure the best outcomes are achieved?**

That is a very broad question! I will deal with it in three parts.

### **Sentencing**

It will be obvious that all aspects of the duties of a Judge are, without exception, difficult. If asked to nominate the most difficult, many Judges (and I would be one of them) would nominate sentencing. The reason for that, is that the sentencing exercise requires a large number of considerations, both subjective and objective, to be taken into account, balanced, and weighed in order to fix what is regarded as the appropriate outcome. Fundamental to that exercise is that the Judge has a broad-based discretion. The importance of that discretion cannot be overemphasised. It reflects the fact that no two cases are ever the same, and it enables a Judge to deliver individualised justice to an accused.

### **Parole**

One of the difficulties associated with parole is that there are a number of fundamental misunderstandings amongst the community about aspects of the process which have a capacity to lead to unfair criticism of what are, on any view, very difficult decisions.

To begin with, parole is not a form of "early release". There is no such thing as early release in New South Wales. That has been the position since the 1980s when the scheme of early release which was then in operation was abandoned after it was found to have been corrupted by lawyers and public officials. Release at the end of a person's non-parole period is release at the time at which the sentencing Judge viewed as appropriate. Importantly, when a person is released, he or she serves the balance of their sentence in the community and, as one would expect, is subject to stringent conditions.

The fact that such conditions are imposed runs contrary to another myth, namely that a person released on parole "walks free" from custody. Nothing could be further from the truth. Those who are released on parole are subject to a raft of conditions of varying kinds.



***'Ultimately, the guiding consideration in any determination is that of community safety.'***

They are often restricted as to where they can go, when they can go there, with whom they can go there, and the purpose for which they may wish to go there. They are also often prohibited from associating with certain people, and entering certain nominated geographical areas. Those who suggest that persons who are subject to such conditions are "walking free" would appear to have a different understanding to me about what constitutes personal freedom.

Finally, what is often overlooked in the parole process is that in New South Wales, it is inevitable that offenders who are sentenced to a term of imprisonment (other than those given a life sentence) will be released. In many cases, probably the majority, there are identified advantages in releasing an offender on parole with the supervision and support provided by Community Corrections. The alternative, is often to leave the offender in custody for the balance of the sentence, in which case they are released without any supervision or support at all. Obviously, in the latter instance, the likelihood of re-offending is higher.

All of these issues must be taken into account in every case in order to make a determination as to whether a person should be released. Ultimately, the guiding consideration in any determination is that of community safety.

### ***Doli Incapax***

Whilst the report following my enquiry has been furnished to the Attorney-General, it has not, at the time of writing, been made public. In those circumstances, I must obviously preserve its confidentiality. I will however, make two observations.

The first, is that the presumption of doli incapax exists for good reason, and is supported by neuroscience.

The second, is that there may be some advantage in devising schemes for young offenders which divert them away from the criminal justice system, and which may produce better outcomes in terms of rehabilitation, support and reduced levels of recidivism.



***'...the Judge has a broad-based discretion. The importance of that discretion cannot be overemphasised. It reflects the fact that no two cases are ever the same, and it enables a Judge to deliver individualised justice to an accused.'***

# Law Experiential Learning

**Unit Coordinator:** *Fiona Burns*

**Credit points:** 6

**Pre-requisites:**

Permission of Head of School; minimum GPA of 5.0; 72cps in Law.

**About this unit:**

This unit provides you with an opportunity to refine your knowledge of the law or related policy in a practical setting.

With supervision from an experienced academic and plenty of opportunities to reflect on your experience, you have the choice of a range of practical settings. These include, but are not limited to, internship or partnered research involving an industry, community or government partner, clinical legal work or industry placement, team applied research projects, competitions (for example, client interviewing, negotiations, paper presentations, witness examinations) and editing a law journal.

This experiential learning unit will expose you to networking opportunities and help you to develop a range of key skills and knowledge. This includes legal research, presentation and communications skills, alongside professional ethics, teamwork, bargaining, mediation, writing, time management, planning, problem solving and critical thinking.

**Message from the UC:**

This unit provides students the opportunity to direct their learning and assessment in the direction they choose. Students will exercise independence, initiative, and flexibility, developing adaptability as they respond to perceived needs or gaps in their placement settings.



*'This subject has been a wonderful practical experience. I thoroughly enjoyed my time with my supervisor and learned so much. I will not hesitate in recommending this as a subject.'*

**— Former student**

**50%**

*Participation  
(assessed by  
supervisor)*

**30%**

*Written reflective  
journal*

**20%**

*Oral presentation*

# Law Experiential Learning

**Unit Coordinator:** *Fiona Burns*  
**Credit points:** 6

**Message from the UC (continued):**

The reflective journal represents an opportunity to record and reflect on successes (and errors!) and the whole learning process and its outcomes. In experiential learning, mistakes are not just tolerated but embraced as valuable learning moments... often our greatest insights come from things that didn't go quite as planned. For the oral presentation students present on an area of interest that arises from their placement. The aim is to produce a quality presentation with a clear argument.

Drawing on my 20 years in legal practice, I guide students through this unit in a personalised and bespoke way. What I particularly enjoy about teaching LAW306 is harnessing students' creative ideas and zest for the law. These fresh perspectives and energy make this unit rewarding for everyone involved.



*'In experiential learning, mistakes are not just tolerated but embraced as valuable learning moments... often our greatest insights come from things that didn't go quite as planned.'*

**50%**

Participation  
(assessed by  
supervisor)

**30%**

Written reflective  
journal

**20%**

Oral presentation



# Commonwealth Criminal Law

**Unit Coordinator:** *Phil Glover*  
**Credit points:** 6

**Pre-requisites:**

48cp in Law including LAW161 or LAW162.

**About this unit:**

UNE is one of the few Australian Law Schools to offer an elective in Commonwealth Criminal Law.

Terrorism, foreign fighters, drug importation, child exploitation and fraud: these are some of the fascinating areas of criminality that come within the scope of Commonwealth criminal law.

This unit introduces you to substantive offences and the principles of criminal responsibility under the Commonwealth Criminal Code (Criminal Code Act 1995) and investigates its unique features and interaction with State and Territory law.

This unit will be of significant benefit to lawyers who wish to specialise in criminal law, to practising law enforcement officers and to others interested in this growing area of law.

**Message from the UC:**

Having taught aspects of this unit previously at Edith Cowan University, I have found the level of student engagement with the various topics in Australia's national-level criminal law very rewarding. For many students, the unit marks a first encounter with national-level criminal justice and executive investigative powers.

Student feedback has generally been very positive. As the potential law-reformers of tomorrow, the topics have tended to foster a strong interest in critically examining the scope and impact(s) of executive power and accountability in Australia.

Students can expect to build on their skills in Criminal Law from their foundational topics, including in element analysis, engaging with complex factual scenarios, and statutory interpretation.

**40%***Assignment***60%***Take home exam*

*'I recommend this unit to everyone. It's interesting, one of its kind in Australia, and taught by experts in Commonwealth criminal law. It's simply the vibe.'*  
— **Former student**

# Law of the Sea

**Unit Coordinator:** *Cameron Moore*

**Credit points:** 6

## Pre-requisites:

24cp in Law including LAW100 or LLM533.

## About this unit:

This unit equips you with insights into the public aspects of International Law regarding control and use of the Sea.

You will examine the main theoretical, policy and legal issues regarding the world's oceans, as well as historical aspects, sources of the law, navigation, jurisdictional development, environmental issues and the powers and responsibilities of a coastal state in its maritime jurisdictions.

You will also explore the regional development of the law of the sea in Australia, while developing your critical thinking and research skills to analyse a range of contemporary legal issues.

## Message from the UC:

I really enjoy teaching Law of the Sea because it's been my career for 35 years both as a Naval officer and as an academic. It has been endlessly interesting with incredible breadth and something new always developing. It covers everything from the environment, indigenous issues and Australia's place in the world right through to geopolitics and the use of force. In a time where the international rule of law, the environment and the global economy are under challenge, the law of the sea is at the heart of the issues.

The Law of the Sea is the oldest branch of international law and at the same time one of the most topical and cutting edge. In the unit we cover maritime zones and boundaries, navigation, fishing, shipping, natural resources and the environment, marine scientific research, deep sea bed mining, the South China Sea and Taiwan, dispute resolution, use of force, and naval warfare. Students can choose which topic they want to write their research essay on and work with me to develop it. The teaching is very much discussion based with a mix of live online and in person classes as well as online discussion forums.

The unit has received commendations for having evaluation scores of 5/5 for the last few offerings.

**20%**

Online assessment

**30%**

Oral examination

**50%**

Research paper



*'Law of the Sea – affectionately called 'Pirate Law' in my household – has easily been one of my favourite units of my degree, and I couldn't recommend it more highly.'*  
— **Tianaha Willson-Baker**

# Law of the Sea

**Unit Coordinator:** Cameron Moore

**Credit points:** 6

**20%**

Online assessment

**30%**

Oral examination

**50%**

Research paper

## Student recommendations:

Law of the Sea — affectionately called ‘Pirate Law’ in my household — has easily been one of my favourite units of my degree, and I couldn’t recommend it more highly. It’s a unique and fascinating area of law that you rarely get the chance to study.

The assessments build on each other and culminate in a final research essay on a topic of your choice — and, for an added bonus, there’s no exam! The teaching style is interactive, collaborative, and engaging, offering a refreshing break from the usual lecture-and-tutorial format. It’s a unit that is both rewarding and enjoyable. So, if you’re after something fun, different, and still incredibly valuable, this is the one.

— Tianaha Willson-Baker

Cameron’s teaching style was completely different to what I have ever experienced in my law degree thus far. It was extremely inclusive, collaborative and assisted in my understanding of the unit content. The content was delivered and scaffolded in a way which assisted with my understanding of the topic. The seminar week was incredible and I would recommend this for all subjects. The viva voce was a great reflective assessment as it assisted in the development of my final assignment.

— Former student



*‘The Law of the Sea is the oldest branch of international law and at the same time one of the most topical and cutting edge. In the unit we cover maritime zones and boundaries, navigation, fishing, shipping, natural resources and the environment, marine scientific research, deep sea bed mining, the South China Sea and Taiwan, dispute resolution, use of force, and naval warfare.’*



*Photo courtesy of REGGIE Magazine*

# A chat with **Cameron Cowley**

## Solicitor

Cameron Cowley is a commercial and estate planning lawyer with RML Solutions, the law firm of the Roberts & Morrow professional network. RML Solutions focuses on specialist tax matters, family and business succession planning, business law matters, and estate planning.

Cameron is accredited as a specialist in business law with the Law Society of New South Wales. RML Solutions is based in Armidale, and has offices in Tamworth, Narrabri, Glen Innes and Brisbane. Cameron grew up in country Queensland, moved to the big city for university (UQ) and then found himself in Armidale for family reasons. He has practiced as a regional lawyer since 2015.

### **Why did you choose to study law?**

I originally wanted to be a diplomat! However once I had my degree, I thought I better be admitted as a lawyer, so I did PLT and legal prac. Then I thought I better get a couple of years under my belt so that I can consider myself a 'professional' and have a fallback plan if I didn't like the government work. But then I found a resonance between what I find satisfying, and my practice as a lawyer. And so here I am.

### **What advice can you offer students who want to practice in regional NSW?**

There is bountiful opportunity to practice in regional NSW. There is interesting work and nearly all areas of law can be practiced in regional Australia (with some exceptions). Regional law firms are keen to employ young lawyers — you don't have to be from the country to work in the country. For most regional law firms, the limiting factor on their growth is securing and retaining staff — there is plenty of work. The cost of housing is much more approachable in the regions — you can have a realistic goal to buy a house well before you are 30! The commute is non-existent — I drive home at lunchtime every day and have lunch with our dog — that certainly assists my work life balance.

Give it a go before returning to the city, would be my submission. I should mention I worked in Brisbane city for 8 years, which I thoroughly enjoyed, so I have done both. Neither is better, its just a matter of what works for you and your family.



I am still able to actively participate in professional organisations when living in Armidale. I am a member of the Society of Trust and Estate Practitioners (based in London) and I regularly attend conferences and online workshops on Zoom. For one year I was a member of the NSW Law Society Business Law Committee and attended Committee meetings in Sydney and others from my desk at work. The technology is very amenable to regional law practice now.

**Why should students consider specialist accreditation after completing their Practical Legal Training, and how does it work?**

Specialist accreditation is a worthy career goal in my view. It is the profession (rather than a university) acknowledging your skills as a lawyer in a particular area. Many people do it for their own sense of achievement. It is a useful marketing edge over your competition. It is evidence to a potential employer that you are knowledgeable and it also raises your potential salary request/negotiation. I found the preparation I did very helpful in my own practice as a lawyer -- as an upskilling and polishing process.



***‘Specialist accreditation is a worthy career goal in my view. It is the profession (rather than a university) acknowledging your skills as a lawyer in a particular area.’***

You need to have 5 years’ experience before applying for specialist accreditation. The specialist accreditation process is not a training or teaching process – it is an assessment of your on-the-job skills as a lawyer, in the area of your specialisation. You need to have worked in the area as a significant (but not sole) part of your practice before attempting. It would be quite difficult otherwise. That said, my practice has only ever been about 50% business law and I practice in estate planning and property and related areas of law so you can swim in a couple of lanes at once quite comfortably.

When I was accredited, the process was:

**Step 1 – Application.** You need 2 experienced lawyers as referees but they don't need to be specialists.

**Step 2 – Approximately 6 months self-guided preparation.** You are given the topics that will be assessed but there is no curriculum as such. It is common for people to gather together in study groups – I was in a group of 3 and we met online a few times and shared our notes with each other.

**Step 3 – Assessment.** This was an assignment (written advice piece), mock client interview, and then exam. All assessment is 'real world' so not in a university format. The marking is pass/fail.

I was originally accredited in Queensland where I was practicing at the time and then I received mutual recognition in New South Wales. So the accreditation, whilst state based, travels with you if you move states, which is nice.

**If you were a student at UNE this trimester, which Listed Units might catch your attention?**

I still find international law fascinating – a mix of law, politics, human rights, and military might – so I would enrol in World Legal Systems, Law of the Sea and International Law.

I also regret never studying family law – it would be useful now for me to know the backbone of family law because even though I don't practice it, many of my clients will have family law proceedings at some stage of their lives and it impacts substantially on their family, their estate planning, their business and their property. It would be good to know.



*'I was originally accredited in Queensland where I was practicing at the time and then I received mutual recognition in New South Wales. So the accreditation, whilst state based, travels with you if you move states...'*

# Intellectual Property Law

**Unit Coordinator:** Anne Fitzgerald

**Credit points:** 6

## Pre-requisites:

36cp in Law including LAW100; or candidature in LLM from 2015 (rule b - Australian); or candidature in LLM from 2015 (rule b - non-Australian) and LLM533; or candidature in LLM from 2015 (rule c) and 36cp including LLM533.

## About this unit:

Intellectual property law is fast moving and controversial. It underpins high technology industries as well as supports the expression of culture. Issues arise anywhere from Nike shoes to Harry Potter films, from computer games to the recipe for Coke, from a grain of wheat to vaccines, from YouTube mashups to the machinations of global geo-politics.

This unit introduces you to the complex and dynamic world of intellectual property. You will study the national and international framework of intellectual property laws together with current public policy and law reform controversies.

You will also focus on the main branches of intellectual property law, namely copyright, patents, trademarks and designs.

Build your understanding of a highly topical legal issue and gain transferable skills in critical thinking, legal reasoning and analysis.

## Message from the UC:

Intellectual property law is fast moving and controversial. It underpins high technology industries and supports the expression of culture. Issues arise anywhere from Nike shoes to Harry Potter films, from computer games to the recipe for Coke, from a grain of wheat to vaccines, from YouTube mashups to the machinations of global geo-politics. This unit introduces you to the complex and dynamic world of intellectual property. You will study the national and international framework of intellectual property laws together with current public policy and law reform controversies. You will also focus on the main branches of intellectual property law, namely copyright, patents, trademarks and designs. An important module of the unit focuses on the recognition and protection of indigenous intellectual and cultural property.

**40%**

Research essay

**60%**

Take home exam



*'Issues arise anywhere from Nike shoes to Harry Potter films, from computer games to the recipe for Coke, from a grain of wheat to vaccines, from YouTube mashups to the machinations of global geo-politics.'*

# Intellectual Property Law

**Unit Coordinator:** Anne Fitzgerald  
**Credit points:** 6

## Message from the UC (continued):

I enjoy teaching (and researching) intellectual property law because it focuses on innovation and creativity and is always changing in response to new technologies. Over the last 30 years, with the development of digital technology, the internet and biotechnology, intellectual property law has undergone significant changes. Now, with the rapid emergence and uptake of AI, intellectual property law is again changing as it adapts to the challenges of the 4th industrial revolution technologies and practices. This is an exciting time to study this unit as there are interesting developments on an almost daily basis.

Many students who have taken my intellectual property law courses have provided feedback that they have enjoyed their studies. Several have gone on to do further studies and specialise in intellectual property law; some are now partners in law firms while others are law teachers. As intellectual property law can be complex, I have developed books that support and guide student learning. My most recent book, *Intellectual Property: Principles and Practice* (Thomson Reuters, 2022) is designed to guide students to develop their knowledge of each of the various forms of intellectual property covered in this unit. The topic/s set for the assignment will provide some scope for students to focus on their own interest within the field of intellectual property law.

## Student recommendation:

Intellectual Property Law is a surprisingly fascinating area of study. The unit focuses on copyright, trademarks, and patents, all of which are useful in practice. The standout topic is copyright, where the cases include familiar musical and brand name copyright battles played out in the courtroom. It is so interesting to learn the details of what actually transpired between the parties and the considerations of the court. Also, in the age of AI, the focus is now shifting to how copyright protection can be enforced within AI programs and how its use impacts copyright ownership. I did not find it to be a particularly heavy unit, and would highly recommend it. It ended up being one of my favourite units in the degree.

— Claudia Barbosa

**40%***Research essay***60%***Take home exam*

*'Now, with the rapid emergence and uptake of AI, intellectual property law is again changing as it adapts to the challenges of the 4th industrial revolution technologies and practices. This is an exciting time to study this unit as there are interesting developments on an almost daily basis.'*





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# Animal Law

**Unit Coordinator:** Amy Cosby  
**Credit points:** 6

**Pre-requisites:**

36cp in Law.

**About this unit:**

Animal law is a rapidly evolving area of law that seeks to understand how the law governs our interactions with animals.

This unit will equip you with a broad understanding of this highly regarded area of work. You will learn about existing animal welfare legislation and consider how different philosophical and ethical and jurisprudential perspectives inform the ways in which law regulates animals.

Throughout, you will focus on comparing and contrasting the differing regulatory arrangements of companion animals, wildlife and endangered species, farm animals and related Agribusiness areas such as farming practices, feedlots, environmental regulation, road transport and export. You will also explore scientific experimentation, the entertainment industry (circuses, zoos and rodeos) and commercial food production.

Throughout, you will consider international developments in animal law and role of lawyers in the litigation and enforcement of animal law matters.

**40%***Oral presentation***10%***Online quiz***50%***Take home exam*

# Law and Crisis: Use of Emergency Powers

*Unit Coordinator: Patrick Graham*

**Credit points: 6**

**Pre-requisites:**

36cp in Law.

**About this unit:**

This unit examines the history and theory behind the use of emergency legal powers in a time of crisis.

You will explore how liberal democracies balance responding to a public emergency, such as war, civil unrest, or a health crisis while at the same time acting within the rule of law.

You'll begin by looking at the theory of emergency and the role which the Weimar constitution's emergency provisions played in the rise of the Nazis.

The unit then looks to the Australian experience of emergency – dealing with wartime threats, political extremism, natural disasters and pandemics – and asks how this fits within the broader theory of emergency law and politics.

**Message from the UC:**

I love the mix of theory and the practical, and of history and modern issues. Every year I find that my view of the subjects that we look at changes because of the weekly discussions with students. Emergency power is my passion and it's what I wrote my doctorate on. The fact that, years on, I'm able to see things from new perspectives, and have my own views challenged, through this unit is incredibly rewarding.

Students particularly enjoy learning about new thinkers and having their ideas about liberal norms and the democratic system challenged. Students often tell me that they were taken out of their comfort zone by what they read. It's not possible to take this unit without, by the end, having your preconceptions about how the rule of law operates across the western world seriously challenged.

**15%**  
Quizzes

**35%**  
Assignment

**50%**  
Open book exam



*'It's not possible to take this unit without, by the end, having your preconceptions about how the rule of law operates across the western world seriously challenged.'*

# Law and Crisis: Use of Emergency Powers

*Unit Coordinator: Patrick Graham*  
**Credit points: 6**

**15%**  
Quizzes

**35%**  
Assignment

**50%**  
Open book exam

**Message from the UC (continued):**

Last year, I taught the Northern Irish experience (where I'm from) of emergency for the first time ever in the unit, and I was stunned that it turned out to be the most popular subject. Other popular topics are the Australian experience of emergency, particularly the Covid experience and wartime incidents, as well as Weimar Germany.

Usually the assignment research task is on an Australian theme. The key thing for me is to hear a student's voice and reasoning come through in their work: rather than merely restating what they've read, I'm interesting in their views – it doesn't matter whether I agree with them or not – and showing that they can justify and hold up their argument. I'm looking for originality of thought and ideas.



*'The key thing for me is to hear a student's voice and reasoning come through in their work: rather than merely restating what they've read, I'm interesting in their views – it doesn't matter whether I agree with them or not – and showing that they can justify and hold up their argument. I'm looking for originality of thought and ideas.'*

# International Environmental Law

*Unit Coordinators: Siva (Sharl) Barathi  
Marimuthu and Ottavio Quirico*  
**Credit points: 6**

**40%**  
Assignment

**60%**  
Take home exam

**Pre-requisites:**

24 cps in Law.

**About this unit:**

This unit introduces you to the fundamental principles of international environmental law and examines critical issues in the area at the global level.

With an emphasis on building your critical thinking and legal reasoning skills, the unit illustrates fundamental principles and specific regulatory regimes, spanning from water to biodiversity and climate change.

The main emphasis is on international environmental law and policy and national implications.

**Message from the UC:**

I like to analyse, research and teach international environmental law as a system, combining theory, cases and practice. The unit covers the general principles of international environmental law and its different regulatory areas, spanning the atmosphere and water. Students usually appreciate the thoroughness of the unit and its systemic organisation. The exam covers the various topics of the unit; students should focus on providing clear and focused answers, addressing relevant core issues.



*'The unit covers the general principles of international environmental law and its different regulatory areas, spanning the atmosphere and water.'*



# International Law

**Unit Coordinator:** *Ottavio Quirico*  
**Credit points:** 6

**40%**

Assignment  
research exercise

**60%**

Take home exam

**Pre-requisites:**

24cp including LAW100 or LSU100 or candidature in the LLM (rule a or b – Australian); or candidature in LLM from 2015 (rule a or b – non-Australian) and LLM533; or candidature in LLM from 2015 (rule c and 48cp including LLM533)).

**About this unit:**

This unit aims to provide you with a comprehensive and critical knowledge of international law, including ‘public’ international law and the fundamentals of ‘private’ international law.

The unit explains the different areas of international relations, including sovereignty, the law of the sea and outer space, peace and war, diplomatic and consular relations, international economic law, international environmental law, human rights and international criminal law.

You will be familiarised with the functioning of the principles governing different international legal regimes, including international legal personality, the sources of international law and international responsibility.

The reflective element of this unit will build your problem solving and communication skills as well as your technical vocabulary, with opportunities to explore and demonstrate your understanding of international law in various contemporary scenarios.

**Message from the UC:**

I like helping students to develop a systemic understanding of international law mechanisms and its different subject-areas, which is tested via targeted questions, particularly problem questions that facilitate a practical application of theoretical notions. Feedback has been very positive over years, underscoring that the unit is targeted and thorough.

# International Law

**Unit Coordinator:** *Ottavio Quirico*  
**Credit points:** 6

**Student recommendation:**

International law is an excellent elective to pursue as a means of understanding how the sources of law regulate legal persons, states and international corporations, where matters of international law are concerned. Topics for this unit include, understanding the division of space, diplomatic relations and the validity of use of force, international economic law, international environmental law, human rights and international criminal law.

I found the unit fascinating in how international law is applied on both an international level, and domestically on a state level. It is a rather topical unit and provides an excellent intro to the various aspects of international law and regulation.

In terms of the assessment, the main areas of research that I enjoyed included an understanding of how states may be formed, including the requirements for Statehood and the right to self-determination of peoples. The validity of the use of military force and the formation of international treaties was also considered. The examination covered international criminal law, including illegal occupation of a state and genocide.

I personally found the workload quite manageable, with 2 main assessments – an essay and a 24-hour take-home examination. Ottavio is an incredibly knowledgeable unit coordinator who provides comprehensive lecture notes which complement the textbook. The tutorials are excellently curated to cover each topic, and I'd highly recommend attending these to set yourself up for success in this unit. I would recommend doing this unit in your 2nd or 3rd year, alongside a Priestley unit, since its relatively easy workload acts a balance to some of the tougher units.

— Jordanna Rose-D'Cruz

**40%**

Assignment  
research exercise

**60%**

Take home exam



*'Topics for this unit include, understanding the division of space, diplomatic relations and the validity of use of force, international economic law, international environmental law, human rights and international criminal law.'*

# Family Law

**Unit Coordinator:** Karen Conte

**Credit points:** 6

## Pre-requisites:

36cp in Law including LAW100 and LAW172 and LAW283 or candidature in the LLM (rule a or b - Australian); or candidature in LLM from 2015 (rule a or b - non-Australian) and LLM533; or candidature in LLM from 2015 (rule c and 48cp including LLM533)).

## About this unit:

The changing nature of society's interpretation of a family, as well as the constantly changing nature and composition of Australian society in the last few decades, makes family law a volatile and complex subject.

In practice, it is a highly procedural area of law requiring a good knowledge of both case law and statute. It is also an area subject to vigorous policy debates.

Whether you're interested in legal practice in general or specialist firms, this unit will equip you with a broad and highly developed knowledge of family law. Throughout, you will also develop your ability to think critically, to undertake your own research, and to find solutions to issues relating to often complex legal relationships.

## Message from the UC:

Family Law is such an incredibly important area of legal practice. Two things that most people value more than most things in life are their family and their property. Family Law deals with the way forward when close relationships break down, often when people are at the very lowest points in their lives after a marriage or defacto relationship ends and issues relating to their children and/or their property need to be sorted out.

It is an honour to coordinate and teach Family Law for students at UNE. As a practising barrister, I have practised in Family Law now for over 18 years and continue to practise in all areas of Family Law. I hope to be able to impart a detailed knowledge of the Family Law Act, Rules and case law in a very practical manner which enhances your interest, understanding and application of Family Law in Australia.

**40%**

Research essay

**60%**

Open book exam



*'Family Law deals with the way forward when close relationships break down, often when people are at the very lowest points in their lives after a marriage or defacto relationship ends and issues relating to their children and/or their property need to be sorted out.'*

# International Criminal Law

*Unit Coordinator: Ottavio Quirico*  
*Credit points: 6*

## Pre-requisites:

24cps in Law including LAW100, LAW102.

## About this unit:

This unit provides you with a rigorous overview of harmonisation of domestic crimes and criminal procedures as well as international crimes and criminal procedures.

The particular focus on harmonised crimes, such as terrorism and related proceedings, encourages critical analysis of a range of international criminal law concepts and principles.

You will also develop your understanding of specific supranational crimes, such as crimes against humanity, aggression, war crimes and related proceedings, as well as consider the fundamentals of the international law of war.

## Message from the UC:

I like to analyse, research and teach international criminal law as a system, combining theory, cases and practice. The unit explores both the interaction between domestic jurisdictions and supranational adjudication, moving from the fundamental principles of international criminal law to specific offences.

Students usually appreciate the theoretical and practical approach that underpins the unit. The exam covers the different topics of the unit; students should focus on providing clear and focused answers, addressing essential relevant issues.

**40%**

Assignment

**60%**

Research paper



*'The unit explores both the interaction between domestic jurisdictions and supranational adjudication, moving from the fundamental principles of international criminal law to specific offences.'*

# Special Topic: Law and Regulation of Artificial Intelligence

**Unit Coordinator:** Mark Perry  
**Credit points:** 6

## Pre-requisites:

48cp in Law and permission of Head of School.

## About this unit:

This unit explores the booming field of AI law, focusing on international regulatory frameworks with comparative analysis to Australian federal and state laws. Students will critically assess how legal systems respond to technological advances, addressing core legal issues including intellectual property, privacy, human rights, authenticity, liability, and the broader implications for humanity. The Unit incorporates ethical and technical insights, preparing students to engage meaningfully with regulatory debates, policy-making, and practical legal applications involving AI.

This unit helps you develop a broad understanding of a special studies area of law, along with advanced critical thinking, research and legal reasoning skills.

It allows you to take advantage of visiting or external academic staff who may wish to offer a unit in your area of interest, or a unit of contemporary and topical importance offered by permanent academic staff.

Accordingly, our School of Law does not guarantee that the unit will run in any teaching period or in any particular year. If you wish to enrol in this unit, please check with the School of Law about the offering schedule.

## Message from the UC:

This unit has practical relevance for students entering a legal profession that is increasingly shaped by technological innovation.

**20%**

Written forum  
questions

**40%**

Written assessment

**40%**

Take home exam



*'...legal systems are grappling with how to regulate AI responsibly – addressing concerns around algorithmic bias, transparency, accountability, and the ethical use of data. This unit invites students to critically examine these developments...'*



# Special Topic: Law and Regulation of Artificial Intelligence

*Unit Coordinator: Mark Perry*  
*Credit points: 6*

**20%**

*Written forum  
questions*

**40%**

*Written assessment*

**40%**

*Take home exam*

**Message from the UC (continued):**

Given that this is a new unit addressing the intersection of law and artificial intelligence – a rapidly evolving area of both practical and theoretical significance – I'm particularly keen to ensure the unit is both accessible and rigorous. The intersection of artificial intelligence and law is multifaceted and increasingly significant. AI technologies are reshaping legal practice through tools that enhance research efficiency, automate routine tasks, and support decision-making. At the same time, legal systems are grappling with how to regulate AI responsibly – addressing concerns around algorithmic bias, transparency, accountability, and the ethical use of data. This unit invites students to critically examine these developments, fostering an understanding of both how AI is used within legal contexts and how law can respond to the challenges and opportunities AI presents.

The unit takes a pioneering approach to examining AI's transformative impact on legal practice, regulation, and jurisprudence. Key learning outcomes focus on critical analysis of AI governance frameworks, ethical considerations, and emerging regulatory responses. Assessment methods are designed to develop both theoretical understanding and practical skills in navigating AI-related legal challenges.

I look forward to contributing to what I'm confident will be an engaging and valuable addition to our law curriculum.

# Special Topic: Global Food Security and Policy

**Unit Coordinator:** Siva (Sharl)  
Barathi Marimuthu  
**Credit points:** 6

**Pre-requisites:**

48cp in Law and permission of Head of School.

**About this unit:**

In an era defined by climate change, resource scarcity and evolving food technologies, legal frameworks play a critical role in shaping resilient and equitable food systems. Food systems have evolved through historical forces such as colonial exploitation, industrialisation and the commodification of food. These changes have had lasting impacts. Legal structures have both reinforced and challenged these paradigms, raising complex questions about sustainability, equity and governance. Regulatory frameworks must keep pace with emergent food technologies, including alternative proteins, regenerative agriculture, and novel food regulations. Intellectual property laws, corporate social responsibilities and global trade policies can further shape the accessibility and ethical dimensions of food innovation.

This unit examines the intersections of law, policy, and innovation in addressing global food security. It focuses on how legal mechanisms influence food production, distribution and access. A key focus of this unit is also food security as a human right. Legal mechanisms designed to combat malnutrition, protect small-scale farmers, and ensure ethical food production will be explored. Case studies from Australia, Europe, and beyond will provide real-world insights.

By the end of this unit, students will understand how law and policy can drive transformative change in food systems, ensuring a balance between economic interests, cultural values, sustainability, and food security.

This unit provides an opportunity to take advantage of visiting or external academic staff who may wish to offer a unit in their area of interest on an occasional basis.

**20%***Case study report***30%***Research  
assignment***50%***Take home exam*

***'By the end of this unit, students will understand how law and policy can drive transformative change in food systems, ensuring a balance between economic interests, cultural values, sustainability, and food security.'***

# Special Topic: Global Food Security and Policy

**Unit Coordinator:** Siva (Sharl)  
Barathi Marimuthu  
**Credit points:** 6

## About this unit (continued):

Accordingly, the School of Law does not guarantee that the unit will run in any particular teaching period or year. If you are intending to enrol in this unit, check with the School of Law whether it will be offered in the teaching period that you wish to study.

## Message from the UC:

This unit prepares students not just to understand food security challenges, but to position themselves as part of the solution in research, policy, advocacy, or practice. It offers both real-world relevance and strong career pathways.

Food security is one of the defining issues of our time, touching on access, justice, and sustainability in Australia and globally. Expertise in food systems law and policy also opens doors to diverse careers in government (agriculture, environment, trade), international organisations such as the UN, FAO and WTO, NGOs, and industries working on sustainability, food production, and supply chains. As climate change, pandemics, and trade disputes continue to reshape global food systems, demand is growing for graduates who understand the legal and policy dimensions of food, agriculture, and sustainability. Importantly, the unit also provides an interdisciplinary edge by linking law with policy, science, economics and business, equipping students with a competitive advantage in addressing complex, real-world problems.

What excites me about this unit is that it is interdisciplinary, and it joins the dots. It shows how law intersects with science, policy, economics, and social justice, encouraging critical thinking that prepares students to work effectively in diverse professional settings. The unit is also directly tied to urgent global issues: hunger, sustainability, climate change, and justice.

**20%***Case study report***30%***Research  
assignment***50%***Take home exam*

# Special Topic: Global Food Security and Policy

**Unit Coordinator:** Siva (Sharl)  
Barathi Marimuthu  
**Credit points:** 6

**20%**

Case study report

**30%**Research  
assignment**50%**

Take home exam

**Message from the UC (continued):**

Employers want graduates who can link legal knowledge with real-world challenges. What excites me most is seeing students make those connections and realise they can contribute to meaningful change in government, NGOs, industry, or international organisations. One piece of advice — don't think of employability only in terms of technical skills. Employers also value adaptability, critical thinking, and the ability to work across disciplines. Food security and sustainability touch many areas of law and policy, so being open to cross-sector learning will help you stand out. This unit is not just about theory — it's about building the kinds of skills employers look for: understanding complex systems, communicating across disciplines, and designing fair, sustainable solutions. Whether you're aiming for law, public policy, environmental advocacy, or international development, this unit strengthens your employability and positions you for roles that matter.

**What are the benefits of studying in Trimester 3?**

Trimester 3 offers flexibility. Many students use it to catch up, get ahead, or balance study with work and personal commitments. Because the assessments in this unit are assignment-based rather than exams, students have more control over how and when they demonstrate learning. And because Trimester 3 falls during the summer break, it allows students to progress in their degree while still pursuing work opportunities or travel.

Outside of work, I enjoy walking in nature and exploring food cultures through cooking and travel. Both keep me grounded and remind me that law and policy are never abstract, they are about real people, communities, and environments. My role as Unit Coordinator is to guide students along this pathway, sharing knowledge, broadening perspectives, and helping them see how food security connects law, policy, science, and society.



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# TRIMESTER DATES

**OCT  
13**

## **Unit MyLearn sites available**

Monday 13 October 2025 (one week before teaching starts)

**OCT  
20**

## **Teaching starts**

Monday 20 October 2025

**OCT  
27**

## **Last day to add units**

Monday 27 October 2025

**NOV  
17**

## **Census date**

Monday 17 November 2025 — this is the last day to withdraw without financial commitment to pay off the unit

**DEC  
1**

## **Last day to withdraw without academic penalty**

Monday 1 December 2025 — if you withdraw by this date you will avoid 'failing' the unit ('NI' grade = Fail Incomplete), but the unit must still be paid for ('financial penalty')

For students with extenuating circumstances, it may be possible to apply for a fee refund ('remittance'): [Special Circumstances for a Remission](#)

# TRIMESTER DATES

**DEC  
15-19**

## **Mid-trimester intensive and assessment period**

Monday 15 December 2025–Friday 19 December 2025

**DEC  
24**

## **UNE end-of-year shutdown**

From midday Wednesday 24 December 2025

**JAN  
5**

## **Teaching recommences**

Monday 5 January 2026

**JAN  
23**

## **T3 Teaching ends**

Friday 23 January 2026

**JAN  
27**

## **T3 end-of-trimester intensive and assessment period starts**

Tuesday 27 January 2026

**FEB  
2**

## **T3 ends**

Monday 2 February 2026

**FEB  
13**

## **Last day for release of T3 results**

Friday 13 February 2026

# TRIMESTER DATES

## Looking ahead...

**FEB  
16**

### **T1 2026 unit MyLearn sites available**

Monday 16 February 2026 (one week before teaching starts)

**FEB  
23**

### **T1 2026 teaching starts**

Monday 23 February 2026

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**SAMIRA TABBIT**  
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Once again, thank you for your incredible support and we look forward to continuing our partnership.

Sincerely,

**Samira Tabbitt**

Treasurer

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University of New England

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