ADVANCED LEGAL RESEARCH
GUIDELINES

Advanced Legal Research A & B
LAWS 5509/5510

Information for Law Students
on the Policies and Regulations of the Law Faculty
for the unit Advanced Legal Research in the Degree of Juris Doctor

Last updated May 2016
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A. Advanced Legal Research

1. The Aims of Advanced Legal Research in the JD

Advanced Legal Research is a course offered by invitation to students who have completed the equivalent of at least one and half years of the Degree of Juris Doctor (JD). Invitations are based on academic merit in the JD. The course is conducted over two semesters. Students completing the unit submit a 2,000 word Research Proposal and a 10,000 word Research Paper.

One of the Faculty’s main objectives is to maintain and promote quality in legal research by staff and students to facilitate and advance knowledge in law and the administration of justice. The aim of the Advanced Legal Research program, in pursuit of this Faculty objective, is to foster the development of research and writing skills among the most accomplished final year JD students. The unit serves as a pathway to graduate studies, especially higher degrees by research. Students are given guided seminars and academic staff supervision. Research training is provided in a series of seminars that students enrolled in the unit must attend.

Students are required to cultivate and demonstrate deep critical analysis, evaluation and synthesis, not only to augment the store of knowledge and learning about law but also to advance the process of law reform. Research Papers are part of the Law School’s publically available research, of which it is justly proud. Once the Research Papers have been examined, and passed, they are bound and retained in the Beasley Law Library. An important objective of the Law School is to increase the number of Research Papers suitable for publication as peer reviewed research.

2. The Benefits of Completing Advanced Legal Research

The benefits to a student of completing Advanced Legal Research are numerous. The unit gives a student the opportunity to engage in focussed research at great depth on a topic of their choice. Students undergo research training through a series of compulsory seminars and work under the close guidance and supervision of an experienced legal researcher. It provides the student with an opportunity to develop expertise in the particular area on which the Proposal and Research Paper are written so as to be able to offer considered personal points of view and criticisms. Further, students are encouraged to publish all or parts of their research papers as evidence of their outstanding research capabilities.

Invitation to participate in, and completion of, Advanced Legal Research certifies that a student has distinguished them self in the JD coursework by achieving a high level of academic achievement and that they have research and writing skills superior to those of other law graduates. Successful completion of the unit signifies that the recipient falls within the top 15% or so of the graduating class and has met the rigorous standards demanded by the Board of Examiners of the Faculty of Law. This certification may be necessary if a graduate seeks a scholarship to undertake postgraduate study in universities in other parts of the world. Some universities require evidence of research training for admission to postgraduate research programs. Some employers give preference to students who have demonstrated high level research expertise and experience. Certainly, the skills fostered by Advanced Legal Research will stand students in good stead for careers in legal practice, as well as in legal and other research and in universities.

While some students may feel, at early stages of their legal careers, that they will not want to undertake postgraduate study in law, the progress of careers cannot always be clearly anticipated.

3. The Honours and Advanced Legal Research Committee

The policies and procedures relating to the Advanced Legal Research units in the JD are policies and procedures of the Faculty of Law. These policies and procedures and those that apply to the Degree of LLB with Honours are administered by the Honours and Advanced Legal Research Committee (the Committee). As a consequence, only the Faculty of Law can grant a dispensation from the applicable policies and procedures that the Committee administers.

The members of the Committee comprise the Chair, the Dean (ex officio), the Associate Dean (ex officio), the unit coordinator(s) of Advanced Legal Research and several other members of the academic staff of the Law School. A list of members of the Committee can be obtained from the Law Faculty Administrative Officer.

All individual student enquiries regarding Advanced Legal Research should be directed to the unit coordinator(s). (all references to the “unit coordinator” are to the unit coordinator for Advanced Legal Research).
B. Eligibility to Enrol in Advanced Legal Research

Enrolment in Advanced Legal Research (LAWS5509 and LAWS5510) is restricted to students who have:

(a) completed LAWS4101; and
(b) completed at least 66 points from any of LAWS4101, LAWS4102, LAWS4103, LAWS4014, LAWS4105, LAWS4106, LAWS 4107, LAWS 4108, LAWS 5101, LAWS 5102, LAWS5103, LAWS5104, LAWS5105, LAWS5106; and
(c) not already completed LAWS5509 or LAWS5510; and
(d) been invited by the unit coordinator to enrol in Advanced Legal Research.

The Board of Examiners will determine, at its meeting in December each year, the minimum qualifying weighted average that an eligible student must achieve in order to be invited to undertake Advanced Legal Research. Invitations will be issued to a student:

• whose weighted average mark for all eligible coursework units studied, including those studied during the year in which student’s eligibility for Advanced Legal Research is considered (the “qualifying weighted average”), is such that, in the opinion of the Faculty, they are a suitable Advanced Legal Research candidate; and
• for whom the Faculty has adequate resources for supervision and assessment.

It is the Faculty’s expectation that not more than about 15% of the graduating class will be invited to enrol in Advanced Legal Research.

Students who wish to undertake a piece of supervised research, but who have not received an invitation to enrol in Advanced Legal Research may choose to enrol in the one-semester unit Supervised Research (LAWS5512). Enrolment in this unit does not enrol a student in Advanced Legal Research and does not automatically entitle students to attend any of the Advanced Legal Research Seminars, although students interested in attending the seminars may request permission to do so from the unit coordinator.

For the purposes of determining the qualifying weighted average, “eligible coursework units” include:

• all graded coursework units in the JD offered at the University of Western Australia Law School; and
• all graded postgraduate law coursework units completed at another Law School by way of cross-institutional enrolment; and
• in the case of a student who has transferred from another Law School, all graded postgraduate law coursework units taken at another Law School and for which a separate grade is recorded on the student’s University of Western Australia transcript.

Eligible coursework units do not include:

• any ungraded coursework units; and
• any units taken by a student while on exchange from the University of Western Australia Law School; and
• any graded coursework units, for which the candidate may have been given credit towards the JD, but which the candidate may have taken in a degree program outside a Law School.

C. Deferral of Enrolment

A student may apply to the Associate Dean of Students for permission to defer to a later year the acceptance of an invitation that he or she has received to undertake Advanced Legal Research. This applies to full-time and part-time students; part-time students may choose to complete Advanced Legal Research in either their penultimate year or their final year. The Associate Dean of Students may confer with the Chair of the Committee and the unit coordinator before advising the student of the outcome of their application.

E. Procedures for Advanced Legal Research

Upon receipt of an invitation to undertake Advanced Legal Research, the steps that will ordinarily occur in progressing through Advanced Legal Research are:

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<td>• Accept invitation and enrol in Advanced Legal Research</td>
<td>December of the year of invitation</td>
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<td>• Nominate supervisor and research topic</td>
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The key steps for students in this process are described in more detail below.

### 1. Acceptance of Invitation and Enrolment in Advanced Legal Research

Recipients of an invitation from the Faculty of Law must, as the first step, enrol in Advanced Legal Research (comprising the two 6 point units LAWS5509 and LAWS5510) and in any other coursework units which they intend taking in their final, or their penultimate, year. In accordance with the administrative requirements of the University, this enrolment will normally take place in December preceding the year in which the units will be undertaken. Students should enrol by accepting the invitation in writing and sending that written acceptance to the person nominated in the invitation letter. The Faculty of Law will then enrol students in the relevant units.

If a student enrols in Advanced Legal Research but decides later that he or she does not wish to proceed with the enrolment, he or she should change that enrolment. This can be done by completion of a Change of Enrolment form from the Registrar’s office in late January or early February in the next year. Provided that this is done in a timely fashion, it may be made without penalty to the student.

### 2. Nomination of Supervisor and of Research Topic

The second step is to select a research topic and to approach appropriate members of the academic staff of the Law Faculty to find a suitable supervisor. The choice of a research topic about which to write a Research Paper, and the refinement of that research topic into a research question (see step 4 below), is often found to be the most difficult part of undertaking advanced legal research.

A supervisor and research topic must be nominated by providing (in the manner set out in the unit outline) the unit coordinator with an electronic document (Nomination Form) that includes:

- The name of the supervisor(s).
- The research topic (it is not expected that the research topic will have been refined into a research question at this stage – that is the purpose of the Research Proposal).
- A short (no more than 250 words) abstract explaining the research question.
- The signatures of the supervisor(s) and the student.

The Nomination Form must be submitted in electronic form to the unit coordinator by 12noon on Wednesday of the third teaching week of semester 1. In exceptional circumstances, extensions to this deadline may be granted upon application to the unit coordinator. The fact that a candidate had vacation employment or work commitments is not an exceptional circumstance.

The Nomination Form is intended as a planning tool for students and for the Faculty and lodgement of the Nomination Form should not be taken as resulting in approval of the research topic. Approval and hence confirmation of a student’s Advanced Legal Research place, will only occur as a result of the Research Proposal approval process discussed for step 5 below.

Shortly after a Nomination Form is provided by a student, the nominated supervisor will provide the unit coordinator with two initial suggestions for the role of Examiner of the ultimate Research Paper.

Some preliminary considerations about supervisor and research topic selection and refinement are set out below.
(a) **Law Faculty Research Seminar and Booklet of Potential Research Projects**

In October 2014, the Faculty held a Research Seminar showcasing the areas of legal research undertaken by members of the Law Faculty and identifying potential research projects or areas for future Advanced Legal Research and Honours students. It is anticipated that a Research Seminar will be held in second semester each year around the same time. At the Research Seminar, a booklet of potential research projects was also provided, giving details of a range of research projects and interested supervisors. Information from the Research Seminar, including video recordings of presenters, as well as an updated version of the Booklet of Potential Research Projects, can be found on the Faculty website.

It is recommended that students contemplating Advanced Legal Research look at this information in the first instance in order to identify examples of research topics and also available supervisors.

(b) **The Difference between Research Topics and Research Questions and the Need for a Thesis**

The choice of a research topic is not something which can be undertaken lightly, simply because the student enjoyed a particular part of the relevant coursework unit or has a vague interest in a legal area. It is insufficient to propose, for example, "to examine the foreign affairs power of the Commonwealth" or "to examine the law relating to charities in Australia".

What is required for the research topic is a more focussed topic than the broad legal areas referred to above. For instance: "to examine the Australian legal constraints on accumulation of income by charities".

By the stage of the Research Proposal (see step 4), the focussed research topic should have been refined to a research question(s). For instance:

"Are the current Australian legal restrictions on the accumulation of income by charities justified by tax expenditure and perpetuities rationales? 
If not, how should the Australian legal restrictions be reformed to better match those rationales?"

These research questions should then be rephrased in the form of a thesis for the purposes of the Research Paper:

"It is this paper’s thesis that Australian legal restrictions on the accumulation of income by charities are not justified by tax expenditure and perpetuities rationales and need to be reformed”

In moving from a general to a more focussed research topic and then refining that topic into a research question(s), it is helpful to:

- Start with “who”, “what”, “when”, “where”, “why” and “how” questions.
- Identify sources of disagreement in the literature or case law.
- Think about context and history.

When formulating a research topic (and later refining that topic into a research question), students should be cognisant of the marking criteria for both the Research Proposal and the Research Paper, particularly the criteria relating to the importance and significance of the research question.

For more tips on refining the research topic and research question, see, eg:


Ultimately, more is expected of the Research Paper than the provision of a simple digest and exposition of the law in a particularly well-established area of law. This is especially so when that area is well trodden by commentary and criticism in secondary materials. Of course, if the area of law is new and developing, and on which there is no, or no substantial, commentary, then an original exposition of the area may well be the subject of an excellent Research Paper. Nonetheless, even if the Research Paper aims to expose the newly developing law, there must be a thesis. That is, there must be an hypothesis that constitutes the backbone of the Research Paper, which is presented, subjected to scrutiny, defended, and about which conclusions are drawn.

It is an inherent feature of this that a student wishing to write a Research Paper must have undertaken a program of reading about his or her topic before, or in conjunction with, approaching a member of the academic staff to act...
as a supervisor. This reading must be directed towards identification of current issues in a particular area of law or the administration of justice.

(c) Identification of Current Issues

The current issues of controversy in a particular area of law or its administration may become apparent from undergraduate classes or from studying the latest issues of periodicals within the subject area.

However, there are other avenues of assistance that students looking for a research topic or research question may wish to explore. Sometimes, the issues that are current in a given area of law or its administration may become apparent in discussions with potential supervisors. Members of the Faculty's academic staff, including those associated with the Research Centres within this Faculty (e.g., Centre for Mining, Energy and Natural Resources Law), may have research projects which require research assistance and may be prepared to provide aspiring Advanced Legal Research students with a research question to dovetail with those projects. See, for instance, the Booklet of Potential Research Projects identified above.

If a candidate has a research topic that is part of a larger research project, funding assistance at research assistants’ rates may be available to the student. Inquiries about this should be made, in the first instance, to the proposed supervisor. This may be especially valuable for students able to undertake this research work in the January-February period before the commencement of first semester.

A research topic and then a research question may also be developed from work a candidate is asked to undertake in the course of vacation employment or from discussions with people in institutions or firms where the candidate has been employed. In addition to the above suggestions, there are other bodies that may have research questions upon which they require assistance and which can be the subject of Research Papers. In the past, students have found assistance by contacting the Law Reform Commission of Western Australia, the Authority for the Intellectually Handicapped, the Environmental Protection Authority, the Australian Council of Trade Unions or other industry or regulatory bodies within a field of enterprise in which the student has an interest. Frequently, bodies such as these have research projects with which they need assistance. In the past, they have been able to provide students with guidance about the nature of the research needed, on condition that assistance is given to those bodies.

(d) Past Research Topics and Questions

Past LLB Honours dissertations and Advanced Legal Research Papers are retained in the Law Library. They may be consulted with a view to helping in the selection of a research topic and ultimately refining a research question. The Faculty’s regulations do not prevent a student from writing a Research Paper upon the topic of an earlier Research Paper or Honours Dissertation, but account might be taken of the fact that the student had the benefit of the availability of an earlier research paper in the marking of the later Research Paper. Similarly, the regulations do not bar writing upon a topic that is being written upon contemporaneously by another student. However, the unit coordinator may take any steps they see fit to ensure that each Research Paper submitted is entirely the work of the submitting student.

(e) Identification of Intended Supervisor

The research interests of staff are listed on the Faculty’s website, as is more detailed information about broader research centres and research networks, along with information from the Research Seminar referred to above. While various members of the academic staff, or indeed anybody else, may be consulted in the early phases of identifying and refining a research topic and research question, usually only one member of the academic staff of the Law School may be the formal supervisor. The unit coordinator may approve the appointment of two people as joint supervisors. This may be done when, for example, one supervisor may be taking study leave for part of the year or when the subject of the research transcends one supervisor’s expertise. Normally, the unit coordinator will not approve as a supervisor a person who is not a member of the academic staff of the Law School. However, there may be some circumstances in which it is appropriate that this policy is relaxed; for example, if there is not sufficient relevant expertise within the subject of the Law School. Students wishing to have such an appointment made should consult with the unit coordinator.

If a student is unsure who might be a supervisor, or cannot find a suitable member of staff to act as a supervisor, the student should make this known to the unit coordinator. The unit coordinator will make every endeavour to find a suitable supervisor, and may ask a person who is not a member of the academic staff of the Faculty to speak to the student with a view to agreeing to supervise. The unit coordinator cannot compel a member of the academic staff of the Faculty, or a person from outside the Faculty, to supervise a Research Paper which he or she is unwilling to supervise. If all endeavours fail and a suitable supervisor cannot be found, the unit coordinator may decide the student cannot proceed with their enrolment in the unit unless the student changes their research topic.

Students should ascertain the supervisor’s requirements for submission of drafts of the Research Paper, provision of assistance and feedback, pruning of drafts and so forth. Some supervisors insist that students should have a
regular schedule for submission of draft chapters for comment and criticism, and insist that the final draft be furnished to the supervisor for that purpose several weeks before the due date, so that amendments (if any) may be incorporated. It is expected that supervisors will have a less active role in reviewing the Research Proposal, but will ask questions, provide feedback and respond to questions.

(f) Discussion of Research Topic and Research Question with Intended Supervisor

Once the student has developed a rough idea of the research topic and the research question that they wish to explore in the Research Paper, it should be discussed with the intended supervisor. Ultimately, the formulation of the research topic and the ultimate research question is the student’s responsibility. The supervisor’s responsibility is merely to ensure that the proposed research topic and ultimate research question is of a suitable character and dimension. Regardless of the extent of the supervisor’s assistance, the Research Proposal and Research Paper are for all purposes to be the work of the student alone, and to reflect neither credit nor discredit upon the supervisor.

The obtaining of early assistance of potential supervisors is recommended. In order to meet the submission deadlines of both the Nomination Form and the Research Proposal, it is essential that thought about research topics and research questions and discussion about these with potential supervisors, occur during December, January and February. It is usually much too late to begin seeking a research question and thinking about supervision once the academic year has begun.

(g) Further Development of Ideas

The Nomination Form will not be regarded as binding upon the student. It is common for any researcher’s ideas to develop with greater depth of reading and thinking in the chosen field. In particular, it is expected that the research topic identified in the nomination form will be further refined into a more precise research question by the time of the Research Proposal. However, it is essential for the Nomination Form to contain a clear outline of the research topic.

3. Compulsory Research Seminars

The unit coordinator will organise 5 research seminars on topics relating to advanced legal research methods and advanced legal research theory. These seminars may be held in conjunction with those provided for doctoral candidates. Attendance at all research seminars is compulsory unless permission to be absent is given in advance by the unit coordinator. While every endeavour will be made to arrange the seminars at times that will enable students who work to attend, it is not a reasonable excuse that the student was occupied in clerks or other work commitments. It is the responsibility of students to arrange their other commitments around these seminars.

The seminars will be held at various times during the year. Three seminars on legal research methods, advanced legal library searches and the preparation of a Research Proposal will be held early in first semester. The fourth seminar, on writing up a research paper for publication, will be held around the midpoint of the first semester. The final seminar, on dissemination of research and higher degree by research study, will be held shortly after submission of the Research Paper.

In addition, students are required to attend and participate in a presentation of their own work-in-progress and that of their fellow Advanced Legal Research students. The presentations will be to their peers, higher degree research students and academic staff.


A research paper proposal (Research Proposal) must be submitted to the unit coordinator in the manner set out in the unit outline by the deadline nominated in the unit outline. The deadline is ordinarily in early to mid-April. In exceptional circumstances, extensions to this deadline may be granted upon application to the Associate Dean of Students. The fact that a candidate had vacation employment or work commitments is not an exceptional circumstance.

The purpose and requirements of the Research Proposal are set out in Part H of these Guidelines. In summary, the purpose of the Research Proposal is to describe the research question or questions which the student proposes to explore, to contextualise the question, and to explain the research methodology. Accordingly, drafting the Research Proposal will involve refining the nominated research topic into a research question.

The choice of research topic and the refinement of that topic into a research question are often found to be the most difficult part of undertaking Advanced Legal Research. Students must attend the Advanced Legal Research
Seminar or Seminars on this topic (see step 3) and are counselled to read carefully the sections below on the Research Proposal and on researching and writing the Research Paper.

There are some additional comments by way of guidance that can be made here:

(a) Discussion of Research Proposal with Intended Supervisor

Once the student has developed a rough idea of the research question they wish to explore in the Research Paper, it should be discussed with the intended supervisor. For this purpose, students may have prepared a preliminary or summary version of their Research Proposal. The student should then consider the suggestions made by the supervisor, which may lead to further refinements of the student's proposed question, before drafting their final Research Proposal.

(b) Human Research Ethics Committee Approval

A Research Proposal may envisage conducting interviews with various persons. Students are reminded that the University’s Human Research Ethics Committee must approve all research that involves collecting personal data from human subjects. Approval is not required if the information to be collected is in the public domain or consists simply of an abstract discussion of the law. However, if interviews are conducted with a view to obtaining private information, including information about personal experiences and the practices and policies of an individual or an organisation, then approval will be necessary. If in any doubt, please check with the Law School's representative on the Committee, currently Asst/Prof J Allen.

5. Approval by the Committee of the Research Proposal

The unit coordinator will advise the Committee about approval of Research Proposals and the Committee will decide whether to approve each Research Proposal.

The decision as to approval of a Research Proposal is to be made on the basis that the relevant research question:

• is sufficiently important, relevant and/or original;
  • is supported by an adequate research methodology; and
  • will provide the potential for a Research Paper that facilitates and advances knowledge in law and/or the administration of justice.

The supervisor’s endorsement of a Research Proposal is generally taken as certification to the Committee that a research question satisfies the requirements set out above.

Approval of the Committee may be unconditional, or conditional on fulfilling such reasonable requirements as the Committee proposes. If approval is declined, a further Research Proposal may be submitted within the time stipulated by the Committee.

It is only once approval of the Research Proposal has been obtained and any conditions satisfied, that the Advanced Legal Research candidacy of the student is confirmed and that the student is certain of his or her place in the Advanced Legal Research program.

6. Submission of the Research Paper

The Research Paper must be submitted in the manner and by the deadline set out in Part J of these Guidelines.

Information about researching and writing the Research Paper is contained in Part I of these Guidelines and information about assessment of the Research Papers is set out in Part K.

F. Computer Laboratory

Students enrolled in Advanced Legal Research are entitled to use the Law School’s Computer Laboratory. Access to this Laboratory, limited in semester time to Advanced Legal Research and postgraduate students, is by swipe cards. This Laboratory is accessible at all times and on all days. Procedures for obtaining access cards and student passwords are explained on the Business School IT Services website.
G. **Studentships and Prizes**

Students will be advised from time to time about any studentships and prizes available for students enrolled in Advanced Legal Research.

H. **The Research Proposal**

Students must submit a 2,000 word (maximum) Research Proposal worth 10% of the assessment in the unit. The Research Proposal must contain:

- The name of the supervisor(s).
- The proposed title of the Research Paper.
- A brief statement of the aim(s) of the research, in other words: the research question(s).
- The background and context of the research question. This should include a short summary of the primary and secondary sources upon which the student intends to rely, along with an explanation of how the proposed research will fit within the existing literature and how the research paper will make a contribution to the existing scholarship on the topic.
- A description of the research project that contains an explanation of why the research question is significant, that is, how it is important, topical and/or original. The description of the project should also identify potential problems or challenges and how the student will respond to them.
- An explanation of the student’s proposed research methodology.
- A bibliography of relevant references and sources (Note: the bibliography is not included in the word count).
- The signatures of the supervisor(s) and the student.

Students should utilise the Australian Guide to Legal Citation and adhere to the Law School policy on the use of footnotes (at [http://www.law.uwa.edu.au/students/policies/assessment](http://www.law.uwa.edu.au/students/policies/assessment)).

1. **Supervisor Endorsement**

The supervisor must endorse and sign the Research Proposal before it is submitted to the unit coordinator. Before endorsing the Research Proposal, the supervisor may require the student to undertake further work on the Research Proposal. Therefore the student should seek the supervisor’s endorsement at least one week before the Research Proposal is due. The supervisor may decline endorsement of the Research Proposal if the supervisor considers that the Research Proposal is still not of an acceptable standard. In that case, the student has very good cause for reconsidering his or her enrolment in the unit.

2. **Link with Research Paper and Research Seminars**

Drafting the Research Proposal is complementary to drafting the Research Paper. Students should continue working on their Research Paper while drafting the Research Proposal, and pending the marking of the Research Proposal.

Eventually, students should be prepared to discuss their Research Proposal in the course of the Research Seminars.

3. **Marking the Research Proposal**

The unit coordinator or the proposed examiner (drawn from members of the academic staff of the Law Faculty, members of the academic staff of other Law Schools or members of the legal or related professions), will assess the Research Proposal, and may confer with the supervisor during this process.

The Faculty has adopted the following Marking Guidelines specifying the indicia of academic excellence according to qualitative criteria.

**Indicia of Academic Excellence**

Markers should award marks for a number of indicia of academic excellence in a Research Proposal. Each indicium will be marked in the range of High Distinction, Distinction, Credit, Pass and Fail: The indicia are:

A. **Research Question(s)**

*Importance*

This criterion addresses the significance of the research topic, and the utility of answering the research question. The student should explain why the research is important, and why the research questions should be asked.

*Relevance*

This criterion addresses the currency of the research topic.
Originality - contribution of new knowledge or insight in area of law
There is no fixed definition of originality, however Phillips (1992) has listed different definitions of originality:
• making a synthesis that hasn’t been done before
• using existing material with a new interpretation
• bringing new evidence to bear on an old issue
• looking at areas that remain undiscovered and unexamined
• testing something in Australia that has only been tested in other countries
The important thing is to demonstrate in the proposal that the research does not merely duplicate or describe and digest existing scholarship.

Proposal identifies problems, challenges and how student will respond to them
This criterion recognises the relatively early stage at which the proposal must be drafted. The student may well still be encountering problems, issues and questions that need resolution. These should be openly acknowledged in the proposal, and the student should consider how those problems will be addressed.

B. Background and Context
The student has provided a short summary of key primary and/or secondary material in connection with their proposed topic – including an explanation of the purpose of their study and its place in the existing work in the field.
A full bibliography and literature review may not be possible to complete at this relatively early stage, however the proposal should demonstrate an awareness of the key literature and research in the area, and locate the student’s research questions in that body of literature.

Does the proposal explain how the paper will make a significant contribution to the scholarly literature on the topic?
This builds on the originality criterion, but demonstrates, with specific reference to the review of scholarly literature, how the student’s research question expands existing scholarship.

Has the student provided a bibliography of relevant secondary references and sources?
A full bibliography would be expected in the research paper itself, however stronger proposals will demonstrate a breadth and depth of reading which permits the student to finesse the articulation of the research questions, display a deeper understanding of the background to the problem, and more persuasively advocate for the importance of the research.

C. Research methodology
The proposal demonstrates a good understanding of legal research methods and academic writing
Whether the student’s topic is legalistic, empirical, comparative or theoretical (or mixed), the student should demonstrate an understanding of the relevant methods of research and justify the appropriateness of those methods.

The proposal clearly demonstrates the student’s research design, in particular how the student proposes to approach the topic and collect and analyse data.
This criterion addresses the student's overall research design. Does the proposal make it clear how the student will address the topic, the student’s methods of data collection from both secondary and primary sources, how that data will be analysed, and how the student will obtain the necessary sources of information required to conduct the research? Library-based research will require an explanation of where sources are located and how they will be accessed. Comparative studies will require explanation of how international materials will be obtained. Studies involving fieldwork or empirical data will require an appropriate description of how the information will be gathered, such as interviews, questionnaires or court observation.

D. Presentation
Clear, concise, persuasive and engaging articulation of the research question
The proposal should clearly and concisely convey the research question that the student has chosen to explore, and provide a brief background to the problem to contextualise the student’s research. The proposal should engage the reader, by capturing the reader’s interest and demonstrating the student’s enthusiasm for the topic.

Organization, coherence and structure
A proposal should be easy to follow, and coherent in both content and structure.

Clarity of style and language
This criterion considers whether the proposal uses concise and appropriate language and grammar, and avoids verbosity and typographical and punctuation errors.
I. Research and Writing of the Research Paper

In the research and writing of a research paper there are few hard and fast rules. However, from the collective experience of members of the academic staff of the Law School, several features stand out as matters on which examiners have commented as being material in their assessment of the quality of the work.

1. Introduction and Conclusion

Examiners frequently comment upon the presence, or absence, of a clear Introduction and Conclusion.

The Introduction should set out the thesis that is being advanced. It is like an outline of the argument to be presented in court. It should leave the reader in no doubt about the gravamen of the paper. It should endeavour to set forth the social, commercial or other significance of the thesis. The Introduction is the first contact that examiners have with theses, so great pains should be taken over its construction. The persuasive value of the Research Paper may depend upon it. The Introduction should not only explain briefly the significance of the research question but should also explain the method by which that research question is to be presented, that is, the issues to be explored in subsequent chapters.

The Conclusion should bear a logical relationship with the Introduction and the arguments presented in the Research Paper, as well as drawing together the threads of, or consolidating, the arguments in the ensuing chapters. It should not be skimpy, rushed or limp.

2. Research

A research paper conveys a favourable impression by the depth of research skills that have been marshalled. It is expected that the research will be thorough, and bring to light up-to-date case law (both reported and unreported), statutory amendments, governmental reports and so forth. It must show that the student is familiar with the standard primary or secondary sources (if appropriate).

While some supervisors may choose to assist students with the provision of references, at least in the early stages, any student attempting to write a Research Paper must have developed sound legal research skills. The use of citators, digests, current law updaters and law data bases must become second nature. Advanced Legal Research students must be thoroughly familiar not only with standard computerised retrieval systems, but also with standard print referencing systems. Students are urged to re-acquaint themselves with one of the standard texts on legal research methods, such as that by Campbell, Lee and Tooher, Legal Research: Materials and Methods, 4th ed, Law Book Co, 1996 (or later editions). The Research Seminars will deal with the use of many of these reference and retrieval systems and particular aspects of standard research texts.

If the nature of the Research Paper relies upon empirical assertions, and especially if they are fundamental to the thesis of the Research Paper, then support for them is required. This may be by way of citation of statistical information, for example from yearbooks or reports of governmental authorities, or from interdisciplinary sources, or from various governmental or other reports.

3. Analytical Skills

It is axiomatic that, if appropriate to the nature of the Research Paper, the student must demonstrate a high level of technical legal skills; for example, in analysis of case law and statutory interpretation. It must be shown that there is a sound understanding of the body of law in the selected area, with a good appreciation of the underlying policy issues.

The Research Paper must display clarity, confidence, consistency and thoroughness in the handling of the materials. The argument must be cogent, in that it supports the central thesis and leads to the conclusion to be drawn.

Of equal importance to the technical legal skills is the bringing to bear of critical analysis of the law and policy issues underlying it. That is, the Research Paper must display a high level of academic scholarship.

High quality may be found by an examiner in the fact that the student has undertaken original research in the area on which he or she has chosen to write. That research may be in the form of finding unreported cases of the Supreme Court of Western Australia, or in the form of unearthing empirical data about the topic. For another Research Paper, high quality may be found in the fact that the student attempts a synthesis of the primary materials (reported cases or statutory provisions) in an insightful manner in circumstances where there is little guidance from commentators in the secondary literature. High quality may be found in another case in the manner in which the student is able to offer a critical analysis of existing primary and secondary materials, such that accepted dogma is challenged and refuted. In yet another instance, high quality may be found in the fact that the student undertakes an analysis of the social policies underlying a particular feature of the law in order to expose
shortcomings in achieving those policies. Or it may be found in the challenging of those policies as no longer being appropriate.

A very common thread in the fabric of examiners' comments is that a student presenting a sound Research Paper has displayed critical thought about, and scrutiny of, established legal doctrines and dogma, and has not simply accepted them without question. However, this critical approach should not involve a mere repetition of others' views. As an examiner once put it, a candidate should not fail to take the risk of putting his or her own views forward. Examiners seek a treatment which transcends the purely descriptive, or purely derivative, and offers originality of personal analysis and comments from the student.

Even if the Research Paper is mainly expository or descriptive – for example, because the area is not well written on and there is still scope for a descriptive style of research paper – examiners will look for a high quality of independent analysis and expression of a point of view.

However, while personal comment and criticism is of major importance, thorough research is needed to ensure that those views are not simply ill-informed nor reiteration of others' views. Candidates need to be wary about reinvention of the wheel. Personal comment and criticism will only be of any value if the student has shown a familiarity with the views of others, but has reason to reject them as not being adequate or specifically relevant to the task the student has set for himself or herself. A good research paper will subject the views of other authors, commentators, reporting bodies such as law reform commissions, government committees, as well as judges and legislators, to the student's reasoned critical scrutiny. For this reason, thorough research is the keystone of a good Research Paper.

4. Organisation of Materials

Time needs to be spent in considering the order in which materials are presented. The order must flow logically. If the treatment in one chapter relies upon acceptance of a view that constitutes a conclusion in another chapter, then that latter chapter should precede the former chapter. There is nothing more distracting for a reader to encounter part of an argument that had been pursued earlier and to have to re-read the earlier treatment in order to pick up the threads of that argument.

Candidates should strongly resist the temptation to include in the Research Paper every item that they have uncovered in their research, if those items are not essential to the development of the argument. Too frequently, the impression is given that material has been included simply to add bulk to the Research Paper or simply to demonstrate the breadth of research. Most frequently, examiners comment critically upon the fact that a candidate may have sacrificed depth for the sake of breadth or upon the fact that a Research Paper may comprise a lengthy and pedestrian regurgitation of well-established and uncontroversial principles of law before coming to the important point of the Paper. One necessary consequence of this is that the Research Paper may become too long, lose focus and fail to come to any satisfactory conclusion.

It cannot be stressed too much that students must be ruthless in culling extraneous materials from their early drafts. The word limit is tight and great self-discipline is necessary to ensure that the final draft is as crisp and as economical as possible without sacrificing cogency. The early part of the research will produce the temptation to write in great detail about all materials unearthed in the research. This is perfectly natural, in the process of familiarisation with the area. However, students should treat these notes as a database of information only, and from which they must select only that which is absolutely vital for the Research Paper. It has not been uncommon to see first drafts reduced by 50 per cent or more by the time a paper is nearing final draft.

If a Research Paper takes a comparative approach, involving analysis of the law and its social context in varying jurisdictions, this is usually more effective if done thematically. That is, by weaving the developments in different countries into the treatment of a particular issue in one part of the Research Paper before moving onto the next issue. This usually produces a far more cogent work than considering all the issues and developments in different jurisdictions seriatim and as if they are discrete and unrelated.

Every student should expect to have to subject his or her Research Paper to several revisions and several proof-reading sessions before it is in final form for submission.

5. The Function of Supervisor

The Committee has endorsed the following policies and issued the following advice about supervision of the research and writing of the Research Proposal and Research Paper:

(a) It is the responsibility of the student to seek the assistance of the supervisor, and a supervisor is not expected to have to pursue contact with the student.

(b) It is recommended that supervisors check a student's progress by periodic consultation throughout the year for guidance on progress and quality of research and writing.
Upon this last point, it is important to bear in mind that the supervisor might suggest, for example, that a reordering of material would achieve a more persuasive and better quality Research Paper, may suggest re-working of materials or may suggest significant culling of textual materials. There may be significant penalty to be paid if a final draft of the Research Paper is only submitted when there is no time left to attend to any of these suggestions, as examiners and assessors frequently comment upon the poor organisation of materials and consider this is a major demerit. Supervisors are not to be regarded as proof-readers whose task it is to pick up grammatical, syntactical or spelling errors. Though a supervisor may choose to make some comments upon presentation, candidates should allow themselves ample time for a number of sessions of close proof-reading before the date for submission.

J. Submission of the Research Paper

1. Length of Research paper

The length of the Research Paper is provided by regulation of the Faculty of Law to be a maximum of 10,000 words of text. This excludes footnotes or endnotes (provided they adhere to the Law School policy on the use of footnotes at [http://www.law.uwa.edu.au/students/policies/assessment](http://www.law.uwa.edu.au/students/policies/assessment)), table of contents, bibliography, table of cases, table of statutes or any appendices that do not form part of the material submitted for examination. All words, including definite and indefinite articles, real nouns, headings and quotations are included in the word count. Advanced Legal Research students must submit copies of their final Research Paper to the unit coordinator, in the manner set out in the unit outline, including an electronic copy in rich text format (rtf), and certifying the total word count of their Research Paper.

The unit coordinator will generally return any Research Paper which exceeds 10,000 words in length, and allow the candidate one week (or such other time as the unit coordinator may determine) in which to satisfactorily reduce the length of the Research Paper. In the event that the Research Paper is not satisfactorily reduced in the time allowed, the unit coordinator shall reject the Research Paper and refuse to allocate an examiner and shall recommend to the Board of Examiners that the candidate should fail Advanced Legal Research with a mark of zero.

2. Style and Format

While there is no rigid style guide for the presentation of Research Papers, the Committee suggests that candidates follow the style adopted by the *Australian Guide to Legal Citation*, published by the Melbourne University Law Review Association (3rd edn., 2012), or that of a publication to which the student intends to submit the Research Paper.

There are some minimal standards of presentation that must be observed.

(a) Typewritten Research papers in English

Paper copies of research papers must be typewritten on good quality A4 paper, be cleanly presented, and be in the English language. The typewriting must be with one and half or double spacing between lines.

Typing of the Research Paper is the responsibility of the student. Some financial assistance may be provided by the Law School for students who experience financial difficulty in complying with these requirements. Students who anticipate financial difficulty should discuss their concerns with the unit coordinator or the Associate Dean of Students of the Law School.

(b) Footnotes

Students should utilise the *Australian Guide to Legal Citation* and adhere to the Law School policy on the use of footnotes at [http://www.law.uwa.edu.au/students/policies/assessment](http://www.law.uwa.edu.au/students/policies/assessment).

(c) Introduction

An Introduction of three or four A4 typewritten pages should be provided to serve as a synopsis or summary of the Research Paper. See the earlier section about the importance of the Introduction.

(d) Headings and Sub-Headings

Care should be taken to ensure that there is a natural and logical break between one chapter and another, and between one subdivision within a chapter and another. Whenever possible, natural subdivisions should be
marked by headings or sub-headings. Headings and subheadings may be sequentially numbered or lettered. This is especially important for chapter titles.

It is a sound suggestion for students to present a short summary of each chapter at the end of each chapter of substantive argument. This assists not only the reader, but also will assist the student to draw the threads of the arguments together when it comes time to write the Conclusion.

(e) **Language and Expression**

Examiners frequently comment adversely about verbosity, prolixity, turgid and laboured use of jargon (legal or otherwise), and complexity and length of sentences. While colloquialism should be avoided, it is possible to write upon legal matters in a style that is simple, concise and clear. Indeed, the tight word limit demands that students write clearly and simply. Students should ask for guidance on this from their supervisors. Perhaps an even better test is to ask a friend, who is not a lawyer or a law student, to read an early draft of the Research Paper.

(f) **Quotations**

Quotations should be used sparingly and judiciously. Research papers should avoid stringing together lengthy quotations of various commentators and critics, or from judgments or excerpts from statutes. Of course, some quotation is desirable, even inevitable. However, too many quotations can give the impression that the student has nothing of any originality to say.

(g) **Grammar, Spelling and Punctuation**

These must be of the highest order, because bound copies of Research Papers are retained in the Law Library. Spell-checkers on word processors are valuable aids, provided that the spelling is that currently accepted in Australia. However, there is no substitute for conscientious and painstaking proof-reading.

(h) **Case and Statute Tables and Bibliography**

Case and statute tables, if appropriate, should be included at the beginning or the end of the Research Paper. The case list should be organised in alphabetical order by name of the party whose name appears first in the title of the case. Cases from the criminal jurisdiction should ordinarily be cited as they are in the report from which the case has been drawn, but the use of only the name of the accused/appellant is common and acceptable.

A thorough bibliography of secondary materials (articles, books, research reports, law reform reports and so forth) must be included. This bibliography must be set out in alphabetical order of authors. In the case of institutional reports, where no personal author is nominated, the name of the institution should be shown as the author. In the case of some anonymous law review comments, these may be listed under “Comment” or “Anonymous”.

(i) **Appendices**

Appendices may be read by the examiner and the assessor but do not form part of the examinable material. While appendices are not encouraged, it is recognised that in some circumstances attachment of appendices to a Research Paper may be desirable. Examples of the materials that should be placed in an appendix are:

- reports or other documents that may be referred to in the Research Paper but which are not well-known, and are not publicly or conveniently available in the Beasley Law Library;
- unreported judgments that are not readily available in the Beasley Law Library or on standard electronic law data bases;
- questionnaires, statements or other survey instruments that have been the basis of empirical data-gathering for the purpose of the Research Paper; or
- mathematical or statistical analyses that have been the basis for comment or tabular or chart presentation in the body of the Research Paper.

Before attaching appendices, make sure that copyright has been considered. For more information, see the library guide at: [http://guides.is.uwa.edu.au/content.php?pid=389189&sid=3189407](http://guides.is.uwa.edu.au/content.php?pid=389189&sid=3189407)

(j) **Proof-Reading**

It cannot be emphasised strongly enough that a research paper must be thoroughly proof-read and corrected, not only for spelling, grammatical and other errors but also to ensure that slips of legal technique do not appear; eg that a Bill is not called an Act, that a decision is not termed that of a court when it is of a dissentent and so forth.
3. **Number of Copies to be Submitted**

Each student must submit 2 paper copies of their Research Paper and 1 electronic copy of the Research Paper. The electronic copy will be placed in the library; the duplicates are forwarded to the examiner and assessor for examination.

The paper copies may be permanently or spiral bound, but this is not essential. The electronic copy of the Research Paper must clearly identify the author by name. It may contain a dedication that refers to other people by name.

Because of the Law School’s policy of anonymous assessment, the paper copies of the Research Paper must not contain any identification of the author other than student number. It must not contain the author’s name or any dedication that could identify the name of the author.

The paper copies of the Research Paper should be sealed inside an envelope. The front of the envelope should be endorsed with the student’s name and addressed to the unit coordinator. The envelope should be left, during office hours, with the staff in the Law School Reception Office. The electronic copy must also be provided to the unit coordinator in the manner set out in the unit outline.

The Law School will not supply copies of the Research Paper to candidates, and if a candidate wishes to retain a copy, this should be made before submission.

With the submission of the paper copies, candidates are required to certify the word count of the Research Paper. This certification should be endorsed on the front page of the paper copies of the Research Paper.

4. **Date and Place of Submission**

The deadline for submission of Research Papers is 4.00pm on a date which will be advised in the unit outline. Ordinarily it will be the first Friday of October in the year of enrolment. The place of submission is the Law School Reception Office. Applications for extension of this deadline may be made in writing to the Associate Dean of Students.

K. **Marking the Research Paper**

The Committee allocates the responsibility for the marking of each research paper.

1. **Marking of Research papers**

The marking of Research Papers is undertaken by one examiner and one assessor. The examiner and the assessor may be drawn from members of the academic staff of the Law Faculty, members of the academic staff of other Law Schools or members of the legal or related professions. The supervisor may be appointed as the assessor of the Research Paper.


The Faculty has adopted the following Marking Guidelines specifying the indicia of academic excellence and the guideline range of marks according to qualitative criteria.

**Indicia of Academic Excellence**

Markers should award marks for a number of indicia of academic excellence in a Research Paper and should address these specifically in their report. These indicia should include:

**Substance**
- linkage between the introduction, the body of the paper and the conclusion
- identification, development and defence of the thesis of the paper
- research and retrieval of relevant primary and secondary information
- coherence in legal and conceptual analysis
- understanding of interaction of law and policy in area
- critical analysis and thought
- focussed, integrated and logical development of structure and ideas
- overall persuasiveness
(b) Presentation
- marshalling of primary and secondary authorities
- economy and clarity of language
- observance of word limitations
- appropriate footnotes or endnotes, paragraphs, headings and chapters
- attribution of others' work
- appropriate use of quotations

Range of marks
Due to the selective nature of admission to the Advanced Legal Research course, it is anticipated that research papers should be marked in the range between 65% and 90% unless the Research Paper is extraordinary in material respects, or merits a mark below 65%. An examiner wishing to recommend a mark outside this range should expect to be called upon by the Committee to justify that mark, and should address the reasons for the extraordinary mark in their report. This range reflects the fact that students invited to enrol in Advanced Legal Research are in the top 15% of the graduating class and that, on average, they have obtained coursework grades in the distinction and high distinction range.

Categories, Marks and Conceptual Criteria
The following conceptual criteria are indicative only, and the fact that an examiner might classify a Research Paper as deserving of a particular grade category does not mean that the examiner must make a positive finding on every criterion listed for that category. Higher achievement in some aspects may be offset by a lesser achievement in others and so see the category and mark recommended lying in between. In general, research papers that are graded as High Distinction or Distinction should be strong in all areas.

High Distinction
A mark of 85% or better
Substance: A Research Paper that is absolutely outstanding on all indicia; the area of the paper is a challenging or difficult one; exploration and treatment of the topic is independent, original and insightful; outstanding theoretical framework and conceptual analysis; development and argument of Research Paper is exceptional; research has uncovered or created novel material; mastery and strong critical evaluation of primary and secondary materials (if there are any).  
Presentation: Concise, clear and persuasive written expression; appropriate use and differentiation of chapters, paragraphs and sentences; use of footnotes and quotations is of the highest order to enhance the text; no flaws of grammar, spelling and punctuation.

A mark of 80-85%
Substance: A Research Paper that is outstanding on important indicia; the area of the Research Paper is a difficult one; exploration and treatment of the topic is independent, original and insightful in part; theoretical framework and conceptual analysis is of a high calibre; thesis is well developed and argued; research has been thorough and exhaustive; mastery of primary and secondary materials.
Presentation: Concise, clear and persuasive written expression; appropriate use and differentiation of chapters, paragraphs and sentences; use of footnotes and quotations is very good; only a few minor blemishes in grammar, spelling and punctuation, but not so as to detract from overall presentation.

Distinction
A mark of 75-79%
Substance: A Research Paper that has a few excellent aspects, or is generally very competent, but suffers a few small defects of substance; the area of the thesis is a difficult one; treatment of the topic is occasionally original and insightful; theoretical framework and conceptual analysis is consistent and sound; display of very competent research skills; primary and secondary materials melded in development of the thesis.
Presentation: Generally sound written expression; appropriate use and differentiation of chapters, paragraphs and sentences; use of footnotes and quotations is sound; a few minor blemishes of grammar, spelling and punctuation.

A mark of 70-74%
Substance: A Research Paper that has a few aspects that are very well done, but these were counterbalanced by some defects of substance; the area of the thesis is a common one and analyses are sound but derivative; treatment of the topic, while coherent, is only occasionally original, and usually the approaches have been taken before; theoretical framework and conceptual analysis is sound but unimaginative; research has not disclosed some important materials; primary and secondary materials have been handled competently.
Presentation: Generally sound written expression; usually appropriate use and differentiation of chapters, paragraphs and sentences; use of footnotes and quotations is sound; rather too many flaws in grammar, spelling and punctuation.
Credit
A mark of 60-69%

Substance: A Research Paper that has few aspects that are very well done; the area of the thesis is a common one and analyses are almost wholly derivative; treatment of the topic, while coherent, is rarely original, and the approaches are well-trodden; theoretical framework and conceptual analysis is sound but unimaginative; research has not disclosed some important materials; primary and secondary materials have not been well handled.

Presentation: Generally competent written expression; inappropriate use and differentiation of chapters, paragraphs and sentences; use of footnotes and quotations is overdone or underdone; distracting flaws in grammar, spelling and punctuation.

Pass
A mark of 50 -59%

Substance: A Research Paper that has no aspect that has been well done; the area of the Research Paper is a common one and analyses are pedestrian; treatment of the topic is occasionally incoherent, distorted or unbalanced; theoretical framework and conceptual analysis is lacking; research has not been of adequate standard; significant gaps in management of primary and secondary materials.

Presentation: Far too many errors in written expression; inappropriate use and differentiation of chapters, paragraphs and sentences; use of footnotes and quotations is overdone or underdone; patterned flaws in grammar, spelling and punctuation.

Fail
A mark of 49% or less

Substance: A Research Paper that has no aspect that has been completed satisfactorily; the topic of the paper is a common one and analysis is insufficient and/or defective; treatment of the topic is often incoherent, distorted or unbalanced; theoretical framework and conceptual analysis is absent; research has been to an inadequate standard; major gaps in management of primary and secondary materials.

Presentation: Frequent errors in written expression; inadequate structure and use of chapters, paragraphs and sentences; use of footnotes and quotations is significantly overdone or underdone; serious flaws in grammar, spelling and punctuation.

3. Examination and Assessment of Research Papers

The examiner and the assessor should independently read the Research Paper and reach tentative views about the merits of the Research Paper before discussion takes place between them.

(a) Examiner's Responsibilities

The examiner is responsible for preparing a draft report on the Research Paper, which draft report should canvass the scholarly strengths and weaknesses of the Research Paper, its presentation and the mark that the examiner proposes to recommend to the Board of Examiners in Law. That report will normally be no more than one or two A4 pages of typewritten comments. The examiner will submit the draft of that report to the assessor.

(b) The Assessor's Role

The role of the assessor is to act as a check upon the examiner, to draw to the attention of the examiner any matter that has been undervalued, and to cause the examiner to re-examine if the assessor thinks that the examiner has overlooked something or has not awarded marks in accordance with the merit of the work.

(c) The Final Report

After considering the assessor's comments, it is the examiner's responsibility to submit his or her final iteration of the report and mark to the Committee. The content of the final iteration and the recommendation of the mark is the sole responsibility of the examiner. All reports must identify the examiner and the assessor, unless, in truly exceptional circumstances, the Committee permits the report to be anonymous. The examiner's report should state whether the examiner and assessor agree, and, if not, the nature and the extent of any disagreement.

4. Availability of Reports

Each student will be emailed a copy of the examiner's report pertaining to his or her Research Paper once the Faculty of Law has agreed to publish the results. Examiners' reports cease to be confidential once the unit results have been received and passed by the Board of Examiners in Law and the Faculty of Law.
A student is entitled to discuss the report with the supervisor, or any other person. In the event that a student is aggrieved by the mark for the Research Paper, he or she may appeal that mark. Attention is drawn to the provisions, especially Regulation 12, of the University’s Regulations for Appeals Against Academic Assessment. Details of the Appeals process including time limits for lodgement of appeals can be found at: http://www.secretariat.uwa.edu.au/home/policies/appeals

L. Publication

It is anticipated that Research Papers will be of sufficient quality to be publishable in a peer reviewed publication including the University of Western Australia Law Review or another appropriate journal, or as a book chapter or conference paper, or a law reform submission or other policy document. The supervisor may be prepared to be involved in the process of editing and reworking a research paper for publication. Depending upon the extent of involvement of the supervisor in assisting the student to prepare the manuscript for publication, the student and the supervisor may wish to collaborate as joint authors in any article, articles or monograph which eventuate. If this is done collaboratively, research assistance funding may be available to the student for the period in which it takes to prepare the paper or papers for publication. However, a student should not feel pressured into collaboration that he or she does not think justifiably reflects the extent of the work put into the final article. If a student has a grievance about this matter, it should be referred to the unit coordinator.

M. Date of Application

These Guidelines (as amended from time to time) apply to students who have enrolled in Advanced Legal Research and who commence LAWS5509 or LAWS5510 in the 2016 calendar year or later years.