"LEGAL INNOVATION"

Education in Australian Law Schools

Andrea Perry-Petersen & Michael Lacey

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A.   FOREWORD

This publication lists "legal innovation" courses in Australia.

The level of unmet legal need is well documented in our country and globally. Based on my experience working with a community legal centre and in legal education since 2007, I have been investigating the real potential for new and creative solutions to bridge this justice gap.

I supervise senior law students in a clinical legal education course at a community legal centre. The clinic provides students with the opportunity to address issues faced by self-represented litigants and learn about human-centred design, technological competency, team work, project management and communication skills.

When I was developing the course in late 2016 my investigations revealed many courses overseas. At Georgetown University (USA) students were learning how to develop apps and researching legal practice models using technology to deliver services to moderate-income individuals. Northeastern University's "NuLawLab" is an "interdisciplinary innovation laboratory working to imagine, design, test and implement pioneering approaches to legal empowerment". Stanford Law School offers a Law, Science and Technology program. The "Legal Services Innovation Index" developed by Professor Dan Linna includes these and many more examples in the section on Law Schools in the United States.

In Australia the few options available to students at the time were heavily modeled off the Georgetown course, partnering the legal profession and technology industry. However, the past twelve to eighteen months has seen a significant increase in courses which aim to teach students about legal innovation, technology and skills for the future. I expect this trend to

continue in a variety of ways, through discrete skills-based courses as well as further incorporation of these topics into compulsory core subjects and dedicated Minors or Majors.

I have been following these developments closely and what started out as my own reference list, drawing inspiration from Professor Linna's work, has turned into this report. Over the course of this year and completely in our own time, myself and my former clinic student Michael Lacey have compiled this information.

In April this year, I presented a session on this topic, titled "Software, Students and Self-represented litigants" at the [Australian Clinical Legal Education Symposium](#) "Clinical Legal Education in an Agile Legal Environment". Michael and I spoke to the research we had been compiling. Since then we have been updating the list and preparing it for publishing.

This list has been compiled between February and September 2018 and provides a snapshot of current courses and related activities in Australia. Some initiatives may have not been included as they may have been outside the search criteria or search timeframe. Its purpose is to provide information about what "legal innovation" education exists in Australian law schools and does not evaluate or rank the courses and activities. It may however contribute to the ongoing conversation about the role of law schools in preparing students for the future of work.

Although this list was originally compiled to satisfy my own curiosity, it may also serve as a resource for law schools looking to establish new programs, or those looking at filling some of the gaps in "legal innovation" education. Law firms may refer to it when considering creative ways to work with universities, students and the legal assistance sector in fulfilling their pro bono commitments. Technology providers and LegalTech companies may be interested to consider teaching or research partnerships with universities. It will also be a useful guide for those law students keen to ensure they are prepared for the ongoing changes to the delivery of legal services, the local and global practice of law.

B.   BACKGROUND

Law firms are fostering innovation and technology to evolve service delivery models and workplaces to deliver greater value to clients and remain competitive in a rapidly evolving industry. Beyond just adopting technological advancements, there is an increase in legal operations and a rapid culture shift towards innovation, with many big firms dedicating entire divisions towards designing and implementing 'NewLaw' models. Some Australian firms have implemented initiatives that teach their lawyers new technological skills such as basic computer coding. There is also an increase in small and agile start-up legal practices in which technology plays a central role.

With the legal industry embarking on this cultural and practical shift, a critical question is whether law school graduates are being provided with the key skills they need to prosper in this new environment?   After all, a student's technological aptitude is more commonly being identified as one of the most desirable skills for employers.

While these pragmatic concerns prevail, there is a global access to justice crisis.   Perhaps emerging technologies and innovative approaches can (should) help to bridge the justice gap? This major issue is being addressed in law school courses, particularly clinics, some of which are developing and testing new technological applications.

This paper seeks to identify those Australian law schools that offer courses and learning options which could be broadly categorised as innovative and which seek to provide law students with skills for the future of legal practice. Set out below is the methodology for developing the list, statistics, observations and a detailed list of institutions and legal education courses and centres.

C.   METHODOLOGY

At the time of writing, there were 39 University "Law Schools" in Australia, with two additional non-university institutions providing practical legal training.

To identify relevant "legal innovation" courses, we reviewed and relied upon the published syllabus of each law school and conducted a more general website search to identify any offerings outside of the program requirements, for example, centres, seminars or practical experiences. The following search terms were used alongside the law school name to identify such offerings:

i.   *innovation*
ii. *design thinking*
iii. *app*
iv. *entrepreneurship*
v.   *data analytics*
vi. *document assembly*
vii. *e-discovery*
viii. *artificial intelligence*
ix. *machine learning*

We have not had the capacity to directly contact institutions to verify the information published on their websites. The published list may be incomplete or inaccurate in some respects and not reveal current work being done behind the scenes by these schools to add and develop their

program offerings. **Please contact us if the listings for your institution are inaccurate or incomplete and we will happily update the information.**

The critical criteria for inclusion are subjects with a specific focus on improving students' skills for the future of legal practice which we have broadly considered to include:

- critical and creative thinking;
- personal skills, such as adaptability and resilience;
- interpersonal skills including collaborating, communication and empathy; and
- understanding how technology works and how technology relates to legal problems.

It goes without saying that many of these skills are learned in traditional courses, especially clinical legal education. At times it has been difficult to discern whether a traditional course also met the criteria for "legal innovation" for the purpose of this report (e.g. see The University of Melbourne's new approach in its Ethics course). This list errs on the side of generosity and includes those offerings that include topics about the changing nature of the legal profession or skills needed for the future of practice, whether practical or theoretical.

The findings have been categorised into 6 main groups:

i.   Undergraduate course   (**UG)**
ii. Postgraduate coursework   (**PG**)
iii. Minor/Major   (**M**)
iv. Extra-curricular   (**EC**)
v.   Student-led   (**SL**)
vi. Centres   (**C**)

Courses not included

As this list would have become extremely lengthy, we have not included courses which investigate the law surrounding technology or innovation (e.g. copyright law, developing laws around cybercrime and blockchain, electronic methods of service, autonomous vehicles etc).

Also not included are courses that use technology as a teaching tool (apart from those that already made the list). Although demonstrating innovation in teaching legal concepts, those approaches are not always published in a course outline, and it was outside the scope of this research to contact the lecturer or tutor for every course.

We considered but did not include information about generally available incubators and accelerators, although we note these are available to students at many universities and would complement some of the listed courses and activities.

D.   STATISTICS

From a total of 41 legal education providers:

- 25 offer some kind of "legal innovation" offering;

- nearly half (19) offer this kind of course at undergraduate level;

- 12 have created a Centre or Hub dedicated to legal innovation to foster meaningful research into the changing nature of the industry and effectiveness of LegalTech.; and

- 12 offer innovation-related extra-curricular activities.

While this is significant from an institutional perspective, the absolute numbers of students participating in "legal innovation" courses is relatively small from a national perspective.

41 Australian Legal Education Providers

Schools **with** Legal Innovation offering
25

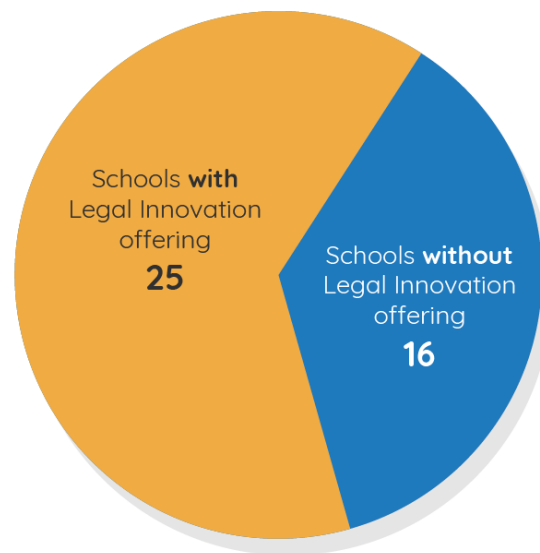Schools **without** Legal Innovation offering
16

Figure 1

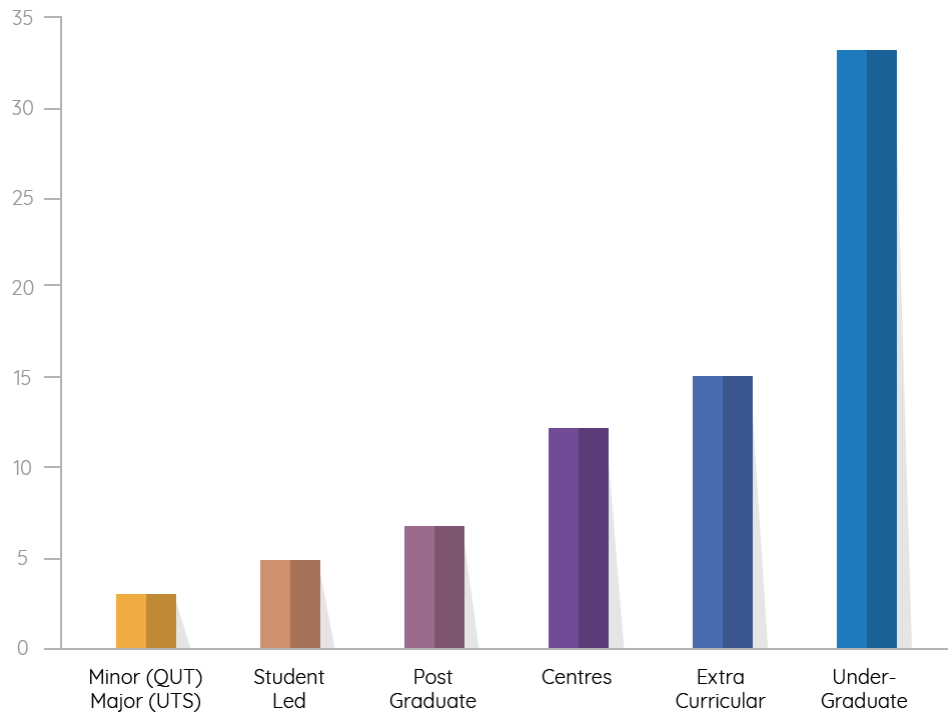## Legal Innovation in Law Schools

Figure 2

"Legal Innovation" education in Australia

Figure 3

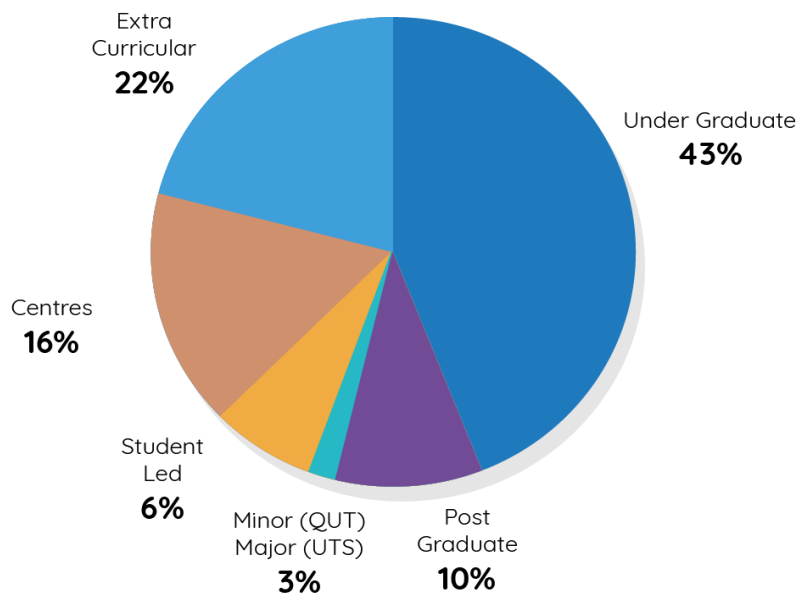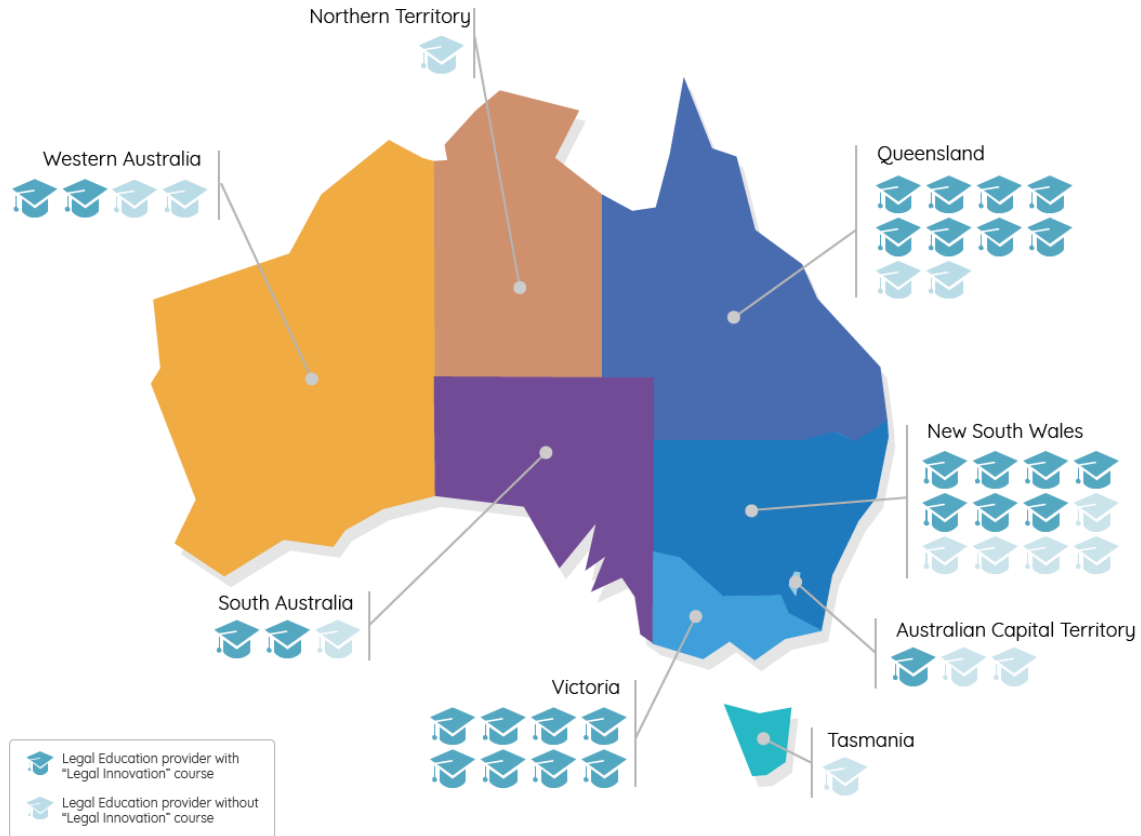## "Legal Innovation" courses and Law Schools by State

Figure 4

While "legal innovation" courses have been increasing around the country since 2015, considering an undergraduate law degree requires completion of between 30 – 40 law courses (and there are 39 universities), nationally these kinds of undergraduate courses can be estimated at less than half of one percent of total law degree courses.
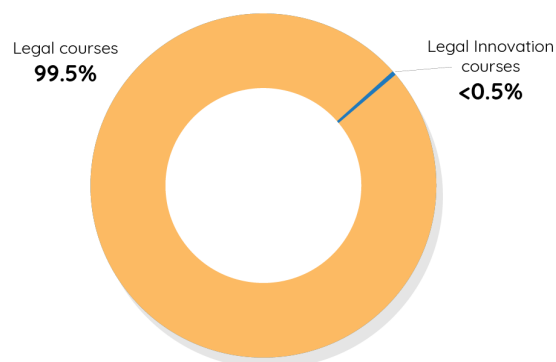

Figure 5

Similarly, the number of students taking these courses is relatively few. This is even more so because many of the undergraduate offerings are clinical programs, which generally have far fewer students than a general elective (e.g. my clinic takes 6 senior law students per semester).

While exact figures aren't available there are around 8,000 Bachelor of Laws graduates each year (and possibly around 15,000 graduates from undergraduate, combined and postgraduate law degrees). So nationally the proportion of students undertaking "legal innovation" courses is still fairly small although that number would increase if you took into account those that enrolled in courses regarding the law of technology or students taking advantage of the extra-curricular activities.

Even if more courses were to be available, students' ability or likelihood of choosing such courses is minimised due to the small number of electives on offer in any degree at any particular time. That is, students have many core and compulsory subjects to complete, and the full range of electives available at any university is not offered every semester. Students may also still feel they gain more from completing electives such as international or commercial law, succession or family law and possibly unaware that a prospective employer would consider completion of a "legal innovation" course highly desirable.

E.   OBSERVATIONS

Timeline

Although published information does not easily reveal when courses commenced, it appears the first "legal apps" course commenced in Victoria in 2015. Since then, there has been significant growth in "legal innovation" courses with options now available in every State apart from Tasmania and the Northern Territory.

The variety of courses and associated offerings has been steadily increasing especially in the last 12 months and is likely to continue.

Radical rewriting of the curriculum however is unlikely while the Priestley 11 remain compulsory for a traditional law degree. There is opportunity within this current framework for curriculum-wide review and skills mapping. What we may also see are new legal operations or legal technology electives, perhaps even an alternative degree that offers education like the Business of Law Institute at New York University.

Hackathons

The first legal hackathon took place in Sydney in July 2016.

It is commendable that it sought to assist the state's longest running community legal centre, the Refugee Advice and Casework Service, to improve operations and demonstrate how technology may assist the legal assistance sector and increase access to justice.

Although there are relatively few legal hackathons around the country, they are significant in that most are created and co-hosted by students in their own time. "Disrupting Law", held for the

third time this year in Queensland, is organised by early career professionals and students from multiple universities, demonstrating collaboration, entrepreneurship and innovation in action.

The volunteer-led activities of "The Legal Forecast" deserve mention. While sometimes their activities are aligned with law schools, "The Legal Forecast" also offer opportunities outside of the classroom for skill development (such as "Race to the Future") for students and the profession.

Collaboration

In this context, collaboration is found between universities, the profession, the legal assistance sector and technology industry but considering the level of commentary about the great need for collaboration into the future and the benefits that flow, there could be much more.

Most collaboration occurs through legal hackathons and law apps courses, predominantly with the top tier firms. Partnerships with IT providers are still limited in number, with only a few key players.

I would like to encourage law firms (of all shapes and sizes) exercising corporate social responsibility, to not only leverage their relationships with software providers but to consider offering their own in-house technology and business operations expertise for the benefit of legal assistance organisations either directly or through one of the many clinical legal education programs.

Technology providers and LegalTech start-ups may similarly have expertise to offer, not only to students but to resource-strapped community legal centres.

Alternative skills development

Mary O'Carroll, Head of Legal Operations at Google recently said "We have a skills gap. We need more professionals trained in legal operations, in legal project management, and in legal process improvement. We need schools to change their curriculum".

Of course providing opportunities for students to learn the skills described above in their law degrees is an obvious path. Alternatively they could gain them within a different degree such as Business, Marketing, Engineering, IT or Design, to name a few. The Stanford University's CodeX TechIndex, a curated list of LegalTech companies, lists 30 plus Legal Education firms, a clear sign of alternative organisations offering new pathways to knowledge and skills.

There has been debate for a long time whether the purpose of a law degree is purely vocational or something else (more?). It is also naive to think that the content one learns at the start of one's legal career will remain static. Lawyers have a professional obligation to stay abreast of changes to the law and how things are done. Accordingly, perhaps the role of continuing professional development in this quickly changing world will become just as (or more important?) than acquiring skills while undertaking an undergraduate degree.

F.   CONCLUSION

The actual pace of change in the profession does not live up to the hype. But there is change, and it is steadily growing. It seems to be common sense, that law students receive appropriate training to be somewhat prepared for those changes on entering the profession.

This list of "legal innovation" courses may be useful as a snapshot for activity around Australia, however no conclusion can be drawn about their effectiveness in teaching students skills for the future – that will have to wait for more rigorous research or simply wait to be seen …

Similarly, the impact of courses that teach the use of technology for business improvement or to increase access to justice depends upon proper identification of the problem the technology is seeking to solve, including whether the "right" problem is being addressed. These are some of the more challenging aspects of innovation, namely spending the time to empathise with clients to understand the real issue. Sometimes these skills are only learned over a lifetime.

I will follow with interest the next iteration of legal education as it seeks to address the ongoing industry and market challenges. My curiosity as to whether universities themselves will be able to exercise the principles being modeled in some of the courses remains. Against the backdrop of a changing legal marketplace will universities exercise human-centered design principles to focus on the end-user of their services – students, the profession and ultimately our clients – to allow for experimentation, failure and iteration in striving for progress in legal education?

"The time is ripe for legal educators to understand the underlying forces that are impacting law schools and the larger market for legal services and to reimagine these forces not as threats, but as opportunities to renew the promise and energy of the legal sector …"

Michele R. Pistone & Michael B. Horn
"Disrupting Law School: How disruptive Innovation will revolutionize the legal world"

G. ABOUT THE AUTHORS

Andrea Perry-Petersen

Andrea Perry-Petersen graduated from T C Beirne School of Law at the University of Queensland in 1994 with Honours. She is a lawyer, who through collaboration, persistence and service innovation is determined to make a positive social impact.

Her diverse industry experience comprises commercial law, community and human rights law and governance. Her skills cover innovation and program design, research, education, law reform, litigation, communication, process improvement and technological literacy. Her passion is access to justice.

Andrea currently works independently as a consultant, at a community legal centre and as a researcher. She established and designed the first undergraduate clinical legal education course ("A2J & Innovation") in Queensland in which students learn technological skills and explore how digital innovation may improve service delivery to self-represented litigants.

She is a speaker at conferences including the International Journal of Clinical Legal Education, National Pro Bono Resource Centre, the NSW Law Society FLIP Conference, Community Legal Centres Qld and #JDHorizons and regularly contributes to discussions about the future of the profession and innovative ways to increase access to justice.

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Michael Lacey

Michael Lacey is a 5th year student at the University of Queensland completing a Bachelor of Laws and Business Management whilst working at McInnes Wilson Lawyers.

To coincide with his strong interest in technology, he attended the "A2J & Innovation" clinic in Semester 2 2017 and helped to develop the online interview directed at assisting self-represented litigants. He has since maintained a strong interest in the role of emerging technologies in the legal industry and hopes to continue working in this space throughout his career.

H.   APPENDIX - List of Universities and Courses

UNIVERSITY LAW SCHOOLS *(In alphabetical order)*

1. **Australian Catholic University (ACT)**

Upon analysis of the ACU Law School course list, website and keyword google searches; there was no evidence of any subjects, programs or activities relating to legal service delivery innovation.

It is acknowledged that the school places a significant emphasis on pro bono work and it was impossible to determine from information in the syllabus whether any of the pro bono programs involved a level of innovation or technology in their service delivery.

2. **Australian National University – ANU College of Law (ACT)**

Course name	Code	Description
The Future of Legal Practice	**PG**	*This course delivers an overview of the technological and social trends that are disrupting legal practice, leading to new business models and new career paths. The course will equip students with the analytical tools and insights they need to survive and thrive as technology changes the way in which law is practiced.*
Legal Entrepreneur	**PG**	*This pioneering course gives students the knowledge, skills and conceptual tools to understand and harness the disruptive potential technology will have on the practise of law.*
Social enterprise and design thinking	**EC**	*This workshop will offer a brief introduction to the concept of social entrepreneurship as well as an interactive session with participants to demonstrate design thinking – an integral part of designing enterprises with a social mission.*

3. **Bond University (Qld)**

Course name	Code	Description
The Digital Lawyer	**PG**	*This subject examines recent changes in the legal services industry and explores a range of ideas about how technology can be deployed in legal practice. Students develop a technology based prototype to address customers' legal needs.*

Course name	Code	Description
The Global Lawyer	**PG**	*This unit focuses on building professional capacity to engage in international, supranational, and transnational legal practice. It seeks to make students aware of the opportunities as the role of traditional lawyering is broadened, as well as the ethical concerns and responsibilities of being a global, digital lawyer.*
Legal Skills Centre	**EC**	*The Centre is the first of its kind to integrate the full complement of legal-based training facilities. With purpose-built suites designed for mediation, dispute resolution, PLT training as well as video conferencing and more, law students will find everything required for training, on site.*

Bond University requires all students complete core subjects in Critical Thinking and Communication, Leadership and Team Dynamics and Ethical Thought and Action.

4. **Central Queensland University (Qld)**

Course name	Code	Description
Legal Apps	**UG**	*Intelligent machines are set to dramatically reshape Australian Legal practice. This unit incorporates theory, research and practical application of e-lawyering. Students will develop a legal app for the benefit of the community.*

5. **Charles Darwin University (NT)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

6. **Charles Sturt University (NSW)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

7. **Curtin University (WA)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

8. **Deakin University School of Law (Vic)**

Course name	Code	Description
Legal Practice and Ethics	UG	Includes topics on legal ethics and *current trends in professional practice.*
Venture Law Clinic	UG	*A transactional legal clinic that provides pro-bono legal information, advice and or assistance to seed and early stage entrepreneurial ventures. The clinic takes students through the life cycle of a real start-up, focusing on the various problems that companies encounter from formation, funding and investment, IPO, and into maturity.*
Disruptive Innovation in Law	EC	*Featuring speakers and sharing insights on disruption in the legal profession and impact of technology on courts.*

9. **Edith Cowan University (WA)**

Course name	Code	Description
Centre for Innovative Practice	C	*Researched focused on developing innovative practice across a range of professions and organisations within the business and law sectors.*
Community Legal Practice	UG	*Students experience firsthand many of the generic skills necessary for the responsible and successful practice of the law, including interviewing skills and problem solving, legal research and analysis, file management, oral and written communication skills and the use of information technology.*

10. **Flinders University (SA)**

Course name	Code	Description
Flinders Legal Advice Clinic	UG	*In 2017, Flinders Legal Advice Clinic collaborated with Cartland Law to use Cartland's AILIRA [Artificially Intelligent Legal Research Assistant] platform to develop a Chatbot to assist the community in relation to residential fencing disputes.*

11. **Griffith University Law School (Qld)**

Course name	Code	Description
The Law Futures Centre	C	The school is dedicated exclusively to how the legal profession is being redefined. Some of the programs run include: **Law, Risk and Innovation –** *collaborative projects focused on legal and regulatory responses to technological and social change* **Lawyering, Legal Education & Law's Future** – *research focused on innovative forms of education to produce work-ready graduates in this new practice context.*
21st Century Legal Practice: Professions, Disruptions and Technology	UG	*Legal practice and the legal profession are changing rapidly around the world. Disruption is happening through changes in regulation and the impact of technology on practice. The course prepares students for the new world of practice by examining the causes and effects of change and having the students participate in group projects that will answer legal problems.*
Ethics and Professional Responsibility in Practice	UG	*The course also investigates concepts relevant to legal practice and contemporary issues such as the changing nature of the profession and access to justice.*
Law without Walls International Clinic (formerly offered)	EC	*Students are placed into an international team, mentored by academics, practitioners, entrepreneurs and venture capitalists.* *Over the semester the teams create a project, with the winner being eligible to enter an incubator program for development.*

12. **James Cook University (Qld)**

Course name	Code	Description
Contemporary Practice: **The New Lawyer**	**UG**	*This subject will provide students with a comprehensive understanding of the role of lawyers in current-day practice together with an introduction to the wide range of attributes and skills, which lawyers need to acquire so as to represent their clients effectively and professionally.*

13. **La Trobe University (Vic)**

Course name	Code	Description
Legal Internship	**UG**	*Students have regular classes both face to face and online in which they study communication skills, technology and the law and issues relating to the future of legal practice, diversity in the profession and legal ethics.*
NewLaw: **New Lawyers Symposium**	**EC**	*Learn about how the profession is changing, and how you might respond to that change.*

14. **Macquarie University (NSW)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

Offers IP & IT Law Subjects.

15. **Monash University (Vic)**

Course name	Code	Description
Entrepreneurship and the Law	**UG**	*This unit will cultivate your ability to navigate the entrepreneurial journey, using innovative problem solving techniques. Set in the practical context of relationships, we will explore how to break out of traditional legal silos to develop a dynamic, multi-disciplinary approach, whilst remaining mindful of the many related risks and opportunities that impact innovation.*
Innovation: Labour, competition and intellectual property law perspectives	**UG**	*This unit will analyse the issue of the legal protection of business research and development in the context of different areas of law - workplace, competition, corporate and, intellectual property laws.*
The Global Lawyer	**UG**	*This unit focuses on building professional capacity to engage in international, supranational, and transnational legal practice. It seeks to make students aware of the opportunities as the role of traditional lawyering is broadened, as well as the ethical concerns and responsibilities of being a global, digital lawyer.*
Australian Centre for Justice Innovation	**C**	*A primarily research based initiative dedicated to new ways of thinking to improve justice systems, policy and practice.* *The Centre also hosts events such as the **Careers in Legal Tech and Entrepreneurship** panel discussion.*
Global Legal Hackathon	**EC**	*The hackathon takes place in 40 cities around the world. The goal is to foster rapid tech solutions to progress the legal industry's biggest problems.*
Tech-Up Law Publication	**SL**	*Tech-Up Law is a student publication that specifically caters to law students' understanding of digital technologies in the legal sector.*

16. **Murdoch University (WA)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

The school offers an IP Law elective.

17. **Queensland University of Technology (Qld)**

Course name	Code	Description
Law, Technology and Innovation	M	*In 2019, a new law, technology and innovation minor will be introduced. This minor complements our core law program by extending our focus on preparing law graduates to be adaptable legal professionals who are prepared for new careers which will evolve as a result of disruption caused by innovation and technology.*
Artificial Intelligence, Robotics and the Law	UG	*This unit addresses the most pressing practical legal issues that arise in relation to new technologies, and examines the theoretical principles that are likely to underpin public and private regulatory efforts in the future. To this end, the unit will encourage students to think critically about the ways in which new technology is experienced and regulated.*
Intellectual Property and Innovation Law Program	C	*The program conducts real-world research at the intersection of law and technology. It plays a critical role in shaping public policy through research, education, community service and public policy engagement.*
Disrupting Law Hackathon	SL EC	Hosted by QUT Starters and The Legal Forecast: *"Disrupting Law" brings students from different disciplines (law, IT, business) together over 54 hours to create an innovative solution and business model to address an issue in the profession, and present it to an industry panel for judging*

18. **RMIT University (Vic)**

Course name	Code	Description
Centre for Innovative Justice	**C**	*The Centre researches, translates, advocated and applies innovative/alternative ways to improve the justice system, locally, nationally and internationally.*
Access to Justice Through Technology Program	**EC**	*Students from across the university from a range of disciplines are selected to work with mentors from industry and the community legal sector to design and deliver a solution that will improve access to justice across a range of areas.*
Legal Practice and Technology	**UG**	*In this course you will utilise computer applications and specialty software technology used in management processes of the modern-day legal practice.*

19. **Southern Cross University (Qld)**

Course name	Code	Description
Information Technology and the Law	**UG**	*Discusses how information technology can be used as management systems in our courts, legal offices and legal information retrieval systems.*

20. **Swinburne University of Technology (Vic)**

Course name	Code	Description
Centre for Transformative Innovation	**C**	*Regular research seminars on legal disruption.*
Legal Technology and Innovation	**UG**	*This unit offers highly practical lab based work where students learn the fundamentals of automating legal services and other forms of decision making. Students receive instruction on technology as an object of legal regulation, as well as how technology changes the nature of law itself.*

Lean Startup Springboard	**UG**	*This unit teaches students to apply lean principles, early stage venture mindset, skills, tools and techniques facilitated by a blend of lectures, discussions, cases, readings, video material, workshops and expert guest speakers.*
Toolbox for Prototyping and Interdisciplinary Collaboration	**UG**	*This unit aims to introduce students to the concept of prototyping as a core method for creative problem-solving and develop a language for enabling interdisciplinary collaboration in the context of innovation projects.*
Innovation Challenge Project	**UG**	*Students will apply various creative problem solving tools and approaches to generate and develop innovative solutions in response to a real-world project brief.*
Future Work Skills and Innovation	**UG**	*This course is designed to develop in students the capability to gain employment and manage and progress their careers.*

21. **Sydney City School of Law (NSW)**

After analysis of course list, website and Google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

22. **University of Adelaide (SA)**

Course name	Code	Description
Technology Regulation and Information Policy Research Group (former research unit)	C	*Focuses on the principal legal issues arising from the impact of modern technologies and influencing modern information policy.*
Clinical Legal Education	UQ	*Some clinics investigated the role of technology in access to justice.*

23. **University of Canberra (ACT)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

The school offers clinical education and an IP law elective.

24. **University of Melbourne (Vic)**

Course name	Code	Description
New Technology Law	**UG**	*Students investigate the way in which new technological innovation is affecting almost every aspect of law and legal practice.*
Law Apps	**UG**	*Design, build and release a live legal expert system that can provide legal advice to non-lawyers.*
Start Up Law	**UG**	*Learn the skills to advise start-up companies on the legal issues they are likely to face in their formative years.*
Disputes and Ethics	**UG**	*Melbourne Law School aims to expose about 400 law students to legal technology they might use in a future legal career. HighQ, a market leader in providing collaborative software to the legal industry, will host the new subject, Disputes and Ethics, on its Collaborate platform.*
#BreakingLaw Corporate Hackathon	**EC**	*Hosted by the University and King & Wood Mallesons, this two-day event gives students first-hand experience in legal problem solving.* *Lawyers and university students from a range of disciplines, including law, commerce, marketing, IT and design worked together in teams to provide innovative solutions to legal problems.*
Law Without Walls X	**EC**	*Students around the world collaborate to solve legal problems through innovation.*
Coding Classes	**EC**	*Offers classes to equip students with the evolving skills required of lawyers.*

25. **University of New England (NSW)**

After analysis of course list, website and Google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery although there is a course on the "Law of Innovation" which includes examination of IP law.

26. **University of Newcastle (NSW)**

Course name	Code	Description
University of Newcastle **Legal Centre**	**C** **UG**	*The Centre has given students the opportunity to develop the KNOW THE LAW APP to provide international students with a platform to access Australian legal information.*

27. **University of New South Wales (NSW)**

Course name	Code	Description
Allens Hub for Technology, Law & Innovation	**C**	*Launched in 2018, the Hub aims to explore the many disruptions facing the legal system now and into the future, such as the reliance on data driven decision making, new kinds of biological, artificial and legal 'persons' and threats to cyber security.*
Legal Experimentalism	**UG**	*Aims to equip law students to employ legal skills and knowledge in innovative, creative ways.*
Designing Technology Solutions for Access to Justice	**UG**	*This course will teach students how to design legal information systems, integrating expert systems, hypertext, text retrieval and other technologies, for use in generating legal documents from precedents and assisting users to navigate solutions to legal problems.*
Student Entrepreneur Development Centre (former centre)	**EC**	*A free legal service that supports students that are a part of our student and alumni entrepreneur community. Where a student founded business idea needs general commercial legal support, the Student Entrepreneur Development team will refer them to the SELC.*

28. **University of Notre Dame (WA, NSW)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

The school offers clinical education and an IP law elective.

29. **University of Queensland (Qld)**

Course name	Code	Description
Law and Technology	**UG**	*Investigates issues relating to e-commerce, AI and new legal software being used in the profession.*
A2J & Innovation Clinic	**UG**	*Focused on how digital innovation can increase access to justice, especially for self-represented litigants. Students develop an online guided interview to assist self-represented litigants through a discrete legal process.*
Law, Science and Technology	**C**	*UQ's Law, Science and Technology Program brings together academics, students and staff from the School of Law who are interested in exploring the complex interaction of law, science, and technology from a range of disciplinary perspectives.*
Hackcess to Justice	**SL** **EC**	*A hackathon supported by the School of Law, and run with the Dept of Justice & AG, in which law students are mentored by public sector staff, legal professionals and technologists to design and pitch an innovative solution to neighbourhood disputes.*

30. **University of South Australia (SA)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

The school offers clinical education and an IP law elective.

31. **University of Southern Queensland (Qld)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

The school offers clinical education and an IP law elective.

32. **University of the Sunshine Coast (Qld)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

The school offers an elective internship program and an IP law elective.

33. **University of Sydney (NSW)**

Course name	Code	Description
Corporate Innovation and Regulation	**PG**	*This unit will cover recent developments in innovation and the law, including disruptive technology and new business models in a range of contexts including the sharing economy, fintech, and more.*

34. **University of Tasmania (Tas)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

The school offers clinical education, an IP law and an IT Law elective.

35. **University of Technology – Sydney (NSW)**

Course name	Code	Description
Legal Futures and Technology Major	**M**	*Legal Futures and Technology will equip students with the requisite knowledge and skills as future legal practitioners and professionals amongst rapid developments in technology, innovation and work.*
Technology Law, Policy and Ethics	**UG**	*This subject explores the policy and ethical issues that arise in light of the impact that technology is having on the world and the role of lawyers in shaping policy and protecting vulnerable populations.*
Applied Project in Law, Innovation and Technology	**UG**	*This subject comprises the research, writing and communication of a solution to an approved topic in technology law.*
Disruptive Technologies and the Law	**UG**	*This subject covers the impact that disruptive technologies are having on the type of work that lawyers do and the way that they do it.*
Future of the Legal Profession Series	**C**	*Seeks to explore the challenges and opportunities facing the legal profession during a period of profound change.*
#breakinglaw Hackathon	**EC**	*Multidisciplinary teams of students from across UTS collaborate with King Wood Mallesons lawyers to develop technology-driven solutions to real-life legal problems.*

Neota Logic UTS Law Tech Challenge for Social Justice	EC	*Students collaborate with Allens' lawyers and Neota Logic over several months to develop smart applications for social justice.*
UTS Legal Technology Moot	**EC**	*Teams argue on new technological developments many legal professionals are grappling with today.*

36. **University of Western Australia (WA)**

Course name	Code	Description
Legal APPtitude	**PG**	*Students team up with lawyers from Corrs Chambers Westgarth to develop AI applications to improve efficiencies and save costs for not-for-profits and provide other services for disadvantaged and vulnerable people.*
Disrupting Law Hackathon	**SL** **EC**	Hosted by The Piddington Society and The Legal Forecast: *Over 54 hours students from different disciplines brainstorm, ideate, validate, prototype and build a business model and a software solution for a specific problem within the legal profession which they present 'Shark Tank Style' to an industry panel for judging.*

37. **University of Wollongong (NSW)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology-based service delivery.

The school offers clinical legal education, IP law electives and a future policy subject called **Future Tense: Politics and Regulations of Technoscience**.

38. **Victoria University (Vic)**

Course name	Code	Description
The Entrepreneurial Mindset	**M**	A general minor available, not specifically focused on law. Units include: • Problem discovery • Solution validation • Storytelling for impact • Hacking growth

39. **Western Sydney University (NSW)**

After analysis of course list, website and google searches there was no evidence of any courses / programs / events that cater to innovative or technology based service delivery.

The school offers clinical legal education and an IP law elective and a new Bachelor Degree in Cyber crime and security.

NON-UNIVERSITY PROVIDERS

1. **The College of Law Australia (NSW, Vic, SA, WA, Qld)**

Course name	Code	Description
Centre for Legal Innovation ("CLI")	C	*An innovation focused think tank, providing a platform for thought leadership, practical research and opportunities for collaboration in the legal profession to navigate the disruption and new technologies transforming the industry.* *CLI undertakes work within 5 key areas including the future of legal practice, LegalTech, Diversity & Inclusion, The Future of Legal Education and Access to Justice.* *CLI offers a number of Events, Workshops and Courses, such as:* • *Legalpreneurs Roundtables* • *Chief Innovation Officers Forum* • *LegalTech* • *Legalpreneurship* • *Innovative Legal Practice* • *AI in Legal Practice Summit*

2. **Leo Cussen Centre for Law (Vic)**

Course name	Code	Description
Technology and Innovation	PG	Practical Legal Training and Continuing Professional Development – Module 5.