



2025 APLEC CONFERENCE

13 & 14 November 2025

PROGRAM



Future Lawyers: AI, Ethics, and the Human Dimension of Legal Practice

The 2025 APLEC Conference invites legal educators, practitioners and thought leaders to explore the evolving landscape of legal education and practice in an era where change is a constant.

As artificial intelligence and legal technologies transform legal practice, the profession must respond with a renewed focus on teaching the skills that will enable graduates to thrive.

This year's theme highlights the critical role of legal educators in shaping graduates who are not only technically proficient, but also reflective, adaptable, and ethically grounded. The conference will examine how curriculum design, experiential learning and assessment innovation can be harnessed to build these capabilities, together with the challenges and opportunities facing Practical Legal Training.

The 2025 APLEC Conference aims to foster a legal education community that is future-ready and values-driven. Join us in sharing ideas and shaping approaches that will empower the next generation of lawyers to lead with confidence, integrity, and care in a transforming legal world.

What capabilities do future lawyers need and how do we, as educators, equip them?

CONFERENCE INFORMATION

Dates/Time

Thursday 13 November 2025, 1:00pm – 5.30pm

Friday 14 November, 9:00am – 5:00pm

Conference Venue

College of Law Victoria, Level 1, 555 Bourke Street Melbourne Vic 3000

Conference Dinner

Victoria by Farmer's Daughters, Ground Floor, Birrarung Building (river side), Federation Square

Thursday 13 November at 7:00pm

AGENDA

01

Thursday, 13 November

1:00 PM – 1:30 PM	REGISTRATION	Conference Registration Light lunch and refreshments	Main area
1:30 PM – 1:45 PM	PLENARY	Welcome to Country Wurundjeri Elder Colin Hunter Jnr Introductory remarks Sophie Williams , Executive Director College of Law Victoria	Warren (Theatre)
1:45 PM – 2:30 PM	PLENARY	Opening Address Her Honour Chief Judge Amanda Chambers , County Court of Victoria	Warren (Theatre)
2:30 PM – 3:15 PM	SESSION 1	A decade in trajectories of law graduates and lawyers since 2014: informing PLT educators of the shifting human dimensions of legal and professional practice Tiffany Long , Leo Cussen Institute and Barry Yau , James Cook University	Teague
		From box-ticking to genuine engagement Kate Ross , College of Law Victoria	Falla
		Building Emotional Intelligence in users of Artificial Intelligence – fostering the “human dimension” of legal practice through PLT training Rebecca Chisholm and Dr Stephanie Mead , Institute of Professional Legal Studies	Bryant
		Learning or Gaming the System? Student Attitudes and the AI Challenge in Education Anita Hall , College of Law Queensland	O’Shea
3:15 PM – 3:30 PM	BREAK	Afternoon tea	Main area

AGENDA

01

Thursday, 13 November

3:30 PM – 4:15 PM	SESSION 2	Teaching Smarter: Addressing Learning Myths in the PLT Classroom	Teague
		Lee Horton, College of Law Victoria	
		Does Practice Make Perfect? Practical Legal Training (PLT) students' perceptions of using a GenAI Agent for a simulated solicitor-client interview	Falla
		Nicole Landy, Queensland University of Technology	
		Adding value for clients as a modern-day lawyer: guiding new lawyers on how to take a human-centered approach to their work as a legal professional. How can PLT educators develop critical thinking and creativity skills in new lawyers, so they can best serve their clients' needs?	Bryant
		Dolly Brennan and Michelle Hall Collins, Institute of Professional Legal Studies	
		Pracademia: Ambidextrous and Dangerous - Legal Education Needs Pracacademics	O'Shea
		Deslie Billich, College of Law South Australia	
4:15 PM – 5:15 PM	PLENARY	Industry Panel: How AI and legal technologies are being used in the profession	Warren (Theatre)
		• Terri Mottershead, Director Digital Enablement, Ashurst Advance (Panel Moderator) • Amanda Fajerman, Head of Digital Change (Digital Projects), Herbert Smith Freehills Kramer • Kate Price, Executive Manager, Operations and Enablement, NBN Australia • Laura Vickers, Principal Lawyer and Founding Director, Nest Legal	
7:00 PM – 10:00 PM	DINNER	Victoria by Farmer's Daughters, Ground Floor, Birrarung Building (river side), Federation Square	
		victoriarestaurant.com.au/findus	

AGENDA

Friday, 14 November

9:00 AM – 9:30 AM	OPENING	Arrival Tea and Coffee served	Main area
9:30 AM – 10:30 AM	PLENARY	Assessment Validity in the age of AI Thomas Corbin , Deakin University, Research Fellow, Office of the Deputy Vice Chancellor, Centre for Research Assessment and Digital Learning.	Warren (Theatre)
10:30 AM – 11:00 AM	BREAK	Morning tea	Main area
11:00 AM – 12:00 PM	PLENARY	Keynote Speaker Professor Caitlin Moon JD, Professor of the Practice of Law, Co-Director, Program on Law & Innovation Founding Co-Director, Vanderbilt AI Law Lab Vanderbilt Law School Speaker, Facilitator, Coach Hosted by Ann-Maree David , National Executive Director, College of Law	Warren (Theatre)
12:00 PM – 12:30 PM	PLENARY	PLT Under Review – Member update APLEC Board and Working Group	Warren (Theatre)
12:30 PM – 1:30 PM	BREAK	Lunch	Main Area
1:30 PM – 2:15 PM	SESSION 3	Exploring the Use of AI Agents to Enhance Students' Learning Experience in Professional Legal Studies Kyle Larsen and Dr Helen Radersma , Institute of Professional Legal Studies	Teague
		From Human Doing to Human Being: Reflective Practice as a Core Capability for Future Lawyers Florence Thum , College of Law NSW	Falla
		Re-designing PLT assessment for AI integration: Human Oversight and Verification in Practice Pia Castelli , College of Law	O'Shea

AGENDA

Friday, 14 November

2:15 PM – 3:00 PM	SESSION 4	Acting in the client's best interests: trauma informed and culturally competent practice as core capabilities	Teague
		Karina Okotel , College of Law	
		Lawyers Leading a PLT Practitioner-Led Research Culture	Falla
		Dr Deb Hann , Core EQ	
		"The Mindful Lawyer of the Future" Workshop	O'Shea
		Artemis Evangelidis , Law Institute of Victoria	
3:00 PM – 3:20 PM	BREAK	Afternoon tea	Main area
3:20 PM 4:00 PM	SESSION 5	Future-proofing Legal Skills in PLT: Designing Supervised AI-Tutor Workflows to Preserve Deep Learning and Assessment Integrity	Teague
		Jeanette Hobbs , College of Law New Zealand	
		Are we there yet? Collaboration and Group Work in the Age of AI	Falla
		Dr Alan Davis and Michele Davis , College of Law	
		An Overview of the Emerging Lawyers Program	O'Shea
		Amy Schwebel , Women's Legal Service Victoria	
4:00 PM – 4:45 PM	PLENARY	Closing address	Warren (Theatre)
		Kerri-anne Millard Executive Director of Policy & Outreach, Victorian Legal Services Board and Commissioner	
4:45 PM – 5:00 PM	CLOSE	APLEC Board closing remarks	Warren (Theatre)
		Shirley Southgate , APLEC Chair, Ann-Maree David , APLEC Secretary and Sophie Williams , APLEC Treasurer	

PERSPECTIVES ON PRACTICE

Your insights on AI, ethics, and the evolving legal landscape.

This interactive workshop runs continuously throughout the APLEC Conference in the Cummins room. Attendees are welcome to participate at any time during the event, adding their perspectives to the prompt questions and engaging with the digital survey via the QR code on their lanyard. Whether you have a few minutes between sessions or want to join a group discussion, your contributions are welcome all conference long.

How to Participate:



- Visit the Cummins room at any time during the conference to contribute your thoughts
- Scan the QR code to complete the digital survey and add your voice to the collective insights.

Join us in shaping the conversation about AI, ethics, and the human dimension of legal practice—your perspective matters.

PLENARY SESSIONS

01 Thursday 13 November, 1:45PM – 2:30PM

Opening Address: *Staying Human: the Legal Profession in the age of AI*

Speaker

Chief Judge Amanda Chambers | County Court of Victoria



The Honourable Justice Amanda Chambers was appointed Chief Judge of the County Court and as a judge of the Supreme Court of Victoria on 27 May 2025. Chief Judge Chambers was first appointed as a County Court Judge on 9 June 2015. She was also appointed as the President of the Children's Court on this date and remained as President until 2021. When Chief Judge Chambers returned to the County Court, her Honour sat as a trial judge in the Criminal Division. From August 2024 to her appointment as Chief Judge, her Honour was Head of the Criminal Division. Prior to her appointment to the County Court, Chief Judge Chambers served as a Magistrate of the State of Victoria for over eight years where she was Supervising Magistrate of the Sexual Offences List for three years. Chief Judge Chambers has also served

as a part-time Commissioner of the Victorian Law Reform Commission from 2008–2012 on references including Jury Directions, Child Protection and Guardianship laws. Prior to her appointment as a Magistrate, Chief Judge Chambers worked as a solicitor, specialising in the areas industrial/employment law and equal opportunity.

This dynamic panel brings together industry leaders to discuss the real-world adoption of AI and legal technology in contemporary legal practice. Moderated by Terri Mottershead (Ashurst Advance), with insights from Amanda Fajerman (HSF Kramer), Kate Price (NBN Co), and Laura Vickers (Nest Legal), the session explores top use cases for AI, drivers and barriers to tech deployment, and the evolving expectations of clients and organisations. Panellists will share strategies for developing essential tech and soft skills in entry-level lawyers, including approaches to education, training, and balancing technology with critical reasoning and ethical reflection. The discussion will address changes in professional responsibilities since the rise of generative AI, including policy development and supervision practices. Concluding with practical advice for legal educators, the panel will highlight key priorities to future-proof graduates for a rapidly changing legal landscape.

Panelists

Terri Mottershead (Moderator) | Director Digital Enablement, Ashurst Advance



Terri has spent her career at the intersection of law, innovation, and people—moving between private practice, academia, consulting, and leadership roles across the globe. She currently leads Ashurst's global Digital Enablement team as part of the firm's award winning NewLaw division, Ashurst Advance, where her focus is on boosting digital, AI and data literacy for 31 offices in 18 countries across the firm. Terri also Chairs the Queensland Law Society's AI in Legal Practice Consulting Committee. Terri has a long history as a pracademic in practical legal education in Australia, Asia and the US. She was the first Executive Director of the Centre for Legal Innovation at the College of Law.

Amanda Fajerman | Head of Digital Change (Digital Projects), Herbert Smith Freehills Kramer



Amanda is the Head of Digital Change, Australia at HSF Kramer. With over 20 years of experience in legal, technology, and consulting roles, Amanda is passionate about helping lawyers solve business problems using data and technology. Amanda blends her legal knowledge and her expertise in genAI and legal technology to bridge the gap between legal teams, IT, and digital teams. Amanda brings strategic insight, strong stakeholder relationships, and expertise in change management, stakeholder engagement, and strategic design to deliver impactful solutions for her clients. Amanda also volunteers on the board of the ALTA – the Australasian Legal Technology Alliance as the Chair of the WALTA – women of ALTA.

Kate Price | Executive Manager, Operations and Enablement, NBN Australia



Kate is the Executive Manager, Operations & Enablement for Legal and Regulatory at NBN, and before that, an experienced corporate and commercial lawyer working at both large law firms and in-house at places such as University of Melbourne, Savills in London, and Coles. At NBN she leads a team of 3 assisting a legal and regulatory function of 100 people across a broad range of areas including external counsel strategy and management, resource strategy and management, workflow and triage amongst the team, data strategy and legal technology strategy and implementation.

Laura Vickers | Principal Lawyers and Founding Director, Nest Legal



Laura is the founding director of Nest Legal, one of Australia's first 'NewLaw' firms. She is one of the 300 women featured in Trailblazing Women and the Law, the first national history of Australia's trailblazing women lawyers, a finalist in the 2024 and 2025 Australian AI Awards Female SME Leader of the year, the founder of NewLaw Chambers, a regular speaker on legal innovation and practice management, an investor and a mentor to many who have started their own NewLaw firms following the Nest Legal blueprint.

As artificial intelligence reshapes legal education, how do we ensure assessments remain valid, fair, and aligned with intended learning outcomes? In this plenary, Thomas Corbin examines the challenges and opportunities AI introduces for assessment design and integrity. The session will explore strategies for maintaining authenticity, measuring practical skills, and adapting evaluation methods to reflect collaboration with AI tools. Educators will gain practical insights into balancing innovation with rigor, ensuring that assessments continue to reflect the capabilities required for competent, ethical legal practice in a technology-driven world.

Speaker

Thomas Corbin | Deakin University, Research Fellow, Office of the Deputy Vice Chancellor, Centre for Research Assessment and Digital Learning



Thomas Corbin is a researcher at Deakin University's Centre for Research in Assessment and Digital Learning (CRADLE). His work examines how generative artificial intelligence is reshaping assessment, feedback, and reading in higher education. Drawing on traditions in philosophy and social theory, his research traces how ideas such as validity, recognition, and educational purpose are being redefined in an AI age. He has published widely on these themes in journals including *Assessment & Evaluation in Higher Education*, *Higher Education Research and Development*, and *Educational Philosophy and Theory*.

Hosted by Ann-Maree David, National Executive Director, College of Law

Join Ann-Maree David in conversation with Professor Cat Moon as they explore the transformative impact of artificial intelligence on the legal profession. This interactive plenary will address how AI is reshaping the work of junior lawyers, the evolving ethical responsibilities of legal practitioners, and the critical skills that will remain uniquely human. The session will discuss the need for reform in legal education and ethics frameworks and highlight strategies for balancing technical fluency with essential relational skills. Designed for educators and practitioners, this session offers practical guidance for navigating the opportunities and challenges of AI in law.

Speaker

Professor Caitlin Moon | JD, Professor of the Practice of Law, Co-Director, Program on Law & Innovation, Founding Co-Director, Vanderbilt AI Law Lab, Vanderbilt Law School, Speaker, Facilitator, Coach



Cat Moon, JD, Professor of the Practice and Founding Co-Director of the Vanderbilt AI Law Lab, is a passionate legal innovator who believes that technology can revolutionize access to justice. As an educator, she trains the next generation of lawyers to embrace AI and design human-centered legal solutions. Beyond academia, Cat travels globally as a speaker and workshop facilitator, empowering legal professionals worldwide to harness the power of technology for positive impact and create more accessible, inclusive, and effective legal systems. In 2025, she launched the Women+AI global initiative, empowering women to lead in the design and deployment of artificial intelligence.

**05****Friday 14 November, 12:00PM – 12:30PM****2025 PLT under Review – APLEC Board and Working Group Update**

Speakers**Shirley Southgate** | Executive Director Leo Cussen Centre for Law**Vedna Jivan** | Associate Professor and Director, PLT Program UNSW**Madeleine Dupuche** | Director, Work Integrated Learning La Trobe University**06****Friday 14 November, 4:00PM – 4:45PM****Closing address: Examining the present to shape the future**

The Victorian Legal Services Board and Commissioner (VLSB+C) is a modern, evidence-based regulator focused on maintaining and enhancing public trust and confidence in Victorian lawyers and supporting the rule of law. Kerri-anne Millard, Executive Director of Policy & Outreach at the VLSB+C, will outline the legal landscape for early career lawyers in 2025 and beyond. She will share research findings (including from the VLSB+C's independent Legal Services Research Centre) that inform the work of the VLSB+C, and will address key challenges and supports for early career lawyers, including in relation to:

- supervised legal practice
- lawyer wellbeing
- ethical dilemmas
- emerging technologies
- varying legal capability of clients

Speaker**Kerri-anne Millard** | Executive Director of Policy & Outreach, Victorian Legal Services Board and Commissioner

Kerri-anne Millard is a lawyer, specialising in policy and legislative development. Kerri-anne has over 25 years of experience working for independent regulators across the Victorian public service, in diverse areas such as environment protection, earth resources, biosecurity, consumer affairs, and for the past 8 years, legal profession regulation at the Victorian Legal Services Board and Commissioner. The Policy and Outreach Division that Kerri-anne oversees is responsible for the delivery of programs and expert advice in relation to policy and regulatory strategy, strategic communications, research, evaluation and impact, funded partnerships and programs, lawyer wellbeing and stakeholder engagement. Kerri-anne is a passionate collaborator and enjoys achieving strategic outcomes for the Victorian legal profession, consumers of legal services and the Victorian community. She is married with two teenage boys and an entitled spoodle (cockapoo) that demands her daily attention.

PRESENTERS AND PAPERS

Session 1 | Thursday 2.30pm – 3.15pm

TEAGUE

A decade in trajectories of law graduates and lawyers since 2014: informing PLT educators of the shifting human dimensions of legal and professional practice.

Building on the study's findings which the second presenter presented at APLEC conferences in 2014 and 2022, the longitudinal research highlights the shifting human dimensions of legal professionals and law graduates entering a career beyond law.

The research can inform PLT educators about issues that are of significance to PLT students whether or not they become lawyers, such as balancing parenthood and career goals, equity, social justice, the public interest and notions of success.

The first presenter, who has been a participant in the research since 2014, will present her reflections and observations about the parallels between her legal career (in private practice and now as a PLT educator and APLEC member) and the research findings.

These experiences make the first presenter uniquely placed to reflect upon the value that PLT educators have in highlighting the importance of the human dimensions of a legal career. This is particularly pertinent to legal educators when framing notions of success, opportunity and wellbeing to promote longevity in a legal career.

Despite the limitations of the small cohort of volunteers that is distinct compared to the very diverse composition of the legal profession nationwide, the research results can brief PLT educators to prepare their students to adapt to the realities of the Australian professional landscape in and beyond law.

Tiffany Long, Leo Cussen Institute

Tiffany Long is Head of Education Delivery for Leo Cussen in the ACT and NT. Before joining the Leo Cussen, Tiffany worked in private firms and at Legal Aid, ACT, focusing on family law, family violence, and child protection work. Tiffany also sits on the Board of Directors of APLEC and Canberra Community Law. Tiffany is a member of the ACT Law Society and has served on various Law Society committees. She is a member and past Secretary of the Women Lawyers Association ACT and a member of Lawyers for Diversity ACT and the Asian Australian Lawyers Association.

Barry Yau, James Cook University

Barry taught PLT for over a decade at ANU and then UNSW. Prior to that he practised in government and private firms, and also took a break from legal practice to work in the UK. Barry currently is a law academic at James Cook University in the LLB program. Since 2014, Barry has led a longitudinal study into a cohort of law graduates and lawyers, during which time he has progressively presented his findings at APLEC conferences in 2014, 2017, 2022 and at this conference.

From box-ticking to genuine engagement

PLT is a requirement on the path to legal practice. The compulsory nature of this course presents a unique perspective on 'student engagement' that distinguishes us from other higher education courses. For us, we want to shift the view that PLT is a box-ticking exercise to one that sees PLT as an opportunity to develop, build upon and practice those foundational skills required by new lawyers. While it is important to acknowledge that not all students fall into the 'box ticker' category, we do see our fair share.

We understand that engaged students experience better outcomes from educational programs. But what constitutes student engagement? Is it merely a reflection of our teaching methods, or is there a broader context at play?

This presentation will consider the theories of student engagement and discuss some strategies that can assist with the shift from box-ticking to genuine engagement.

Kate Ross, College of Law Victoria

Kate has been a lecturer at the College of Law for the past three and a half years. She began her legal career in employment law, working with both employers and employees across private firms and trade unions, before spending more than 20 years in the community legal sector in a range of legal and management roles.

Kate has supervised and mentored many early-career lawyers, strengthening her focus on supporting emerging practitioners to build confidence and professional capability. Her work in Practical Legal Training has fostered a deep interest in educational theory and the art of teaching and learning, with a passion for helping new lawyers connect their studies with the realities of legal practice.

Building Emotional Intelligence in users of Artificial Intelligence – fostering the “human dimension” of legal practice through PLT training.

Legal research, analysis, initial document generation and basic client communication – all traditionally the domain of the new lawyer – are also the focus of generative and agentic AI. AI offers law firms attractive efficiency gains without the supervision, employment and insurance costs.

Some fear the traditional new lawyer role is being systematically eliminated through an AI efficiency revolution. However there is an important distinction between “*replacing the need for new lawyers with effective and efficient AI*” and “*fostering emotionally intelligent new lawyers, who enhance their client experience and the rule of law through effective and efficient AI*”.

Our presentation focusses on how we, as PLT providers, have a pivotal role in preparing our students to thrive at human centred communication in AI enhanced legal environments. While AI may erode traditional pathways for new lawyers to improve professional, social and communication skills, AI does not remove or replace the need for it. Clients still expect their lawyer to be emotionally intelligent, and to communicate clearly, effectively and compassionately with them.

Accordingly PLT training provides an essential opportunity for new lawyers to learn the “human dimension” of their lawyer vocation. We will discuss the importance of building student’s emotional intelligence, and focus on how PLT training fosters self awareness, self regulation, social skills, empathy and motivation in our students. We will share examples from our IPLS course where emotional intelligence is taught through practical skills demonstrating effective and empathetic client communication.

Focussing on this human dimension of legal practice will be fundamental to the long term survival of PLT training, and ensuring the succession of a strong, sustainable and independent legal profession.

Rebecca Chisholm, IPLS Instructor, LLB

Rebecca is a Profs instructor at the Institute of Professional Legal Studies in New Zealand. She has an LLB from the University of Otago, New Zealand and is also a qualified mediator. Her legal background is in litigation, primarily in family law. As an instructor, Rebecca enjoys working alongside trainees to build their practical legal skills and confidence for practice.

Dr Stephanie Mead, IPLS Instructor, BA, LLB (Hons), LLM (Hons), PhD

Stephanie is a Profs instructor at the Institute of Professional Legal Studies in New Zealand. Stephanie has a PhD in Law from the University of Auckland in environmental health law. She sits as an Independent Hearings Commissioner for various councils. Stephanie also practices as both a Barrister and a Mediator, specializing in civil litigation and dispute resolution of business disputes, property issues and environmental matters.

O'SHEA

Learning or Gaming the System? Student Attitudes and the AI Challenge in Education

Australian students demonstrate high confidence in educational institutions, with universities and schools ranking among the most trusted societal structures. However, this confidence has declined since the COVID-19 pandemic, reflecting broader concerns about educational delivery and relevance. Students increasingly view education through a pragmatic lens, emphasising career outcomes and skill development over traditional academic pursuits.

The emergence of generative AI tools presents both opportunities and risks in educational settings. While AI may help some students better understand material, concerns about academic integrity and authentic learning emerge. Students face pressure to engage with AI technologies that can complete assignments efficiently, potentially undermining the development of critical thinking skills and deep learning processes.

Key risks include the erosion of intrinsic motivation for learning, increased academic dishonesty, privacy concerns regarding student data, and the potential devaluation of certain qualifications as AI capabilities expand, and undermining of confidence in educational institutions and education generally, particularly as questions about the integrity of AI and the companies behind them, become more prevalent.

Anita Hall, College of Law Queensland

From a professional background specialising particularly in large scale commercial litigation and complex cross border insolvency matters, Anita has extensive courtroom experience as a solicitor advocate. She now teaches across the entirety of the GDLP. She has a keen interest in history, technology, and education, volunteering on the Human Research Ethics Committee which approves research projects with the University of Southern Queensland. Anita continues to practice as a volunteer solicitor with Caxton Legal Centre, providing advice across a range of civil and Human Rights matters.



Session 2 | Thursday 3.30pm – 4.15pm

TEAGUE

Teaching Smarter: Addressing Learning Myths in the PLT Classroom

In legal education, particularly within Professional Legal Training (PLT), educators often work under significant time constraints while preparing graduates for the realities of practice. This makes it especially important to rely on strategies that genuinely enhance learning rather than on popular but unproven ideas.

This presentation examines two of the most persistent myths that continue to shape teaching across education. The first is the belief in learning styles: the idea that students learn best when instruction is tailored to their preferred mode, such as visual, auditory, or kinesthetic. Despite its wide appeal, decades of research have found no reliable evidence that matching teaching to learning styles improves outcomes. The second is the assumption that students can successfully multitask. In practice, what feels like multitasking is rapid task-switching, which reduces focus, comprehension, and performance—not only for the individual student but also for their peers.

Instead of investing time and energy in approaches that don't deliver, PLT educators can turn to established principles that support effective learning. These include designing materials that minimise unnecessary mental load, integrating information across modalities in clear and accessible ways, and explicitly guiding students on the importance of focused attention.

The session will highlight practical, evidence-informed strategies that educators can apply in their own teaching. By critically examining common assumptions and focusing on approaches that are shown to work, we can create learning environments that better support the development of capable, practice-ready lawyers.

Lee Horton, College of Law Victoria

Lee Horton is an Assistant Director at the College of Law, Victoria, with over 20 years' experience in legal practice and almost a decade in legal education. In her current role, she is involved in curriculum design and educational development, supporting the continuous improvement of Practical Legal Training programs. Lee is completing a Master of Education at UTS, focusing on the intersection of contemporary learning theory and professional practice. Her professional and research interests include learning design, educator capability development, and leadership in professional legal education.

Does Practice Make Perfect? Practical Legal Training (PLT) students' perceptions of using a GenAI Agent for a simulated solicitor-client interview

This paper explores Practical Legal Training (PLT) students' perceptions of using a Generative Artificial Intelligence (GenAI) Agent for a simulated solicitor-client interview. Participants were enrolled as students in the Graduate Diploma in Legal Practice at the Queensland University of Technology (QUT) between April and November 2025 and in a role-play acting as a solicitor, engaged with a GenAI Agent acting as a client, to improve their interview and communication skills. Written reflections and surveys were used to explore participants' perceptions of using the GenAI Agent for a simulated interview to assess its effectiveness in a practical legal education setting. Students reported that using the Agent in a personalised role-play honed their communication skills in a safe and private environment. It built confidence that they could interview a client in a real-world environment. Participants found the Agent user-friendly and engaging. It allowed participants to learn at a time that suited them. Furthermore, it enhanced their understanding of complex legal issues and how to apply that knowledge. Having engaged with the Agent in their studies, participants reported feeling better prepared for working in the legal profession. Implications from this study include an increased understanding on how best to embed GenAI Agents in legal curriculum to ensure law students are provided opportunities to explore the appropriate and responsible use of GenAI to develop their skills.

Nicole Landy, Queensland University of Technology

Nicole Landy is a lecturer in the PLT Course at QUT. Nicole is a PhD Candidate in the Humans Technology Law Centre at QUT and was recently confirmed. Her research critically examines the opinions of law students towards the integration of generative artificial intelligence tools into law curriculum for learning the practice of law. It explores law students' insights into the perceived effectiveness, benefits, challenges, risks, and ethical implications of using GenAI tools for learning law and the impact on the development of practical legal skills. Her focus is on PLT students who engage with GenAI tools in the context of learning to 'do' law. She is currently working on a chapter on AI in legal education for the Routledge Handbook of AI, Law and Society and her first article 'The Early PLT Student Perceptions of the Integration of Generative Artificial Intelligence in Legal Education' will be published in November 2025 in Law, Technology and Humans.

BRYANT

Adding value for clients as a modern-day lawyer: guiding new lawyers on how to take a human-centered approach to their work as a legal professional. How can PLT educators develop critical thinking and creativity skills in new lawyers so they can best serve their clients' needs?

Being a lawyer is a people job: we work with clients to help them meet their obligations, buy and sell assets, grow their businesses, minimise their risks, and deal with their problems. In a world where mass information (of variable quality and accuracy) is at everyone's fingertips, how do we help those about to embark on a career in the law learn how to add value by working with their clients to accurately analyse and evaluate the client's current situation and identify strategies and options to progress and resolve the matter?

This paper considers how to take a human-centred approach and incorporate critical thinking skills and creativity into our training in core legal skills such as legal analysis, problem solving and advising. It provides suggestions to PLT educators on how to look for opportunities to encourage new lawyers to think critically and creatively to gain an understanding of what their clients really need, give the best advice they can, and explore solutions for clients that may not be obvious at first glance but address the client's core concerns.

Michelle Hall Collins, IPLS Instructor, BA, LLB

Michelle is a Profs instructor at the Institute of Professional Legal Studies in New Zealand. She has a BA (English) and an LLB from the University of Canterbury, New Zealand. Michelle's legal background is in litigation and employment law. She teaches all aspects of the IPLS course and enjoys helping trainees develop their practical legal skills. She also leads the training of new instructors and is part of IPLS's course development team.

Dolly Brennan, IPLS Instructor, LLB (Hons)

Dolly is a Profs instructor at the Institute of Professional Legal Studies in New Zealand and is also on the course development team. Dolly has an LLB (Hons) from the University of Canterbury, New Zealand. Her legal experience is in commercial litigation. As well as being an instructor with IPLS, Dolly is also a judicial officer with a warrant to sit in the Disputes Tribunal. As an instructor, Dolly enjoys helping new lawyers learn the practical skills that they will need in legal practice.

O'SHEA

Pracademia: Ambidextrous and Dangerous – Legal Education Needs Pracademics

As the legal profession evolves and being reshaped by AI and efficiency-driven systems, the value of the lawyer as a human being – capable of reflection, ethical judgment, and relational presence – becomes more vital in the practice of lawyering. This paper posits that reflective practice is not merely a pedagogical technique but a core capability for future lawyers navigating moral complexity, interpersonal demands, and professional uncertainty.

While AI can process data, predict outcomes, and potentially replicate legal reasoning at scale, it cannot reflect, empathise, or act from a place of care and authenticity. Lawyering requires more than technical proficiency. It requires the lawyer to bring their whole self to encounters with clients, colleagues, and the legal system.

Drawing on Heidegger's existential concept of Dasein (being-in-the-world), this paper explores the role of the legal educator in cultivating reflective, human-centred practitioners. It considers how our own presence influences whether we support students in becoming resilient, self-aware professionals.

The paper concludes with practical strategies for embedding reflective practice within curriculum, noting what cannot be outsourced is human being. Cultivating that being and supporting the inner lives of students is a professional imperative.

Deslie Billich, College of Law South Australia

Deslie Billich is a legal practitioner admitted to the Supreme Court of South Australia and High Court of Australia in 1981 and has a professional career with over four decades of experience spanning criminal, civil, commercial, and administrative litigation across national and international arenas, as well as extensive experience in the international arena, and academia. She has worked throughout OECD countries, Africa, the Middle East, and Asia Pacific, and is a leading authority in transnational crime, justice sector reform, and human rights advocacy.

She specialises in transnational crime and trafficking in persons, having delivered programs funded by international donors including DFAT, USAID, UNODC, GIZ, and IOM. She has held leadership and technical advisor roles, and has managed complex, multi-stakeholder projects across multiple continents. Some projects include:

- *Leading the transnational approach in the Mekong Australia Partnership on Transnational Crime, coordinating Australian law enforcement agencies (AFP, AGD, DHA, ATO, AUSTRAC, ABF) with regional counterparts*
- *Establishing specialised prosecution units and courts for trafficking in persons cases in Tanzania and Zanzibar, and across the ASEAN region*
- *Designing a \$40 million justice sector program for Solomon Islands with emphasis on gender-based violence prevention*

She is currently the principal of Billich Law in Adelaide, specialising in litigation in civil, criminal, administrative and commercial litigation. She has taught in PLT and GDLP programs in Adelaide since 1988 and has been with the College of Law as a consultant Lecturer for ten years, until 2025 when she was appointed as a Lecturer. She taught at Flinders University Law School in the Master of International Law and International Development, Constitutional Law and Evidence. She is fluent in English and Italian.



Session 3 | Friday 1.30pm – 2.15pm

TEAGUE

Exploring the Use of AI Agents to Enhance Students' Learning Experience in Professional Legal Studies

We are exploring the transformative impact of AI-driven platforms on legal education, and how this technology can enhance students' learning experiences. We are particularly interested in the way in which AI agents can be embedded within online courses in the context of professional legal studies. This technology is not intended to replace conventional teaching methods; rather, it seeks to function as a robust complement, fostering a dynamic and interactive learning atmosphere for our students.

We are presently participating in a pilot involving the creation of AI agents using the Cogniti platform (<https://cogniti.ai/>). We believe that there are opportunities to incorporate this technology throughout different stages of the professional legal studies course. One area of initial interest is the creation of an AI-driven client interview simulator. A simulator of this type will allow trainees to practice interviewing a client in a secure, simulated environment, within well-defined parameters. Actively engaging with the AI agent in this way will encourage problem-solving in real time and enhance students' critical thinking abilities (Alam, 2022). Students can hone essential interviewing skills and, at the same time, obtain prompt feedback from the AI agent. This active learning methodology gives students the opportunity to develop practical skills such as strategic questioning and knowledge acquisition. The simulator challenges trainees to think critically and reveal specifics, thereby connecting legal theory with practical application (Kimbrough, 2025; Ma & Hou, 2021). Leveraging this technology alongside conventional teaching methods will help us train future lawyers who are technically literate as well as capable of connecting with clients on a personal, human level.

Kyle Larsen, Learning Experience Manager, BSc, GradDipT, PGDipEdLd

Kyle is a Learning Experience Manager at the Institute of Professional Legal Studies (IPLS) in New Zealand. With seven years as a former Biology teacher, he transitioned into leadership roles focused on digital learning, where he used technology to create highly interactive content that significantly improved student outcomes. He holds a BSc in Microbiology, a Graduate Diploma in Teaching, and a Postgraduate Diploma in Educational Leadership. In his spare time, he enjoys gardening and the outdoors.

Dr Helen Radersma, IPLS Instructor, LLB, BSc, MSc (Hons), PhD

Helen is a Profs instructor at the Institute of Professional Legal Studies (IPLS) in New Zealand. She has a PhD in Chemistry from the University of Auckland and an LLB from Victoria University of Wellington and is also a registered Trans-Tasman Patent Attorney. Helen has a legal background in intellectual property, particularly chemical and pharmaceutical patents, and in general practice. Helen enjoys mentoring trainees through their practical legal skills studies at IPLS.

From Human Doing to Human Being: Reflective Practice as a Core Capability for Future Lawyers

As the legal profession evolves and being reshaped by AI and efficiency-driven systems, the value of the lawyer as a human being – capable of reflection, ethical judgment, and relational presence – becomes more vital in the practice of lawyering. This paper posits that reflective practice is not merely a pedagogical technique but a core capability for future lawyers navigating moral complexity, interpersonal demands, and professional uncertainty.

While AI can process data, predict outcomes, and potentially replicate legal reasoning at scale, it cannot reflect, empathise, or act from a place of care and authenticity. Lawyering requires more than technical proficiency. It requires the lawyer to bring their whole self to encounters with clients, colleagues, and the legal system.

Drawing on Heidegger's existential concept of Dasein (being-in-the-world), this paper explores the role of the legal educator in cultivating reflective, human-centred practitioners. It considers how our own presence influences whether we support students in becoming resilient, self-aware professionals.

The paper concludes with practical strategies for embedding reflective practice within curriculum, noting what cannot be outsourced is human being. Cultivating that being and supporting the inner lives of students is a professional imperative.

Florence Thum, College of Law NSW

Florence Thum holds postgraduate qualifications in law, psychotherapy, and education. A former dispute resolution lawyer, she brings a transdisciplinary lens to legal education and professional development. Florence is Assistant Director, NSW PLT, and a lecturer in practical legal training and the Master of Laws program at the College of Law. As Chair of the Diversity and Inclusion Reference Group, she leads initiatives that promote equitable and inclusive practice. Florence also maintains a private psychotherapy and coaching practice. Her professional interests centre on developing human capabilities for the modern workplace—integrating technological fluency with emotional and relational intelligence.

Re-designing PLT assessment for AI integration: Human Oversight and Verification in Practice

Recent surveys indicate that over half of lawyers now use AI in their practice, with new lawyers leading the adoption of generative AI tools. This raises a critical question: how do providers of practical legal education teach and assess law graduates to ensure they develop the knowledge, skills, and values required for modern legal practice, while maintaining academic integrity in an AI-enabled environment? Rather than prohibiting generative AI use, this session focuses on embedding human oversight, critical evaluation, and verification of AI-generated content into Practical Legal Training assessment, in line with the expectations of the legal profession.

Drawing on recent developments and sector-wide trends, the session will examine implications of generative AI for assessment design, including the challenge of balancing innovation with the assurance of competence and integrity. Attendees will gain insights into current approaches for integrating generative AI into assessment, as well as best practices for preparing graduates for the realities of contemporary legal practice. The session aims to foster dialogue on future directions for PLT providers navigating the evolving landscape of legal education in the age of AI.

Pia Castelli, College of Law

Pia Castelli is a strategic education leader with experience in national legal education, academic integrity, and regulatory compliance. As Senior Academic Officer at the College of Law, Pia has co-led the College's generative AI strategy, driving the redesign of assessment to embrace AI, and ensure learning outcomes remain robust and relevant. Pia's leadership has unified state-based programs into cohesive national offerings, enhanced student outcomes, and fostered innovation in curriculum and pedagogy. Pia holds a Master of Education (Educational Leadership and Policy) and a Master of Laws, and is committed to advancing best practice in higher education through research-informed approaches and sector collaboration.

Session 4 | Friday 2.15pm – 3.00pm

TEAGUE

Acting in the client's best interests: trauma informed and culturally competent practice as core capabilities

Every future lawyer will regularly encounter clients who carry the weight of trauma and whose cultural background shapes their interaction with the legal system. Effective legal representation requires both trauma informed and culturally competent practice to act in a client's best interests.

Embedding trauma awareness and cultural competence within the PLT Program is fundamental to equipping the next generation of lawyers to provide client-centred representation leading to better outcomes for their clients.

Trauma informed practice recognises that traumatic experiences can produce long term psychological impacts that influence a client's ability to engage with legal processes. Trauma informed practice equips lawyers to:

- elicit clear instructions even when a client is anxious or distrustful;
- manage challenging behaviour without escalating conflict;
- prioritise client safety; and
- minimise the risk of re-traumatisation at every stage of the legal process.

In addition, lawyers themselves must be trauma resilient:

- alert to the impact of vicarious trauma;
- able to set and maintain professional boundaries; and
- committed to sustaining their own wellbeing.

In parallel, culturally competent practice demands an appreciation that culture (shaped by race, language, religion, socioeconomic status, etc) affects communication, decision-making and perceptions of the legal system. Avoiding stereotypes, engaging accredited interpreters, using plain English and actively learning about diverse cultures are core professional skills, not optional extras.

This presentation explores the theory behind trauma informed and culturally competent practice, and offers concrete strategies for integrating trauma awareness and cultural competence into practical legal education.

Karina Okotel, College of Law Academic Secretary and PLT Lecturer

Karina Okotel is the Academic Secretary and is a lecturer at The College of Law. She founded the Racial and Religious Discrimination Legal Service Inc in 2022 and is its Principal Lawyer. Prior to joining the College in 2019, Karina worked primarily as a human rights lawyer in community law and at Victoria Legal Aid. She is a past Victorian Co-Convenor of Australian Lawyers for Human Rights and served as Councillor and Deputy Mayor of the City of Glen Eira in Victoria.

FALLA

Lawyers Leading a PLT Practitioner-Led Research Culture

How can we effectively design, deliver and improve PLT if we do not accept Roper's claim (1999) that it is important to learn more about 'what in fact lawyers do' and undertake "authoritative research" (HES Framework)? Furthermore, will AI know more about how lawyers learn at work than legal educators?

Both Greaves (2015) and Hann (2007) identified opportunities to improve our educational practices by undertaking authoritative (PhD) Educational research into learning and teaching practices in PLT and lawyers' Learning At Work (LAW).

On 9 April 2025, years later, The Legal Profession's Experience of Practical Legal Training Research Report prepared for the NSW Legal Profession Admission Board, was released¹. The results of the survey raised serious concerns:

- Only 43% found the assignments practical and career-relevant
- Only 40% deemed the teaching methods satisfactory

The HES Framework requires TEQSA to consider a provider's WIL arrangements. Quality assurance should be supported by authoritative educational research and ongoing WIL-related scholarship by staff. What Greaves and Hann aimed to do, by contributing their research to their communities of practice, was either misunderstood or not valued at the time.

This paper explores the key matters raised in my Submission to the LSPB NSW in September 2025, regarding the failure of the legal education sector to appreciate the importance of building a practitioner led research culture in PLT and legal education in general. It then proposes a constructive way forward.

1 The Legal Profession's Experience of Practical Legal Training Research Report by Urbis, prepared for the NSW Legal Profession Admission Board (9 April 2025) https://supremecourt.nsw.gov.au/documents/media/PLT_Report_web.pdf

Dr Deborah Hann, Core EQ

Leading education at senior level of the Victorian legal sector (prev Director, Legal Professional Development, Leo Cussen Institute) National Board member ALPMA, Member, VWL Law Reform Committee & Member, VWL Work Practices Committee, Director Core EQ

- 2025: Building on PhD research, *Lawyers Practising Learning: Re-shaping Continuing Legal Education advocating for lawyers better practice through leadership education through industry collaboration, insights and learnings with peak education bodies in the Australian legal sector. Made Submission to the NSW PLT Enquiry.*
- 2024: *Safety in the legal sector: Leadership Consultant for the Respect & Equality in the Legal Sector Project, funded by WorkSafe Victoria and delivered by Women's Legal Services Victoria*
- 2025: *Collaboration: Supporting national advocacy led by Sapphire Parsons and Casey Guilmartin calling upon Safe Work Australia for stronger safety laws to prevent work-related gendered violence and discrimination.*

O'SHEA

"The Mindful Lawyer of the Future" Workshop

As the legal landscape evolves, the imperative to nurture not only technical proficiency but essential skills such as self-reflection, adaptability, and ethical grounding in future legal professionals is paramount. This one-hour workshop, "The Mindful Lawyer of the Future," is designed to showcase mindfulness as a key component in legal education and beyond.

Participants will delve into the principles of mindfulness and its transformative potential within legal training, exploring how heightened awareness can enhance pedagogical strategies, decision-making, and student engagement. The workshop will introduce practical techniques for embedding mindfulness into curricula so that students can begin to cultivate mindfulness in practice, ultimately enhancing student wellbeing, cultivating mindful listening, emotional intelligence and paving the way for a client centric approach to practice.

Through interactive discussions and exercises, attendees will examine the significance of self-care in legal education, equipping future lawyers with pragmatic tools and strategies to navigate complex environments. The session aims to inspire educators to create supportive, values-driven learning cultures that prioritise mindfulness and ethical practice.

By the end of this workshop, participants will walk away with actionable strategies for integrating mindfulness into teaching approaches, ultimately promoting the development of graduates who lead with confidence, integrity, and compassion.

Artemis Evangelidis, Law Institute of Victoria

*Artemis Evangelidis is Head of Learning Transformation at the Law Institute of Victoria, and the founder of Aipeia Consulting and the Centre for Conscious Leadership. With degrees in Science, Law, and Psychology, she brings 20+ years' legal experience and over a decade as a conscious leadership consultant and coach. She's trained in presence and mindfulness with Eckhart Tolle and others, completed her Inner MBA in 2024, and is passionate about integrating wisdom traditions with psychology and neuroscience. Her book *Life. Thoughts That Make The World Go Around* informs global leadership programs. Artemis is a board member of the US based Mindfulness in Law Society and co-chair of its Australian Chapter and sits on the boards of other charities and NGOs, advising on mindful and conscious leadership.*

Session 5 | Thursday 3.20pm – 4.00pm

TEAGUE

Future-proofing Legal Skills in PLT: Designing Supervised AI-Tutor Workflows to Preserve Deep Learning and Assessment Integrity

Practical Legal Training faces a threefold challenge: confirming students meet regulatory competency, preparing graduates for AI-augmented work, and responding to widespread use of generative AI. As providers shift from deterrence to design, this paper highlights the importance of structured timing, supervision of outputs, and reflection on process and underlying skills.

AI can boost learning outcomes for some students (often “levelling the playing field”), but it can also undermine deep learning. Concerns include overreliance, deskilling, shallow learning, and uncritical adoption that masks poor reasoning. Emerging evidence warns of risks from metacognitive shortcuts. Cognitive offloading and superficial task completion bypass the productive struggle essential for durable skill formation.

For educators, this underscores the need to integrate generative AI responsibly. Key considerations include timing and nature of access, authenticity of skill development, and reflective accountability. Independent thinking and professional judgement must remain central.

This paper presents recommendations from the 2025 NZ PLSC pilot of supervised AI tutors. The design principle: students must supervise, not outsource to, AI. The approach included “think first, write first” design, and Socratic conversations on underlying skills. Responsibility for accuracy, relevance, and judgement remained with the learner.

Future-proofing legal education requires explicit, experiential learning that fosters critical engagement with AI. The question is not whether students can perform without AI, but whether they can meet standard with it. That requires structured timing, explicit supervision, and reflective accountability embedded in assessment.

Jeanette Hobbs, College of Law New Zealand

Jeanette Hobbs teaches legal skills at the College of Law New Zealand. She holds an LLB and LLM from the University of Auckland and has previously taught at the University of Auckland and James Cook University. Her work centres on practical skills development and assessment, informed by plain-language pedagogy and the scholarship of teaching and learning in law. She leads curriculum initiatives integrating AI as a support for educators and learners, while affirming that authentic skill formation remains a fundamentally human process. At APLEC 2025 she presents on developing legal skills through supervised AI tutors and genuine assessment.

FALLA

Are we there yet? Collaboration and Group Work in the Age of AI

In an era where artificial intelligence is reshaping the contours of education, this presentation explores the evolving dynamics of collaboration and group work in academic settings. As AI tools become embedded in learning environments—from writing tutors and support agents to generative feedback systems—the traditional boundaries of student interaction, peer review, and teamwork are being redefined.

- This presentation will examine how institutions are responding to these shifts, including:
- The emergence of AI-enhanced tutors and support modules that guide students through assessments and feedback loops.
- The ethical and andragogical challenges of maintaining academic integrity when AI can simulate collaborative input.
- The tension between fostering genuine peer engagement and preventing AI-enabled shortcuts.
- The role of educators in designing AI interactions that complement, rather than replace, human collaboration.

This session will highlight practical strategies for integrating AI into collaborative learning while preserving the core values of academic rigour, inclusivity, and student agency.

Michele Davis, College of Law

Michele Davis is an experienced lawyer and educator with postgraduate qualifications in law and education. Michele is a Senior Digital Teaching and Learning Designer and prior to her current role was an Adjunct Lecturer and Consultant with the College for 9 years and the National Practice Area Leader for the Wills & Estates and Estate Planning postgraduate programs.

*Michele is a self-confessed succession nerd who has devoted her career to the legal education in one form or another since the beginning. Michele has become known by her peers for her blog on all things succession and law (www.micheledavis.me) and her podcast *The Heir Waves* (www.theheirwaves.com) with well-renowned succession barrister Caite Brewer.*

Michele is a regular speaker on topics of succession and legal education (both domestically and internationally) and has previously been invited to speak at various conferences including the International Bar Association, Queensland Law Society, Legalwise Seminars, The Tax Institute and Television Education Network and write for legal publishers including CCH Wolters Kluwer and LexisNexis.

Dr Alan Davis, College of Law

Dr Alan Davis is the Director of Academic Quality at the College of Law. Alan studied in the UK, where he completed a degree in music at the University of Edinburgh and degrees in law from Bristol and Cardiff Universities. Alan was called to the Bar at Middle Temple in London in 2007. Alan originally practised as a barrister in England and Wales. Alan came to Australia on a scholarship from the Inns of Court in London, spending time with Victoria Legal Aid, the North Australian Aboriginal Justice Agency (NAAJA) and the Children's Court of Victoria. On the completion of his scholarship, Alan tutored and lectured at Monash University for five years. Alan also holds a PhD in children's rights and restorative justice from Monash University. Alan joined the College of Law in 2018 to focus on vocational legal education.

O'SHEA

An Overview of the Emerging Lawyers Program

This presentation provides an overview of the Emerging Lawyers Program, a workforce development project for early career lawyers being delivered by Women's Legal Service Victoria. The presentation will share the motivations for the project and successes and challenges in delivery.

The Emerging Lawyers Program equips graduate lawyers with capabilities to enter their first legal role. Over 18 months, Emerging lawyers participate in a centralised learning and development program. This includes training intensives and a monthly community of practice.

In addition, the program provides training on essential topics such as self-care, vicarious trauma and trauma-informed practices. This equips Emerging Lawyers with the ability to recognise early signs of burnout and seek appropriate support.

The program fosters a supportive environment where Emerging Lawyers regularly connect for peer support, collaboration, and learning. The ongoing training, support and connection, provides Emerging Lawyers with skills in family violence and family law that they can use to provide legal services to victim survivors of family violence.

This program has been designed to respond to high rates of family violence and family law legal need while creating a new pathway for early career lawyers to the legal assistance sector. Emerging Lawyers are employed across 14 community legal centers state wide.

A capability framework guides the learning and development component of the project which is designed to be sustainable, as the skills and knowledge gained during this critical early-career phase will have a lasting impact.

Amy Schwebel, Women's Legal Service Victoria

Amy is the Director, Education & Engagement at Women's Legal Service Victoria. She leads the organisation's training and capacity building programs designed to increase capability across the sector to ensure that women and non-binary people receive consistently high-quality legal support, regardless of where they seek help.

Before joining Women's Legal, Amy held leadership roles at Justice Connect, where she led pro bono partnerships, and at Victoria Legal Aid, where she worked across family violence, family law, child protection policy and advocacy, and community legal centre funding and partnerships.



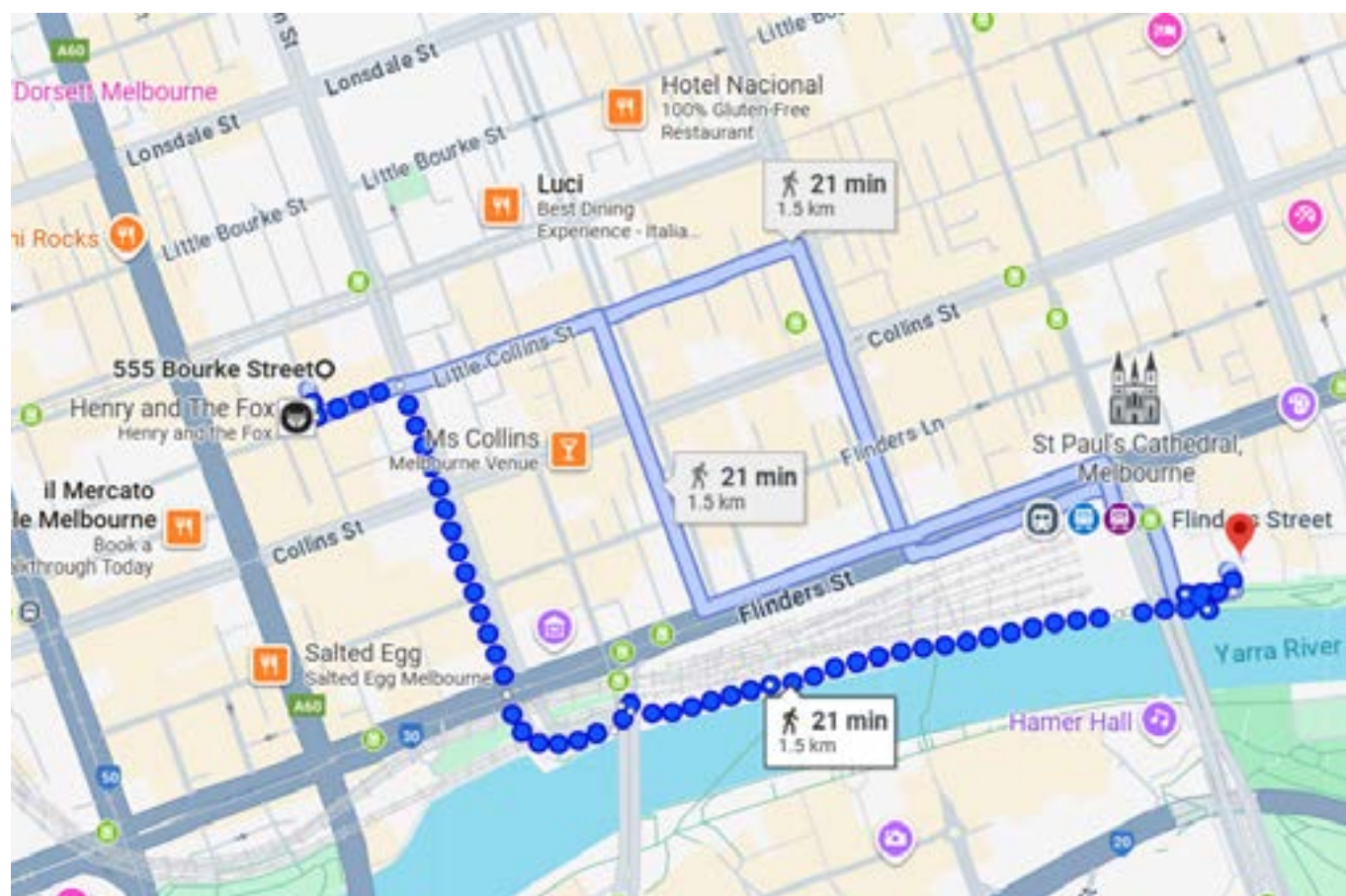
CONFERENCE DINNER

Thursday 13 November, 7:00PM

Victoria by Farmer's Daughters

Ground Floor, Birrarung Building (river side), Federation Square

victoriarestaurant.com.au/findus





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