

The assessments also help students to meet the competencies listed in the Subject Benchmark Statement for Law (for example, problem solving, intellectual independence, effective communication skills).

The papers I have seen for all modules demonstrate that they test and consolidate various important abilities for students, such as critical thinking skills as well as knowledge of the substantive law.

2c: Please comment on each of the following with examples:

- x Whether the assessments (formative and summative) were well-designed, valid and reliable;
- x whether they assessed appropriately the learning outcomes set for the programme;
- x whether they were sufficiently challenging for students in the context of the subject matter and the course.

The assessments I have seen on the Real Estate module strike me as particularly useful as early preparation for those wishing to study for the SQE. In particular, I would like to highlight and extend my compliments to Anne Roddell and Alex Morrice for the quality of their papers and/or answer schemes, and for constructively aligning the questions to the module learning outcomes and workshops and for the authenticity of their papers, which is not always a given in written examinations.

The assessments I have seen have generally all been sufficiently challenging for the students but still demonstrate appropriateness

Marking and Moderation

4a: Did you receive:

Other Comments

8a. Do you have any suggestions for ways in which the University would enhance the student learning experience?

I would encourage the team to go even further with this approach to authentic assessment (for example, by changing standard problem questions into letters of advice so students can test and get feedback on not only their knowledge of the law and their ability to apply it to new scenarios, but also on their professional drafting skills). In the future jobs market (particularly in the legal sector), it is these skills that will set graduates apart from one another, and I believe continuing with the logic of authentic assessment would help prepare students for the demands of (legal) employment further and build on the University's strong reputation as a provider of professional legal education.

8b. Do you have any other comments to make on areas not covered elsewhere in this report?

I would like more information on the University's approach to academic misconduct, as this is a growing issue given recent technological developments.

Signed:

I understand that this report (in full or part) will be available to students and staff.

CW

Date: 11/08/2023

Please return this report by email to Head of Awards & Standards Assurance at the University of Law, Carl Anderson (carl.anderson@law.ac.uk) following the final Examination Board. Following receipt of this report you may then claim your annual fee.