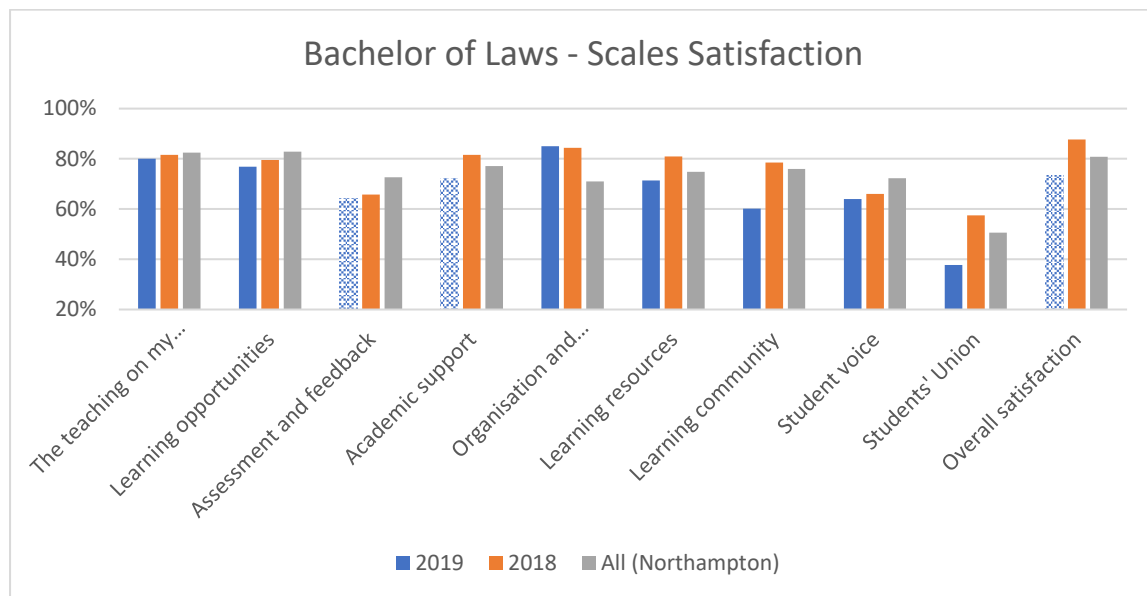


### **Bachelor of Laws**

From a figure of 88% in 2018, overall satisfaction has fallen away by 14 ppts and is now below the University's threshold. Indeed, other than organisation and management, approval dropped on every scale, with assessment and feedback, and academic support both being beneath their expected University figures. In the latter case, only three-fifths concluded that good advice was available to make study choices (Q14), with this statistic descending by 16 ppts. Within assessment and feedback, less than two-thirds thought that marking criteria had been clear (Q8) and marking had been fair (Q9), while only 57% determined that feedback had been prompt (Q10).



A nosedive of 24 ppts was witnessed on respondents feeling part of a community (Q21, learning community scale). Moreover, the proportion who can say how feedback had been acted upon (Q25, student voice scale) remained static at 50%. Academic staff were praised by several respondents as 'helpful' and 'very supportive'. Many also appreciated the quality of teaching, which was described as 'excellent' and 'enthusiastic', with lectures being 'interesting whilst still informative'. The choice in modules was also recognised.

However, while a couple of respondents expressed a preference for more face-to-face time, others criticised the quality of online lectures. One said: "Online lectures were often distorted and difficult to hear or understand; student support was advised of this, but no action [was] taken." Another added: "Blended learning relies on poor quality software and IT. Online lectures [are] often inaccessible, an issue that has been raised repeatedly without any resolution."

Clearer assignment briefs were also mentioned, together with more opportunities for work experience and external speakers. Another suggested: "[You could] encourage the different years and students to work together to help one another and give that feeling of a community."

**RECOMMENDATIONS:** Programme staff should work with IT to ensure that online lectures are accessible and of the required quality. Opportunities for work experience/external speakers should be considered as part of the programme. The feedback loop must also be closed, while group work, social gatherings or interaction between different years could increase the sense of community. Assignment briefs should be clearly linked to learning outcomes and be distributed to students.