

Feedback Form

Proposed revisions to the Accreditation Standards for Australian Law Courses

ABOUT YOU

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YOUR FEEDBACK

Consultation Question 1: Do you support the drafting of the proposed revisions set out in the Draft Revised Standards? We are interested in the reasons for your view and suggestions for improved drafting.

Please provide your feedback below:

1.1	Online delivery of law courses Refer to Draft Revised Standards: • New clause 4.1 (The delivery of the law course) • Ancillary adjustments to clause 4.6 (Teaching of the law course and active learning) for synchronous online learning • Clause 2.1 adjusted and new definitions for “online”, “delivery mode”, “in-person” and “synchronous online learning” • Clause 2.1 deletion of the “face-to-face” definition The effectiveness of online delivery will vary depending on the effectiveness and andragogical efficacy of the design of the learning materials and process. Well designed, high quality and engaging online materials can be highly effective and can increase access to legal education for a diverse range of potential students – those from rural, regional and remote areas; students with caring responsibilities; students working part time; etc. The Standards should avoid adopting language that presumes that in-person on-campus education is the default standard and that it is necessarily better than virtual or online study. Both options (in-person on-campus and online) should be viable options to study law in Australia in 2025 and beyond. Some online learning activities can be highly engaging and enable students to engage effectively with both staff and other students – including in ways that cannot be undertaken in person – e.g simulations, gamification etc. See additional marked up comments on draft.
1.2	Teaching hours, active learning and student engagement Refer to Draft Revised Standards:

	• Revisions to clauses 4.5 (Content of the law course) and 4.6 (Teaching the law course) • Clause 2.1 new definitions for “delivery mode” and “teaching method”, as well as for “active learning” and “direct interaction” As currently drafted, the focus of the Standards is on ‘inputs’ – what has to be done to students. The Standards should consider whether or not, and if so how, to incorporate much greater focus on outputs – i.e. what students can do as a result of engaging in their legal education. The Standards should allow for diversity between law schools to be retained. Students will respond differently to different forms of education – e.g. semester-long, block teaching, intensives, online, in-person, on-campus, classes during the day or in the evening, etc – and should be maximum opportunity to choose the teaching format that suits them best. Education technology is developing rapidly and so the standards should be drafted to allow law schools to test, pilot and adopt new tools where appropriate. See additional marked up comments on draft.
1.3	Invigilated assessments Refer to Draft Revised Standards: • Revisions to clause 4.7 (Assessing understanding and competence), • Clause 2.1 new definitions for “assessment method” and “invigilation” Whilst academic integrity is crucial it is not the only factor to be considered when considering assessment – also need to consider accuracy, reliability and validity. The standards should give consideration as to how review of these factors can be incorporated. See additional marked up comments on draft.
1.4	Intensives and block learning models Refer to Draft Revised Standards: • Revisions to clause 4.3 (The duration of the law course) Intensives and block learning models may mean differing things at different universities. These terms must be defined to avoid confusion. See additional comments above and marked up comments on draft.
1.5	Other minor revisions Refer to Draft Revised Standards: • Clause 2.1 new definitions for “law course” and “unit” and accompanying revisions

	• Updates to the definition of “prescribed areas of knowledge” at clause 2.1 and elsewhere to include statutory interpretation See additional marked up comments on draft.
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Consultation Question 2: Do you agree with the proposed transitional period for the final Revised Standards? If not, why not?

Please provide your feedback below:

2	Transitional period Changes to university course and units have a very long lead time as they require significant internal consultation and approval before changes can be effected – at my institution this may be 18-24 months, depending on the nature of the change, and the dates on which the changes are proposed initially or to be finally implemented. Once internal changes are approved, external approval from admitting authorities is also required and may take many months to prepare relevant documentation, meet with the reviewers, and the consider outcome. A staggered two-year implementation period may not be sufficient – three years at least should be considered.
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Consultation Question 3: Do you have any other comments in relation to this work that you would like to provide to the Committees?

Please provide your feedback below:

3	Other comments The CALD Standards for Australian Law Schools and the CALD Standards Committee are no longer operative, so reference to those Standards should be removed from paragraphs 1, 2.1, and anywhere else they appear. See additional marked up comments on draft.
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Law Admissions Consultative Committee

Accreditation Standards for Australian Law Courses (with proposed amendments for public consultation)

(July 2018; updated XX 2025)

CONTENTS

CLAUSE	PAGE
1. INTRODUCTION	3
2. DEFINITIONS AND INTERPRETATION.....	3
2.1 Definitions	3
2.2 Interpretation	6
3. PURPOSES OF THE STANDARDS	6
4. THE STANDARDS	7
4.1 The delivery of the law course.....	7
4.2 The nature of the law course	7
4.3 The duration of the law course.....	8
4.4 The Learning outcomes for the law course	9
4.5 Content of the law course	10
4.6 Teaching the law course and active learning	11
4.7 Assessing understanding and competence	13

1. INTRODUCTION

Since 2006, at the request of the Council of Chief Justices, LACC has promoted the development of uniform standards for accrediting, monitoring, reviewing and re-accrediting law courses for admission purposes. Because of the potential costs to law schools of responding to different regulatory requirements, LACC has also encouraged Admitting Authorities, where possible, to participate in, and to adapt to their purposes, accreditation and review processes undertaken by other regulators.

LACC therefore encouraged and supported the development and adoption of the CALD Standards for Australian Law Schools in 2009¹; but Admitting Authorities have subsequently found that the CALD Standards do not offer sufficiently precise criteria for an Admitting Authority to be confident of applying each standard consistently in all cases.

These Standards have therefore been prepared for use by Admitting Authorities. Where appropriate, they seek to be sufficiently flexible not to inhibit innovation in legal education. Further, they are designed to provide greater certainty for law schools about the matters which an Admitting Authority will consider relevant when accrediting, monitoring or re-accrediting a law course.

They are intended to complement, rather than supplant, standards employed by other regulators or external reviewers, including the CALD Standards for Australian Law Schools and, where an Admitting Authority considers it appropriate, to be used in conjunction with processes adopted by those other regulators, external reviewers or any independent reviews undertaken by the CALD Standards Committee.

~~These Standards will require more detailed documentation and responses from law schools to the relevant Admitting Authority that might formerly have been the case. It is envisaged, however, that re-accreditation reviews under these Standards would not be conducted at intervals of less than 5 years. Each Admitting Authority will adopt other mechanisms for more frequent monitoring of law courses and for approving significant course changes.~~

~~In 2025, the LACC reviewed and revised the Standards in response to technological developments, the online delivery of law courses and for accelerated modes of delivery, such as intensive or block delivery.~~

2. DEFINITIONS AND INTERPRETATION

2.1 Definitions

In this document, unless the context requires otherwise –

active learning involves student engagement in critical analysis of the knowledge they acquire, ~~test their application of that knowledge by applying it~~ to factual situations or scenarios, producing solutions supported by legal arguments, and reflection on the process followed.

Admission Rules means the LACC Model Admission Rules 2015.

¹ Note: The CALD Standards have since been updated in 2020.

Admitting Authority means the body responsible for all or any of accrediting, monitoring, reviewing and re-accrediting a law course for the purpose of preparing students for admission to the legal profession.

AQF means the Australian Qualifications Framework.

assessment method is the manner by which a student's learning may be tested and evaluated to be able to award a grade. Examples of different assessment methods include examinations, research essays, reflective notes and vivas, class participation, mooting and mock trials, oral examinations, problem solving exercises and practical tests, submissions and advice.

CALD means the Council of Australian Law Deans.

CALD Standards means the *CALD Standards for Australian Law Schools* 

communication means the imparting or exchanging of information by oral, visual or verbal (including written) means.

delivery mode means the manner by which the content of the law course is communicated for teaching, learning and assessment purposes. Delivery may be fully in-person, fully online, a blended combination including in-person and online, or by other modes to facilitate distance education.

direct interaction occurs when two or more persons, ~~whether or not they are in each other's physical presence,~~ are communicating and engaging in ~~synchronous or asynchronous communication~~ with one another in real time and can hear and, where available, see each other.

EFTSL means Equivalent Full Time Student Load.

element means –

- (a) in the case of a law school that follows the topics listed for a prescribed area of knowledge set out in Schedule 1 of the Admission Rules, one of those topics; or
- (b) in the case of a law school that follows the topics set out in the guidelines provided for a prescribed area of knowledge set out in that Schedule, a topic included in the law school's curriculum for that area of knowledge.

~~**face-to-face** means where two or more persons –~~

~~(a) are in each other's physical presence; or~~

~~(b) are in synchronous on-line communication;~~

~~and each is able either or both to hear and to see the other.~~

in-person means where two or more persons are **face-to-face** in the physical presence of the others ~~whether on campus or at another location.~~

invigilation means supervision whether in-person, online, by technological or other means, or a combination of means, to ensure the **academic integrity** of the grade

awarded to a student by the assessment method. For example, invigilation may be by using suitable automated supervision software or an examiner observing or supervising a student in the presence of the examiner (whether in-person or online).

LACC means the Law Admissions Consultative Committee.

law course means a tertiary academic course in law, whether or not it leads to a degree in law.

law school includes –

- (a) an academic unit within a university responsible for conducting a **law course** ~~tertiary academic course in Australia~~ that leads to a degree or other qualification in law; or
- (b) another institution conducting a **law course** ~~tertiary academic course~~ that leads to a qualification in law, other than a university degree in law,

~~and, in each case, that complies with the standards set out in this document.~~

online means participation in teaching and learning activities, or assessments, in a virtual or online environment that is connected to, served by, or available through a the internet ~~computer~~ or other telecommunications ~~network, system~~. An example is synchronous online learning.

prescribed area of knowledge means an area of knowledge prescribed in Schedule 1 of the Admission Rules, ~~the teaching of which may include statutory interpretation as set out in the LACC Statement on Statutory Interpretation.~~²

self-accrediting provider means a registered higher education provider that has been authorised under section 45 of the *Tertiary Education Quality and Standards Agency Act 2011 (Cth)* to self-accredit courses of study that lead to a higher education award that the provider offers or confers.

synchronous online learning means direct interaction between a student, teacher and/or other students in a virtual or online environment. Examples include attending live-stream lectures (but not ~~listening~~ to a pre-recorded lecture), videoconference calls and interactive online chatroom discussions.

teaching method means the way in which the law school communicates and teaches the content of the law course to students, which may depend on the delivery mode. Examples include lectures, workshops, seminars, tutorials, flipped classrooms, group discussions, group work, problem solving, moots, role-play, programmed sessions and simulations (but not student preparation or self-directed study).

unit means a subject or unit of study that may be undertaken as part of a law course.

TEQSA means the Tertiary Education Quality and Standards Agency.

² Law Admissions Consultative Committee, [Statement on Statutory Interpretation](#) (2009).

2.2 Interpretation

Headings are for convenience only, and do not affect interpretation. The following rules also apply in interpreting this document, except where the context makes it clear that a rule is not intended to apply.

- (a) A reference to –
 - (i) a legislative provision or legislation (including subordinate legislation) is to that provision or legislation as amended, re-enacted or replaced, and includes any subordinate legislation issued under it;
 - (ii) a document (including this document) is to that document or provision as amended, supplemented or replaced;
 - (iii) a person includes any type of entity or body of persons, whether or not it is incorporated or has a separate legal identity, and any executor, administrator or successor in law of that person; and
 - (iv) anything (including a right, obligation or concept) includes each part of it.
- (b) A singular word includes the plural and vice versa.
- (c) If a word or phrase is defined, any other grammatical form of that word or phrase has a corresponding meaning.
- (d) If an example is given of anything (including a right, obligation or concept) such as by saying it includes something else, the example does not limit the scope of the thing.
- (e) In deciding whether a student will have acquired or demonstrated **appropriate understanding and competence** in relation to an element or area of knowledge, as the case requires, an Admitting Authority will have regard to –
 - (i) the Level 7 criteria specified in the AQF;
 - (ii) the Threshold Learning Outcomes for the Bachelor of Laws/LLB or Juris Doctor/JD as the case requires; and
 - (iii) any other matter that the Admitting Authority considers relevant.

3. PURPOSES OF THE STANDARDS

The purposes of these Standards are –

- (a) to assist an Admitting Authority, when accrediting, monitoring, reviewing or re-accrediting a law course, to determine whether that law course –
 - (i) will provide for a student to acquire and demonstrate appropriate understanding and competence in each element of a prescribed area of knowledge; and
 - (ii) **will provide a student with the knowledge and skills to meet** the

requirements of the LACC Statement on Statutory Interpretation³;

- (b) to provide clear, tangible guidance about what evidence is required to satisfy each standard relating to –
- (i) the delivery of the law course;
 - (ii) the nature of a law course;
 - (iii) the duration of a law course;
 - (iv) the content of a law course;
 - (v) teaching a prescribed area of knowledge; and
 - (vi) assessment of a student's understanding and competence; and
- (c) to provide greater certainty for law schools about the matters which an Admitting Authority will consider relevant when accrediting, monitoring or re-accrediting a law course.

4. THE STANDARDS

4.1 The delivery of the law course

- The law course, or one or more of the units which comprise it, may be delivered fully or partially online.

(a) Explanatory note

The law school may select the appropriate delivery mode across teaching, learning and assessments, for one or more units or the whole law course.

The Admitting Authority may seek information from the law school about the delivery mode offered.

4.2 The nature of the law course

- The law course is a tertiary academic course in law, accredited in Australia, whether or not it leads to a degree in law.

(a) Explanatory note

The law course must be "a coherent sequence of units of study leading to the award of a qualification" in law.⁴ This applies when a law course is a single degree and when a law course is part of a combined or double degree, to the law component of that combined or double degree.

The qualification must be a degree or another similar qualification in law,

³ Law Admissions Consultative Committee, [Statement on Statutory Interpretation](#) (2009).

⁴ See the definition of "course of study" in the ~~Higher Education Standards Framework: Advice to Minister, Australian Government, December 2014, p 35.~~ [Higher Education Standards Framework \(Threshold Standards\) 2021, Standard 3.1.3 and TEQSA Guidance Note: Course design \(including learning outcomes and assessment\)](#) (11 October 2017).

awarded upon successful completion of a tertiary academic course.

A law course may be considered for accreditation is ~~"a tertiary academic course ... accredited in Australia"~~ for the purposes of these Standards if it is either one of the following -

- (i) provided by a self-accrediting provider on the National Register of Higher Education Providers;
- (ii) currently accredited by TEQSA as leading to a regulated higher education award; or
- (iii) conducted by or on behalf of the New South Wales Legal Profession Admission Board.

(b) *How can a law school show that it has met this standard?*

A law school needs to provide the Admitting Authority with evidence that -

- (i) the law course leads to a degree or similar qualification in law; and
- (ii) is comprised of a coherent sequence of units of study which form a course designated as a law course; and
- (iii) the law course is –
 - (A) provided by a self-accrediting provider on the National Register of Higher Education Providers;
 - (B) accredited by TEQSA as a course of study leading to a higher education award; or
 - (C) conducted by or on behalf of the New South Wales Legal Profession Admission Board.

4.3 The duration of the law course

- The law course includes the equivalent of at least three years' full-time study of law.
- ~~Intensive or block delivery~~ should only be used for a prescribed area of knowledge where the law school satisfies the Admitting Authority that it is appropriate in all the circumstances.

(a) *Explanatory note*

The total credit points for the ~~law subjects or~~ units in the law course must equal or exceed an EFTSL of 3.0.

The course may be offered in a full-time, part-time or accelerated mode 

~~An accelerated mode may include intensives, which are units taught during compressed timeframes outside the usual 12-week semester (i.e. two terms a year) or nine-week trimester (i.e. three terms a year) and might be taught over a winter or summer break, or through block learning models during shorter, but~~

more frequent, terms.

The Admitting Authority may seek further information and data from the law school, for example, in relation to student attendance requirements and whether the intensive or block delivery would enable students to acquire the appropriate level of understanding and competence in the prescribed area/(s) of knowledge and statutory interpretation.

The LACC Statement on Duration of Legal Studies, provides that ~~this~~ the requirement for at least three years' full-time study refers to three calendar years and that –

A law course that can be completed in fewer than three years may be accredited ... if the relevant law school satisfies the Admitting Authority that the course is, indeed, the equivalent of a three calendar year full-time course undertaken at the relevant law school, in terms of the breadth and depth of its content, the teaching methods to be employed and the assessment criteria and methodology.⁵

(b) *How can a law school show that it has met this standard?*

A law school needs to provide the Admitting Authority with evidence -

- (i) that the credit points allocated for the law course in total are equal to or exceed those required for an EFTSL of 3.0; and
- (ii) if the course can be completed in less than three calendar years, that the course is, indeed, the equivalent of a three calendar year full-time course undertaken at the relevant law school, in terms of the breadth and depth of its content, the teaching methods employed, and the applicable assessment criteria and methodology.

A law school can give the Admitting Authority the same evidence about the duration of the course that it provided for the purpose of recently being reviewed externally or being accredited by either a self-accrediting provider or by TEQSA. If the law school chooses to do this, unless the Admitting Authority determines otherwise, it will need to –

- (i) show that the recent review or accreditation required the law school to satisfy a similar standard to that required by the Admitting Authority; and
- (ii) set out the relevant standard against which it was recently reviewed or accredited;
- (iii) set out when the review or accreditation occurred and by whom it was conducted, and
- (iv) give the Admitting Authority copies of the principal documentary evidence that it provided for the purpose of that review or accreditation.

4.4 The learning outcomes for the law course

⁵ Law Admissions Consultative Committee, [Statement on Duration of Legal Studies](http://www1.lawcouncil.asn.au/LACC-Statement-on-Duration-of-Legal-Studies) See-
[www1.lawcouncil.asn.au/LACC-](http://www1.lawcouncil.asn.au/LACC-Statement-on-Duration-of-Legal-Studies)

- The statement of learning outcomes for the **law** course is directed to enabling students to acquire and demonstrate appropriate understanding and competence in the prescribed areas of knowledge **and statutory interpretation**.

(a) *Explanatory note*

TEQSA requires the specified learning outcomes for each course of study to "encompass discipline-related and generic outcomes, including ... knowledge and skills required for employment and further study related to the course of study, *including those required to be eligible to seek registration to practise where applicable*" (emphasis added).⁶

(b) *How can a law school establish that it has met this standard?*

A law school **needs to** –

- set out any relevant learning outcomes for the law course; and
- show how achieving each of these outcomes will demonstrate that a student has acquired and demonstrated appropriate understanding and competence in each of the prescribed areas of knowledge.

4.5 Content of the law course

- The **law** course includes teaching or other instruction in each of the specified elements in each of the prescribed areas of knowledge set out in Schedule 1 of the Admission Rules.
- The **law** course also meets the requirements of the LACC Statement on Statutory Interpretation.

(a) *Explanatory note*

A prescribed area of knowledge need not be taught in a ~~subject or~~ unit bearing the same name as that used for the area in the ~~Model~~ Admission Rules. Similarly, the elements of an area of knowledge need not be taught in one ~~subject or~~ unit; they could be taught in several ~~subjects or~~ units.

An Admitting Authority may consider that the number of hours allocated to teaching a prescribed area of knowledge is relevant when determining whether that area is adequately covered.

(b) *How can a law school show that it has met this standard?*

A law school needs to -

- describe where *each* element⁷ of *each* prescribed area of knowledge **and statutory interpretation** is taught in the law course. This might be done by way of a matrix or by mapping. Evidence could include the course syllabus, ~~subject or~~ unit descriptions or, by way of examples, lecture outlines or reading guides; and

⁶ TEQSA, [Higher Education Standards Framework \(Threshold Standards\) 2021](#), 2015 Part A, item Standard 1.4.2c, para 2c.

⁷ The term "element" is defined in clause 2.1.

- (ii) estimate the total teaching hours, ~~whether face-to-face, on-line or in some other blended format~~, allocated to the teaching of each prescribed area of knowledge, and describe the teaching ~~format-methods having regard to the delivery modes~~ for each prescribed area of knowledge indicating the predominant ~~format-teaching method and delivery mode~~ and the use of other ~~formats-teaching methods and delivery modes~~; and
- (iii) the total teaching hours provided should equate to at least 36 hours for each prescribed area of knowledge. ~~if the estimated number of teaching hours for any prescribed area of knowledge is less than 36 hours, or, if teaching hours are inappropriate, either as a measure of direct interaction in teaching that area of knowledge, or for example, because of the teaching method used (for example, some form of digital learning or of student research), demonstrate how the learning outcomes will be achieved~~ ~~students will nevertheless acquire appropriate understanding and competence~~ in that area.; and
- ~~(iv) describe how the content of the law course reflects the knowledge and skills required by a student to satisfy the requirements of the LACC Statement on Statutory Interpretation.~~

4.6 Teaching the law course and active learning

- Each prescribed area of knowledge and any unit ~~subject~~ relating to ~~Statutory Interpretation-statutory interpretation~~ is taught by people qualified to teach that area of knowledge.
- The law school uses teaching methods which enable each student to acquire the appropriate ~~understanding and competence~~ in each element of every prescribed area of knowledge and statutory interpretation.
- An Admitting Authority will consider the number of hours provided for active learning and/or direct interaction in a prescribed area of knowledge when considering whether a law course will enable a student to acquire an adequate level of understanding and competence.
- Each student in the law course has ready access to legal information resources that are sufficient in quantity and quality to enable the student to acquire the appropriate understanding and competence in each element of every prescribed area of knowledge.

(a) Explanatory note

The quality of teaching directly affects a student's acquisition of understanding and competence. Three dominant influences upon the quality of teaching are –

- (i) the qualifications and experience of the teachers;
- (ii) the teaching methods ~~they~~ employed; and
- (iii) access to legal information resources, particularly library resources.

A student needs to acquire both understanding and competence in each

element of each prescribed area of knowledge and statutory interpretation. Admitting Authorities consider that this will not occur unless the teaching methods demonstrably require active learning, ~~whereby students engage in critical analysis of the knowledge they acquire; test their knowledge by applying it to factual situations; are required to produce solutions supported by legal arguments; and reflect on the process they have followed.~~

Admitting Authorities consider that direct interaction between students and teachers ~~whether in-person or through synchronous online learning~~ remains the primary reliable means of achieving these results.

(b) *How can a law school show that it has met this standard?*

A law school needs to satisfy the Admitting Authority that -

(i) teachers in the program –

- meet the AQF requirement that a teacher should have a degree one level higher than that of the course in which the person teaches, or
- have equivalent experience in practice or teaching (which may be demonstrated by reference, say, to a person's specialist practice, scholarship, or standing in the academic community or legal profession), or
- if a teacher does not fully meet either of the preceding criteria, that person's teaching is guided and overseen by other staff who do meet one or more of those criteria.

(A law school should provide a complete list of teaching staff (continuing, fixed-term and any casual staff employed at the date upon which accreditation or re-accreditation is sought) and their relevant academic qualifications. The Admitting Authority may request further information about the relevant practice or teaching experience of staff who do not have the requisite higher degree.);

(ii) the methods ~~generally~~ employed in teaching prescribed areas of knowledge ~~across all delivery modes, whether face-to-face, on-line or in a blended format~~, enable students to acquire appropriate understanding and competence in each element of that area of knowledge and statutory interpretation. (A law school will need to identify and explain any departures from those generally employed methods, in teaching any particular area of knowledge.); and

(iii) the ~~design of the law course and its~~ program of instruction ~~primarily comprises~~ provides for at least 18 hours of either or both of –

(A) ~~face-to-face instruction and active~~ learning; and

(B) instruction and learning involving direct interaction between teacher and student, ~~whether in-person or through synchronous online learning,~~

and enables students to acquire and demonstrate appropriate understanding and competence in each element of each prescribed area of knowledge and statutory interpretation. (A law school will need to provide evidence of the extent to which the design of the law course and its program of instruction provides for active learning and/or direct interaction in each prescribed area of knowledge and statutory interpretation.); and

- (iv) the law school enables each student to have ready access to legal information resources, in paper or in electronic form; and
- (v) those resources are sufficient in quantity and quality to enable each student to acquire appropriate understanding and competence in each element of each prescribed area of knowledge.

It would be relevant for an Admitting Authority to know whether the law school's library has been independently assessed by the CALD Standards Committee and has been independently determined to have met, in this respect, the CALD Standards.

A law school can give an Admitting Authority the same evidence about teaching each of the prescribed areas of knowledge and statutory interpretation ~~Statutory Interpretation~~ and about its legal information resources that it provided for the purpose of recently being reviewed externally or accredited by either a self-accrediting provider or by TEQSA. Unless the Admitting Authority determines otherwise, the law school will need to –

- (i) show that the recent review or accreditation required the law school to satisfy a similar standard to that required by these Standards; and
- (ii) set out the relevant standard against which it was reviewed or accredited; and
- (iii) set out when the review or accreditation occurred and by whom it was conducted; and
- (iv) give the Admitting Authority copies of the principal documentary evidence that it provided for the purpose of that review or accreditation.

4.7 Assessing understanding and competence

- Assessment requirements verify that a student has –
 - (i) acquired appropriate understanding and competence in every prescribed area of knowledge; and
 - (ii) acquired the relevant knowledge and skills set out in the LACC Statement on Statutory Interpretation.
- The law course requires a student to achieve at least a pass grade before satisfactorily completing any ~~subject or~~ unit in which a prescribed area of knowledge or statutory interpretation ~~Statutory Interpretation~~ is taught or assessed.

- An Admitting Authority may consider for each unit that covers a prescribed area of knowledge and statutory interpretation, the allocation of assessments, the assessment methods and whether a sufficient proportion of assessments are conducted by invigilation to ensure the law course provides an appropriate level of quality assurance that a student has been awarded a grade that accurately reflects their level of acquired understanding and competence.

(a) *Explanatory note*

An Admitting Authority must be able to rely on a law school's minimum requirement for completion - a pass grade - as the conclusive indicator that a student has, in fact, acquired an appropriate **level of** understanding and competence in every element of a prescribed area of knowledge and has acquired the relevant knowledge and skills set out in the LACC's Statement on Statutory Interpretation.

Invigilation of assessments provides an extra level of quality assurance that the grades awarded to students accurately reflects their level of acquired understanding and competence, particularly in an online learning environment.

(b) *How can a law school establish that it has met this standard?*

A law school needs to⁸ -

- provide evidence that it requires, and that students are made aware, that all elements of each prescribed area of knowledge and all of the law school's teaching or other instruction in **statutory interpretation** ~~Statutory Interpretation~~ are assessable; and
- provide evidence that its ~~methods-of~~ assessment **methods** in each ~~subject-or~~ unit in which a prescribed area of knowledge is taught confirm that a student has attained an appropriate understanding and competence in that area; and
- provide evidence that its ~~methods-of~~ assessment **methods** confirm that a student has achieved all of the outcomes specified in the LACC's Statement on Statutory Interpretation; and
- provide evidence that at least 50% of assessments for each unit that covers a prescribed area of knowledge and statutory interpretation is conducted by invigilation; and
- if grade descriptors apply to prescribed areas of knowledge, set out the descriptor for a pass grade; and
- explain the process it uses to satisfy itself that grades awarded accurately reflect the level of student attainment.

⁸ Compare [Higher Education Standards Framework \(Threshold Standards\) 2021](#), 2015 ~~Part A, item~~ Standards 1.4.3, ~~paragraphs 3-~~ and 1.4.4.