



Frequently Asked Questions: Law School Student/Staff Meetings

School representatives have created a list of common FAQs that are usually asked at student/ staff meetings.

This to help members of the SSC understand what has already been discussed at SSCs so that we can avoid asking the same questions, allowing representatives to introduce more pressing matters.

However, if an issue mentioned in this document is reoccurring and becoming a growing problem do not hesitate to mention it. It is likely to be more appropriate to raise with your school representatives (Molly and Usman) at first.

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1. Reading weeks

Students have continuously requested a reading week for the law school over the past couple years. This issue has been addressed many times in SECs and SSCs. The Law School does not have a reading week for 3 main reasons:

1. To accommodate a lecture and tutorial delivery, with around 20-22 lectures and 4 tutorials per semester. Each semester has 10 teaching weeks. If the school were to reduce this to 9 for the reading week, then lectures would increase across those 9 weeks, and tutorials would have to take place much earlier.
2. The school do not currently have any substantive teaching after Easter; a reading week would mean that this is a likely and necessary outcome.
3. Assessments are currently distributed fairly throughout the academic year. A reading week would mean that assessments would be grouped closer together, where gaps between assessment periods would be reduced.

2. Examination format

Students have reported that in-person closed book exams can be unfair due to the amount of cases that they are required to remember, especially in regards to Land Law and Equity & Trusts modules. Student reps have requested that the exams be open-book for all law modules, either in-person or online.

The Law School have stated that they are unlikely to change the examination format, providing strong rational for the current examination format, including (but not limited to) the following:

- Having a range of assessment types (including open and close book assessments) help assess distinctive and important skills essential for legal studies and legal practice
 - o A range of assessments is also found to reduce reliance on any single skill and better supports deep learning. However, research has shown that closed book exams encourage deepen understanding, improve long-term retention and encourages students to understand conceptual aspects of teaching more meaningfully.
- Open and close book exams are not equivalent.
 - o Closed book exams will receive credit for recalling core authorities, without correct detailed citation in contrast to open book exams
- AI in exam is becoming harder to regulate.
 - o Closed book exams are a robust form of assessment that exclude the risk of improper use of AI. Therefore, much of the legal profession include closed book exams for this reason, in order to maintain integrity and standards within examinations.
- Canadian Practice.
 - o Many Canadian law schools include closed book exams including Toronto, Osgoode Hall, McGill, UBU, Alberta and Western. Many alumni speak highly of the skills closed book exams gave them including for the NCA and Ontario Barrister and Solicitors exams
- Stress and anxiety around assessments are real and understandable, but modest levels of pressure can also support effective revision and consolidation.

- Students will already be provided with the relevant statutory materials during the exam, removing the need to memorise the particulars of statutory provisions. What remains is the ability to recall and explain key cases and principles: an academic and professional expectation in all common-law jurisdictions.

If students are worried about exams, please advise them to contact either:

- Law support: lawsupport@leicester.ac.uk
- School representatives: mt486@student.le.ac.uk / us59@student.le.ac.uk (as of 25/26 academic year)
- SU advice service: hellosu@le.ac.uk

If a student brings concerns around neurodiversity and/ or assessment adjustments please advise them to contact Access Ability accessible@leicester.ac.uk

3. Different staff teaching and learning styles

Students have mentioned that different teaching styles of lectures makes it difficult to have consistency throughout modules.

The Law School states each professor will have a different style of teaching; this is commonplace for most university experience. It also reflect on each professor expertise and experience within their speciality.

If students have particular recommendations for modules, please advise them to participate with the 'Mid-Module temperature' checks or to attend office hours in order to express these views.

4. Posting of PPTs and Panopto recordings to BB

Many students raise issues when PowerPoints and/ or Panopto recordings have not been uploaded to Blackboard. Student reps have mentioned this issue to the Law School staff who have relayed it to staff.

Please note to students that this issue should be first raised to the module leader. If students are not comfortable to do this, please advise them to inform their school representatives and they can do this upon their behalf.

5. Model answers to tutorial questions

Students have shown interest on receiving module answers to tutorial questions and past papers.

Historically, for some modules a guidance sheet was released once a tutorial cycle had finished. These took a substantial amount of academics time with very low student engagement. If students are concerned with a tutorial question and want more guidance it is best to go to the academics office hours.

The rationale behind not providing example answers for every module is to encourage students to develop their own writing style instead of trying to emulate an exemplar.

Staff have already addressed concerns surrounding this by providing an exemplar for each core module.

- If students would like to attempt practice questions, they are available on the 'Law Student Information LLB > Assessments > Past Exams Papers and Feedback' **Blackboard** page along with the generic feedback.
- If repeated issues are arising regarding tutorial questions, please encourage students to engage with the mid module temperature checks or raise this at a student staff committee meeting.

6. Marking and grading of past papers by academic staff before assessments

Many students would like academics to mark their attempts at past papers.

Due to limited time, this is impossible to offer to all students. There is also a concern that academics will not have the knowledge and understanding needed to mark a past paper accurately without having the time to review the material before.

Students are advised to go to academics office hours with questions emerging from question attempts, tutorials and exam feedback to get the most out of office hours.

7. Exams period and going home/ Vias

Many Canadian (and other international students) students have expressed their wishes to go home (back to Canada or any other international countries) during the examination period.

While the law school understands students' interest to go home, this would be against current VISA requirements. Failing to comply with these requirements can have very substantial consequences with students. Therefore, please advise and encourage students to stay in the UK for the entirety of the university term dates.

More information around VISA can be found: <https://www.gov.uk/guidance/immigration-rules/immigration-rules-appendix-student>

If a student is struggling, advise them to contact: Law support or SU support: hellosu@le.ac.uk
lawsupport@leicester.le.ac.uk

8. Online module selection

Students have raised concerns regarding module selection during 2nd year for final year modules.

The Law School and central university are currently in the process of amending this process to give students more up to date information regarding modules.

School reps have been trying to encourage more feedback from students in regards to module selection. Please encourage students to engage with surveys sent out by student reps in regards to

this. Students can also provide feedback by contacting their student rep. (mt486@student.le.ac.uk / us59@student.le.ac.uk)

9. Feedback from exams

The Law School have recently reformed how feedback is given back to students who have completed exams through Turnitin.

All comments and suggestions of these changes are readily welcomed. This includes positive feedback as well!

10. Strikes

Students are concerned with the amount of teaching that has been missed due to the current strikes and wanted to know more about the university's plan regarding mitigation of these issues.

The Law School wants to remind students that their priority is in supporting students and minimising disruption to studies. If you have any questions, please read the FAQs by the University: https://uniofleicester.sharepoint.com/sites/industrial-action?dm_t=0,0,0,0,0,0,0,0&dm_i=I8Y,94YI3,3G4FHJ,129UVQ,1,0,0,0#compensation

Any disruption or impact from the strikes, please inform school reps as they can share this within appropriate meetings which will be subsequently sent to the university.

11. Alternative methods of expressing students opinions

Academics want to encourage the range of methods students can express their views or get support from their studies. These include:

- Contacting the school representatives
- Mid Module temperature checks
- Academics office hours
- Contacting the module convener
- Blackboard discussion boards
- Exam markers office hours