

## Schedule 4 - Assessor's Report Template

### Guidance for Assessor

In undertaking this accreditation assessment, the Assessor should be familiar with the following documents:

- The Framework for the Accreditation of Law Courses (the Framework);
- The LACC Accreditation Standards for Australian Law Courses (the Accreditation Standards);
- The LACC Statement on Statutory Interpretation (the LACC Statement); and,
- The template accreditation questionnaire (the Accreditation Template) which a law school is required to complete. This will assist the Assessor in understanding the purpose of each question and the nature of the information that a law school must provide.

The Assessor should also be mindful of the purpose of the Accreditation Standards, as set out in clause 3(a):

The purpose of these Standards are -

- (a) to assist an Admitting Authority, when accrediting, monitoring, reviewing or reaccrediting 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) meets the requirements of the LACC Statement on Statutory Interpretation.

The Assessor should be aware that the definitions in the Accreditation Standards have been modified by the Framework.

The Assessor should be aware that the Board may require additional matters to be addressed as part of the accreditation process which may not be covered in the Accreditation Standards, although consistent with the purpose of the Standards.

The Assessor template is designed to enable an Assessor to report efficiently on the assessment undertaken, without the need to repeat or duplicate extensively information provided by the law school. However, the Assessor should provide sufficient information to enable the Board to understand the basis for the Assessor's analysis and conclusions, and with precise references back to relevant parts of the accreditation application. This template contains a series of questions to which the Assessor must respond; text in italics will provide guidance to the Assessor, as will the guidance to law schools contained in the Accreditation Template Questionnaire. The text in italics is not intended to be reproduced in the submission. The Assessor is required to respond with 'yes', 'yes with reservations', or 'no'. The 'yes with reservations' would be used if the Assessor considers that there is compliance with the relevant Accreditation Standard but has some concerns about the approach taken by the law school, which may be useful information for the NSW Legal Profession Admission Board (the Board) as it considers its decision.

An Assessor may seek guidance from the Board or any Senior Assessor appointed by the Board about the accreditation process. The Assessor should also note the role of the Accreditation Advisory Panel as set out in the Framework, section 9.

### Document information

Title:	Assessor Accreditation Report Template
Approver:	Legal Profession Admission Board
Date of Effect:	19 December 2025

### Document history

Version	Effective Date	Reason for Amendment
1	10/10/2017	Pilot implementation
2	19/12/2025	Amendments because of Framework update.

# Report to the Legal Profession Admission Board on the [year] [enter name of institution] Accreditation Application

## Summary

[Name of Assessor and affiliated institution]:

[Date of Assessor's Report]:

[Enter name of the institution (initials)] submitted an application to accredit the [enter name of law course/s], for [accreditation/reaccreditation] in [year].

This report provides an assessment of [eg. Bachelor of Laws/ Juris Doctor] and how it complies with the Accreditation Standards and the Legal Profession Uniform Admission Rules 2015.

I was satisfied that the course:

- includes the equivalent of at least 3 years' full-time study of law,
- provides for a student to acquire and demonstrate appropriate understanding and competence in each element of the academic areas of knowledge set out in Schedule 1 to the Legal Profession Uniform Admission Rules 2015,
- meets the Accreditation Standards for Australian Law Courses, and
- reflects the knowledge and skills required by a student to satisfy the requirements of the LACC Statement on Statutory Interpretation.

## Recommendation

I recommend to the Legal Profession Admission Board that it accredit the degree [enter details eg Bachelor of Laws] at [enter name of institution].

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## Scope

This report provides an analysis of the accreditation application for [enter name of degree] that will be offered by [enter name of the institution].

[enter name of the institution] submitted [eg. a 300 page pdf document with accessible links] in support of its application. This report is an analysis and assessment of the application. The application is available for inspection at the Office of the Legal Profession Admission Board.

## Authority

The following authorities were relied upon to assess the accreditation application:

- Rules 5, 7 and 8 of the Legal Profession Uniform Admission Rules 2015,
- The Framework for the Accreditation of Law Courses, dated [xxxx],
- Accreditation Standards for Australian Law Courses, and
- The LACC Statement on Statutory Interpretation.

## The assessment process

I was appointed by the Board on [enter date] and carried out the assessment during the period [enter the dates].

In undertaking the assessment, in addition to a review of the written documentation, I also:

*[include information about any onsite or electronic meetings or other steps taken to support the assessment process.]*

*[If the Assessor consulted the Accreditation Advisory Panel during the assessment process provide the following information: I consulted the Accreditation Advisory Panel prior to making any recommendations in relation accreditation application.]*

## The Accreditation Standards

The Accreditation Standards were relied upon to assist me to assess the evidence presented by [name of institution] and determine whether it satisfies each standard relating to –

- the nature of a law course; (standard 4.1)
- the duration of a law course; (standard 4.2)
- learning outcomes; (standard 4.3)
- the content of a law course; (standard 4.4)
- teaching a prescribed area of knowledge (standard 4.5); and
- assessment of a student's understanding and competence (standard 4.6).

## Standard 4.1 The Nature of the Law Course

1. Having regard to the law school's description of the mode of delivery for the law courses, does that description align with your observations?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

2. Having regard to Accreditation Standard 4.1(b)(iii), is the law course/s offered by a provider recognised by Standard 4.1(b)(iii)?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

3. Having regard to the information provided about the law course's progression, does the law course/s ensure a coherent sequence of units of study?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

4. Does the law school's pre-requisite and co-requisite policy and practice also ensure a coherent sequence of units of study within each course?

*[You should also have regard to whether there are any university policies which may restrict the use of pre-requisites and co-requisites, and which may affect the coherency of the law course.]*

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

5. Do the study load and credit point policies ensure that a student is not able to accelerate in a manner which would breach the three-year equivalency rule?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

6. In relation to the granting of advanced standing for prior studies, do the policies and practices in place ensure a student's prior study in a prescribed area of knowledge will be equivalent to the required material to be covered in the relevant area of knowledge?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

7. If a law school gives advanced standing for prior studies in subjects other than law, or in courses other than a law courses, do the policy and practices ensure that the requirements of Accreditation Standards 4.1 and 4.2 are met?

Yes		Yes, with reservations		No	
Supporting rationale,					

including any concerns:	
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## Standard 4.2 The duration of the law course

1. Is the law course/s the equivalent of at least three years' full-time study of law (EFTSL of 3.0)?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

2. Is the EFTSL of 3.0 limited to academic content?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

3. Does the law course/s include subjects offered in an intensive mode? If so, has the law school demonstrated that those subjects (which do not include a prescribed area of knowledge) are nevertheless equivalent to a subject taught over a standard session with respect to breadth and depth of content and learning outcomes, and consistent with the three-year rule?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

4. Does the law course/s offer subjects, that cover a prescribed area of knowledge, in an intensive mode? If so, having regard to the Board's expectation that a prescribed area of knowledge will not normally be taught in intensive mode, has the law school demonstrated a sufficient justification for the use of the intensive mode, and that a student will have acquired appropriate understanding and competence?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

5. Is the law course/s offered entirely in intensive mode? If so, has the law school demonstrated that the course:

- is the equivalent of an EFTSL of 3.0; and,
- meets Accreditation Standard 4.1 (a coherent sequence of study)?

*[In the case of law courses offered entirely in an intensive mode, the Board may require a law school to address additional matters regarding the structure of the law course and students' acquisition of understanding and competence with respect to the prescribed areas of knowledge.]*

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

### Standard 4.3 Learning Outcomes

- 1a. Does the statement of learning outcomes enable students to acquire and demonstrate appropriate understanding and competence in the prescribed areas of knowledge, for the purposes of these Standards?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

*[The learning outcomes are an important element in determining whether the relevant subject is designed in a manner which will ensure that students acquire appropriate understanding and competence. However, Accreditation Standard 4.3 must be considered alongside Accreditation Standards 4.4, 4.5, and 4.6. The learning outcomes will only be effective if the course content, teaching and learning activities, and assessment tasks are designed in a manner that will enable students to achieve the learning outcomes and demonstrate that achievement. Accordingly, the Assessor should also have regard to whether these elements are appropriately aligned so as to provide assurance to the Board that the law course/s can demonstrate outcomes and ensure relevant student attainment.]*

- 1b. Having regard to Accreditation Standards 4.3, 4.4, 4.5, and 4.6 and the information provided in the accreditation application relevant to these Standards, does the law school demonstrate that the learning outcomes, content, teaching and learning activities, and assessment are appropriately aligned?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

#### Standard 4.4 Content of the law course

1. Does the law course/s include content so that each prescribed area of knowledge is covered?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

2. Does the law course/s include content that ensures the requirements of the LACC Statement on Statutory Interpretation are met?

*[The Assessor should make a distinction between Statutory Interpretation taught as a discrete subject, and Statutory Interpretation taught across subjects. The accreditation application will deal separately with these models.]*

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

3. Do the total number of teaching hours allocated to each subject which includes a prescribed area of knowledge ensure that students will acquire appropriate understanding and competence?

*[The Assessor should have regard to the Board's view that 36 teaching hours is a reasonable indicator of coverage. The Assessor should also take into account how those teaching hours are applied, having regard to Appendix Two of the accreditation application.]*

*[This aspect of Accreditation Standard 4.4 and Accreditation Standard 4.5, concerning teaching method, are interrelated in assessing how the structure of a subject, teaching methods, and mode of delivery will contribute to a student being able to acquire appropriate understanding and competence. Appendix Two will also include information responding to Accreditation Standard 4.5 on teaching method. The Assessor should take this more holistic perspective into account in responding to relevant questions on Standards 4.4 and 4.5.]*

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

### Standard 4.5 Teaching the law course

1. Does the law school use teaching methods in the law course/s and in each subject that includes a prescribed area of knowledge or Statutory Interpretation that enables each student to acquire the appropriate understanding and competence?

*[The Assessor should have regard to the information contained in Appendix Two (including how teaching hours are allocated and used) and in her/his assessment should take into account the following guidance and the Board's emphasis on direct interaction between students and teachers:*

*The Board recognises that the delivery of a law course and its subjects may use a variety of modes with greater use being made of learning technologies and online environments. However, the Board's view is that the modes of delivery used should*

*enable a student to be able to engage actively with their learning and to be able to interact directly with their teacher. Ideally, students have opportunities for a face-to-face learning experience whether wholly or in a blended teaching and learning mode. Importantly, a law school should be able to demonstrate that the mode of delivery used will ensure the standard of teaching and learning as set out in the Accreditation Standards:*

*A student needs to acquire both understanding and competence in each element of each prescribed area of knowledge. 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 remains the primary reliable means of achieving these results (Accreditation Standard 4.5(a)).]*

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

2a. Are subjects which include a prescribed area of knowledge and any relating to Statutory Interpretation taught by staff qualified to teach that area, having regard to Higher Education Standards Framework (Threshold Standards) 2021 (HESF), 3.2.3?

*[The Assessor should satisfy her/himself that a complete list of teaching staff (including casual and fixed-term staff) has been provided.]*

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

2b. In the case of staff who may not fully meet the standard required by HESF 3.2.3, are appropriate arrangements made for the supervision of such staff in accordance with HESF 3.2.4?

Yes		Yes, with reservations		No	
Supporting rationale,					

including any concerns:	
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3. Are there systems in place to monitor and evaluate teaching and programs to support teaching effectiveness?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

4. Does the law school incorporate technology into the curriculum to prepare students for the increasing application of technology in legal practice?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

5. Do students have ready and adequate access to appropriate legal information resources, including library resources, to support their learning?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

6. Has the library been independently assessed by the Australian Law Schools Standards Committee?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

## Standard 4.6 Assessing understanding and competence

1. Has the law school demonstrated that students are made aware that all elements of each prescribed area of knowledge and the law school's teaching of Statutory Interpretation are assessable?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

2. Has the law school demonstrated that the assessment tasks used to assess students in each prescribed area of knowledge and Statutory Interpretation will enable the law school to verify that a student has acquired:

- appropriate understanding and competence in each prescribed area of knowledge; and,
- the relevant knowledge and skills set out in the LACC Statement?

*[The Assessor should review Appendix One taking into consideration not only the assessment tasks but also whether there is sufficient alignment of those tasks with the learning outcomes so that the assessment tasks can demonstrate attainment of the outcomes.]*

*The Assessor should also be able to comment on whether assessment is scaffolded within the law course and whether the scaffolding approach will assist student attainment.]*

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

3. Does the law school have a policy that sets out the descriptors for each grade, including a pass grade, and is a pass grade a requirement for satisfactory completion of a subject which includes a prescribed area of knowledge or a subject which covers Statutory Interpretation?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

4. Does the law school have quality assurance processes in place to review the design of assessments and their rubrics, and to review and moderate assessment outcomes, including grades?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

5. If conceded passes are issued, has the law school provided an adequate justification for the practice having regard also to the institution's rules governing the award of a conceded pass?

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

6. Does the law school have adequate policies and processes in place to ensure the academic integrity of assessment process is maintained?

*[Accreditation Standard 4.6(b)(v) is concerned with whether a student's grades accurately reflect the level of attainment. Implicit in this and the Standard more generally is the expectation that the student's attainment is consistent with the*

*policies and practices that ensure academic integrity. Academic integrity is also relevant to a candidate's application for admission as a lawyer.*

*The Board is particularly concerned that practices such as contract cheating and developments such as generative artificial intelligence (generative AI) tools present a risk to academic integrity and has set an expectation that 50% of assessment for all subjects which include a prescribed area of knowledge or cover Statutory Interpretation should be invigilated.*

*A law school which does not meet this expectation should be prepared to demonstrate the effectiveness of its assessment design and processes to ensure that its assessment processes are reliable especially having regard to contract cheating and the use of generative AI tools.].*

*In assessing the response to this question, the Assessor should consider the following matters:*

*if the 50% expectation of invigilated assessment is not followed, whether the law school has adequately explained its reasoning for adopting a different assessment approach and can demonstrate the reliability of its assessment design and processes having regard to the risks of contract cheating and the use of generative AI tools;*

*whether the law school has in place assessment policy and processes designed to ensure against academic integrity breaches, with particular reference to contract cheating and the use of generative AI tools; and,*

*Whether the law school has adopted approaches to ensure law students understand the operation of generative AI tools and the ethical implications of their use.].*

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

7. Does the law school's report on academic integrity breaches and misconduct raise any concerns about the law school's response to academic integrity risks such as contract cheating and the use of generative AI tools?

*[The Board is aware that assessment design and processes are challenging given developments such as contract cheating and the use of generative AI tools, and has instituted an annual reporting system to gain a better understanding of the risks and practices as law schools respond to these challenges. Accordingly, a law school is required to submit a report as part of the accreditation process, and annually, on academic integrity breaches and misconduct. This report is confined to certain types of cheating such as contract cheating and the use of generative AI. The report provides information about:*

- type of breaches and the number of incidents;
- the outcome of any investigation into the breach; and,
- follow-up action taken by the law school or university regarding its policies and processes to prevent further such breaches.]

Yes		Yes, with reservations		No	
Supporting rationale, including any concerns:					

## Conclusion and Recommendation

I am satisfied that the [name of degree] complies with the Accreditation Standards and the Legal Profession Uniform Admission Rules 2015.

I recommend to the Legal Profession Admission Board that it accredit the degree [enter details eg Bachelor of Laws] at [name of institution].

*[Notwithstanding an Assessor's recommendation for accreditation, the Assessor should note any concerns, she/he may have regarding matters covered in the accreditation assessment or process.*

*If the Assessor is not satisfied that the law school complies with the Accreditation Standards and the Legal Profession Uniform Admission Rules 2015, the Assessor should set out the precise areas of non-compliance.]*

## Document information

Title:	Accreditation Report – [name of institution]
Business Centre:	Legal Profession Admission Board
Author:	[enter name(s) of assessor or assessors]
Date:	[eg September 20xx]