



GħSL  
Għaqda Studenti tal-Liġi

# IR-RIFORMA TAL-KORS TAL-LIĠI

A Policy Paper on  
Reforming the Law Course at  
the University of Malta



# IR-RIFORMA TAL-KORS TAL-LIĠI

A Policy Paper published by  
the Għaqda Studenti tal-Liġi



# OPENING REMARKS



## ADELE GATT LIVORI

### President

Għaqda Studenti tal-Liġi  
2025/26

There is a particular weight that comes with writing a foreword to a policy paper of this nature. Unlike other GhSL projects which may focus on a specific area of law, a legal development, or a proposed legislative reform, Ir-Riforma tal-Kors tal-Liġi turns its attention towards something deeply close to every law student: the course itself.

At its core, this is a paper about formation. It is about the way students are introduced to the law, the way they are taught to understand it, the way they are assessed on it, and the way they are prepared to eventually practise it. It is about the years in which students are expected to grow into future lawyers and notaries, and about whether the structures around them allow that growth to happen with clarity, support, and purpose.

For Għaqda Studenti tal-Liġi, this project carries particular significance. As a student organisation, our role has never been limited to organising events or providing opportunities outside the classroom. At its heart, GhSL exists to serve students.

That means celebrating their achievements, supporting them through difficulties, and, when necessary, giving proper form to the concerns they have long carried.

This project does exactly that. It does not begin from assumption, but from students themselves. Over the course of six weeks, 100 students participated in 35 consultation sessions, sharing their experiences across different stages of the law course. Their contributions give this paper its substance and its legitimacy. They allow it

to move beyond general impressions and towards a more honest account of what students are living through.

The experiences recorded are varied, but the patterns that emerge are clear. Students speak of entering first year without sufficient guidance, of timetables and workloads that often fail to reflect the reality of their lives, of teaching methods that differ greatly from one unit to another, of resources and feedback that are not always accessible, and of a dissertation process that many find unclear at important stages. At Master's level, the pressure becomes even more pronounced, particularly as students attempt to balance academic demands with Prattika, work, and professional preparation.

These concerns should not be mistaken for a lack of appreciation for the law course. On the contrary, one of the strongest impressions left by this project is that students care deeply about their education. They recognise the value of the course, the richness of its content, and the knowledge of the lecturers who teach them. Their call for reform does not come from a desire to lower standards. It comes from a desire to be better supported in reaching them.

That distinction matters. A rigorous course need not be an unclear one. A demanding course need not be disorganised. A professional course need not leave students feeling that they must navigate essential parts of their education by trial and error. This paper is not about making the law course easier. It is about making the path through it clearer, fairer, and more purposeful.

In many ways, this reflects the broader approach I have tried to encourage throughout my term as President of GhSL. Meaningful representation requires more than reacting to problems as they arise. It requires listening consistently, recognising patterns, and ensuring that student experiences are not dismissed as isolated frustrations. It also requires courage: the courage to speak honestly, but constructively; to acknowledge what works, while also identifying what must improve.

That is what Ir-Riforma tal-Kors tal-Liġi seeks to do. It does not simply list difficulties. It translates them into proposals. It considers transition, workload, teaching and learning, resources, assessment, dissertation, professional preparedness, Prattika, and student voice, and places before the Faculty and wider University community a set of recommendations that are practical, thoughtful, and rooted in student experience.

I hope this paper is received in that spirit. It should not be seen as the end of a conversation, but as the beginning of one. Its value lies not only in what it records, but in what it can hopefully lead to: open dialogue, serious engagement, and meaningful reform. The future of legal education in Malta should be shaped with students, not merely for them.

I would like to express my heartfelt gratitude to our Policy Officer, **Kristen Gauci**, for the dedication, maturity, and care with which she led this project. Bringing together such a wide range of student experiences and transforming them into a clear and coherent policy paper required significant effort and responsibility. Kristen approached this work with seriousness and purpose, and the result is something of which GhSL can be truly proud.

My sincere thanks also go to every contributor, reviewer, editor, and member of the team who helped bring this paper to life. Most importantly, I thank every student who participated in the consultation process. Your honesty is what gives this paper meaning. Your experiences are what make it necessary.

As GhSL, we will continue to work for students, because that is the reason this organisation exists. This paper is a reflection of that commitment: to listen, to represent, and to advocate for a law course that supports present and future students in becoming the professionals they aspire to be.

KRISTEN GAUCI

**Policy Officer**

Għaqda Studenti tal-Liġi

2025/26

For years now, the GħSL Policy Office has admirably dedicated itself to the rather mammoth task of writing an annual policy paper. It is thanks to this tradition that I now write this foreword to a paper on a subject that we believe to be of great importance: the reform of the law course.

This policy paper is first and foremost intended to give student feedback the visibility it so rightly deserves. This involved reaching out to students directly, listening to them, and documenting their experiences so that these experiences could be translated into proposals for reform. What became immediately clear through this process is that students care deeply about the education they are receiving, yet they continue to be pushed away by issues that remain unaddressed. This paper, not unlike its predecessors, serves as an opportunity to amplify our voices on what matters most to us, in this case, our education.

It must be acknowledged that there have been countless efforts over the years to advance the student perspective and call for change. More often than not, this work is undertaken behind the scenes, most notably by our student representatives.

Beyond this, there are structures within the University itself that actively seek out student feedback, particularly through the work of the Quality Assurance Committee. This paper is not intended to overshadow such efforts, but rather to draw attention to their immeasurable value.

It is our hope that students see themselves reflected in this paper and feel encouraged to continue sharing their experiences, remaining vocal about the changes they wish to see, not only within the course, but in the wider world around them. More than this, we hope that these proposals are genuinely considered by all those who, in whatever capacity, have the power to bring about change. Reform is inevitable, as our law course continues to be shaped by the hands of time, but it must be meaningfully guided by the people it purports to serve: its students. Students must be shown that their feedback is not only sought, but also considered and implemented.

There was a time when I did not think this paper would be possible, and many moments when I doubted its completion. A project of this kind cannot be undertaken alone, and for this reason I would like to express my gratitude to the following people.

I would like to thank **Gianluca**, who believed in the idea before I did, and whose guidance proved invaluable.

Thank you to our contributors, **Haley, Aaron, Julian, Elias**, and **Andrea**, who generously dedicated their time and effort, always eager to help at every stage.

Thank you to our reviewers **Gianluca, Mariah**, and **Matthew**, who served as an additional set of eyes and offered thoughtful feedback.

Thank you to our editor, **Abigail**, for the diligence and precision she brought to the editing process, and to our designer, **Av. Matthew Charles Zammit**, for his excellent work on the format and design, giving the paper its final, essential touch.

I would also like to thank the executive team for placing their trust in me from the very beginning. A special thank you goes to our President, **Adele**, for her unwavering encouragement and support. Thank you to the academics who met with us in preliminary meetings and shared their insights. I am grateful to the Dean, **Professor Ivan Mifsud**,

for the great interest he has shown in this project, and to **Dr Jacqueline Vanhear** for helping us better understand the intricacies of quality assurance and student feedback within the University.

Most especially, we would like to thank everyone who participated in the feedback sessions. We are deeply grateful to each and every one of them for taking the time to meet with us and for trusting us with their experiences. We sincerely hope this paper does them justice.

It is my pleasure to present this year's policy paper on the reform of the law course.



A person is shown in profile on the left side of the frame, holding and reading a book. The background is filled with tall, white bookshelves packed with books, creating a sense of a large library or archive. The entire image has a light blue, semi-transparent overlay.

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# ACKNOWLEDGEMENTS

# Policy Paper Team

## **Project Leader**

KRISTEN GAUCI

## **Contributors**

HALEY XUEREB  
AARON DEMANUELE  
JULIAN BILOCCA  
ELIAS PISANI  
ANDREA FARRUGIA  
KRISTEN GAUCI

## **Editors**

ABIGAIL-MARIE  
FARRUGIA

## **Design**

MATTHEW CHARLES  
ZAMMIT

## **Reviewers**

GIANLUCA VELLA  
MARIAH SAPIANO  
MATTHEW GRECH

# Għaqda Studenti tal-Ligi

## Executive Board 2025/26

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MARTINA SAMMUT

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KAIA AZZOPARDI





# OVERVIEW

# Through this policy paper...

Għaqda Studenti tal-Liġi sets the agenda for a student-focused reform of the law course at the University of Malta. It seeks to document students' lived experience across their studies, identify challenges and strengths within the system, and propose data-driven reforms aimed at improving the quality of the law course.

The paper adopts a qualitative research design grounded in the student perspective. The data was collected through focus groups and one-to-one interviews, scheduled according to students' availabilities, to maintain an open and conversational format. Over a six-week period, from 11 March to 25 April 2026, we held 35 sessions with a total of 100 participants from the undergraduate and Master's courses, as well as postgraduates. The sessions were organised by year group to capture progression from first year through to Master's, and were guided by a set of questions covering overall experience and expectations, teaching and learning, assessment methods, workload, resources, dissertation experience, professional preparedness, student voice, Erasmus experience, and *Prattika*.

Students describe a course that offers rich content and knowledgeable lecturers, as well as valuable opportunities for academic growth, but which is frequently undermined by avoidable structural pressures. Many participants reported difficulties with the transition into the course, highlighting a lack of orientation and guidance. Concerns about the workload were widespread. Students pointed towards a timetable that is misaligned with the realities they face, making it difficult for them to maintain a balanced routine. This sentiment is further exacerbated by haphazard scheduling,

frequent alterations, bottlenecked assessments, and an unrealistic expectation of full-time commitment.

Teaching and learning methods were perceived as varying across units. Students appreciated interactive methods with clear explanations and materials, however they were concerned by reliance on continuous narration, lack of meaningful engagement, and a limited use of the practical element. Moreover, access to up-to-date materials was unreliable and students noted that disparities in access to resources results in a lack of guidance and widens inequalities within the cohort.

Assessment was another important area of concern. Students highlighted heavy reliance on exams, limited use of continuous and practical assessment, insufficient weighting, and inconsistencies in marking standards and feedback. Several students emphasised the need for clearer communication, more transparency, and timely feedback that allows students to improve.

The dissertation component was widely seen as falling short of its intended role. Students commented that insufficient attention is devoted to the practical aspects of planning and writing a dissertation in law. The process of securing a supervisor and drafting a proposal was frequently described as opaque, with limited information on available supervisors and an absence of clear, faculty-wide expectations.

Students also expressed concern about their professional preparedness and were dissatisfied with the extent to which the course prepares them for legal practice. They called for more consistent integration of practical skills throughout the course, rather than concentrating them towards the tail-end.

These concerns were accompanied by the broader perception that student feedback is not always sought or meaningfully acted upon.

In light of these findings, the paper advances a series of recommendations across eight areas, namely: transition and experience, workload, teaching and learning, resources, assessment, dissertation, professional preparedness and *Prattika*, and student voice.

Key recommendations include: strengthening induction and guidance structures; reviewing timetabling and workload demands in alignment with the realities of student life; diversifying teaching methods and embedding more interactive and skills-based learning; improving access to up-to-date resources; and redesigning assessments to ensure a more balanced distribution of exams and assignments, a greater role for continuous and practical assessment, transparent marking schemes and revision of paper procedures, and timely and substantive feedback. With respect to the dissertation, more hands-on preparation is recommended, as well as standardising procedures and information on supervision and proposal requirements. The paper further calls for the formal recognition of *Prattika* within the course structure, facilitated through timetabling and transparent and democratised access. Finally, it proposes that student representation and consultation structures be strengthened so that students are involved in the design, implementation and evaluation of reforms affecting the law course.

GĦSL presents this paper as a starting point for a constructive and collaborative process of reform involving the Faculty of Laws, the wider University administration, students, and relevant stakeholders. It calls for the establishment of a joint working structure which should be followed up with clear timelines, responsibilities, and channels for ongoing student input. The ultimate aim is ensuring that the law course remains rigorous and fit for the evolving reality of legal education and practice in Malta.





# A BRIEF HISTORY OF THE LAW COURSE

By Haley Xuereb

# I. Historical Groundwork

## The Foundations: From the Collegium Melitense to the Universitas Studiorum (1592 – 1769)

The academic teaching of law in Malta finds its earliest roots in the *Collegium Melitense*, established by the Jesuits in 1592.<sup>1</sup> However, the formal genesis of the modern University of Malta occurred on 22 November 1769, when Grandmaster Emmanuele Pinto de Fonseca signed the decree founding the *Universitas Studiorum*.<sup>2</sup> Following the expulsion of the Jesuits, the University was housed in their former college in Valletta.<sup>3</sup>

From 1769 until the reforms of 1835, the curriculum of the law course is described as ‘very limited and modest’,<sup>4</sup> leading to the bestowal of a J.U.D. (*Jurisutriusque Doctor*) which took the form of a degree on Civil Law, including Roman Law and Canon Law.<sup>5</sup> The original legal curriculum was a product of its time, focusing heavily on the *ius commune*.

During this era, the course lasted eight years, with the first three culminating in a degree of Master of Arts and the final five dedicated specifically to ‘studies in the traditional professions, comprising jurisprudence’.<sup>6</sup> Civil Law, Canon Law, and Philosophy of Law were taught within the Faculty of Law, with the curriculum of Civil Law centred on the *Statuti* of the Order of St John and the *Prammatiche del Paese*, referring to local ordinances.<sup>7</sup>

The first Chair of Law was held by Reverend Dr Fra Antonio Micallef, who occupied the post until 1809.<sup>8</sup>

<sup>1</sup> Raymond Mangion, ‘Milestone in academic history’ (*Times of Malta*, 15 December 2014) <<https://timesofmalta.com/article/Milestone-in-academic-history,548322>> accessed 3 May 2026.

<sup>2</sup> Raymond Mangion, ‘Professors who taught International Law within the Faculty of Laws, University of Malta’ in Norman A Martinez Gutierrez (ed), *Serving the Rule of International Law: Essays in Honour of Professor David Attard* (Mare Nostrum Publications 2009) 32.

<sup>3</sup> Mangion (n 1).

<sup>4</sup> Mangion (n 2).

<sup>5</sup> Faculty of Laws, ‘History’ (*University of Malta*) <[www.um.edu.mt/laws/aboutus/history/](http://www.um.edu.mt/laws/aboutus/history/)> accessed 3 May 2026.

<sup>6</sup> Mangion (n 2).

<sup>7</sup> *ibid.*

<sup>8</sup> *ibid.*

### The Watershed Reforms of 1838: The Birth of the Modern Faculty

The arrival of the British in 1800 necessitated the modernisation of Maltese institutions.<sup>9</sup> In the 1830s, a General Council of the University suggested radical change, which was supported by the Royal Commission of 1836 that sought to place the University on a ‘modern footing’.<sup>10</sup> Guided by Ignazio Gavino Bonavita, the *Statuto Fondamentale* was drawn up and published on 15 December 1838, establishing the *Consiglio Speciale della Facoltà di Legge*.<sup>11</sup>

This reform, established by Governor Sir Henry Bouverie, structured the course to include lessons in ‘natural, common, civil and criminal laws’.<sup>12</sup> It introduced the Doctor of Laws (LL.D.) degree, replacing the J.U.D., and broadened the curriculum to include Municipal Institutions and Natural Law.<sup>13</sup> Crucially, it introduced a joint Chair of International and Constitutional Law, occupied first by Professor Ferdinando Caruana Dingli, the godson of the last Grandmaster, who went on to lecture on nearly all subjects within the faculty until his death in 1869.<sup>14</sup>

These reforms were intended to be utilitarian, focusing on “sciences and arts of practical utility”.<sup>15</sup>

### Evolution of the Curriculum (1870 – 1923)

The Faculty was never static, often responding to the massive codification projects of the mid-nineteenth century.<sup>16</sup> The Faculty also had to adapt to the Maltese ‘mixed’ legal system; a hybrid of Civil Law foundations and British procedural and public law influences.<sup>17</sup>

A ‘quantum leap’ occurred in 1870 with the introduction of the History of Legislation in England and Malta.<sup>18</sup> This was essential because the island was in the process of finalising its substantive, penal, and procedural codes, which blended Roman-Civil roots

with British procedural concepts.<sup>19</sup> By 1923, following the grant of Responsible Government, the Faculty further diversified.<sup>20</sup> A new department was created for Fiscal Laws, Statistics, and Administration to manage the so-called ‘transferred matters’ of finance now handled by the local administration.<sup>21</sup>

It was during this era that Sir George Borg advocated for the separation of Roman Law from Civil Law, arguing that Roman Law was the “basis and framework of European legislation”.<sup>22</sup>

### The Delayed Reform of 1915

A 1915 Statute attempted to restructure the course to award a Bachelor of Laws (LL.B.) after three years, with the LL.D. only granted after a subsequent thesis and practical experience. This change sparked a ‘rather rowdy strike’ by students that resulted in two of them being arraigned in court. The reform was eventually delayed, and the LL.D. was conferred as usual on the 1919 graduating class.<sup>23</sup>

<sup>9</sup> Carmel Serracino, ‘The Gateway to Honour: A History of Classics at the University of Malta from 1800 to 1979’ (Ph.D. thesis, University of Malta 2018) 42.

<sup>10</sup> Mangion (n 2).

<sup>11</sup> Mangion (n 2).

<sup>12</sup> Mangion (n 1).

<sup>13</sup> *ibid.*

<sup>14</sup> *ibid.*

<sup>15</sup> Carmel Serracino (n 9) 46.

<sup>16</sup> Mangion (n 1).

<sup>17</sup> *ibid.*

<sup>18</sup> *ibid.*

<sup>19</sup> *ibid.*

<sup>20</sup> *ibid.*

<sup>21</sup> *ibid.*

<sup>22</sup> *ibid.*

<sup>23</sup> Anthony DeGiovanni, ‘The Evolution of the Legal Profession: Self-Regulation or External Control’ (LL.D. thesis, University of Malta 2016) 55–57.

## The Reform of 1934: The Language Question

One of the most contested events in the Faculty's history was the 'Language Question'.<sup>24</sup> For centuries, Italian was the language of law, culture, and the classroom.<sup>25</sup> However, the British-driven reforms of 1934 demoted Italian, establishing Maltese as the language of the courtroom and English as the language of instruction at the University.<sup>26</sup>

The legal profession resisted fiercely.<sup>27</sup> In a 1931 memorandum to the Royal Commission, the Chamber of Advocates argued that replacing Italian with Maltese would "lower the standard of education" and "throw us back in the road of civilisation".<sup>28</sup>

Despite this, the change was enforced.<sup>29</sup> Adjusting to this was 'paradoxically more difficult for legal education than for courtroom litigation'.<sup>30</sup>

## Specialisation and Modernisation (1948 – 1991)

Post-war reforms in 1948 further refined the Faculty's structure.<sup>31</sup> Constitutional and International Law were separated into autonomous departments, with Professor John Joseph Cremona taking the former and Dr Edwin Busuttil the latter.<sup>32</sup> Similarly, Civil and Roman Law were separated, and Administrative Law was introduced as a distinct subject.<sup>33</sup>

This era was characterised by the 'Old Professors', figures like Victor Caruana Galizia and Anthony Mamo, whose typed notes remained the primary study material for generations of law students.<sup>34</sup>

<sup>24</sup> Gianluca Parolin, 'Becoming (False) Friends: Linguistic Practices and Source Access in Malta' (2023) 11(2) JICL 215, 218.

<sup>25</sup> *ibid.*

<sup>26</sup> *ibid.*

<sup>27</sup> *ibid.*

<sup>28</sup> Chamber of Advocates, *Memorandum on the Language Question in Education and in the Courts 1931* (Mercurius 1932)

<sup>29</sup> Gianluca Parolin (n 24).

<sup>30</sup> *ibid.*

<sup>31</sup> Faculty of Laws (n 5).

<sup>32</sup> *ibid.*

<sup>33</sup> *ibid.*

<sup>34</sup> *ibid.*

## The Bologna Process (2011 – Present)

In recent years, the Faculty has undergone its most radical structural change since 1838 to align with the Bologna Process.<sup>35</sup> The historic six-year LL.D. was replaced in 2016 by a two-cycle system: a four-year Bachelor of Laws (Honours) and a one-year professional Master of Advocacy or Master of Notarial Studies.<sup>36</sup> This reform in turn replaced the traditional 35,000-word doctoral thesis with a more concise dissertation of 10,000 to 12,000 words.

Moving away from the 'information transmission mode' of traditional lectures, the Master's courses now dedicate 30 credits to professional practice.<sup>37</sup> This includes the law clinic, with the aim to provide experiential learning where students bridge the gap between 'academic theory and professional reality'.<sup>38</sup> The reform also streamlined the transition to professional practice for advocacy students by allowing them to sit for their warrant examination immediately upon completing their Master's, removing the previous one-year mandatory waiting period.<sup>39</sup> Notarial students, by contrast, must complete a traineeship for a continuous period of at least two years after finishing the Master's course before they can sit for their warrant examination.<sup>40</sup>

<sup>35</sup> Kevin Aquilina, 'Law course reforms' (*Times of Malta*, 9 February 2017) <<https://timesofmalta.com/article/Law-course-reforms.639064>> accessed 3 May 2026.

<sup>36</sup> *ibid.*

<sup>37</sup> *ibid.*

<sup>38</sup> *ibid.*

<sup>39</sup> Għaqda Studenti tal-Liġi, 'Lawyers Act: Proposals on a Regulatory Framework Years in the Making' (Policy Paper, 2021).

<sup>40</sup> Notarial Profession and Notarial Archives Act, Chapter 55 of the Laws of Malta, Article 6(1)(d).

## II. The Student Voice

The student voice at the Faculty of Laws at the University of Malta, is best preserved in the archives of *Id-Dritt* and its predecessor, *The Law Journal*, as well as working papers issued by GhSL at tumultuous moments in the law courts. Most columns reveal a recurring cycle of frustration with what editors frequently described as a Faculty suffering from ‘stagnant perennial inertia’.<sup>41</sup>

### The 1940s: Linguistic and Practical Disconnect

The earliest criticisms in the 1940s were born of the chaotic transition from Italian to English as the primary language of law. Students in 1944 faced a bizarre reality: while lectures and exams had moved to English, the class notes provided were still written in an archaic ‘Maltese Italian’, a disconnect students argued hampered their basic comprehension.<sup>42</sup>

They also fiercely resisted the 1942 introduction of compulsory lectures on ‘Maltese legal terminology’. The editorial board dismissed these lectures as having no ‘underlying theoretical merit’, viewing them as a redundant academic burden while a separate government commission was already tasked with reform.<sup>43</sup>

### The 1970s: Fighting ‘Academic Parochialism’

When a new cohort revived the then-defunct Law Society in the early 1970s, the criticisms shifted from linguistics to a lack of social relevance.

In 1973, Editor Charles Debattista attacked the ‘academic parochialism’ and ‘professional elitism’ that isolated law students from the rest of the University.<sup>44</sup> He urged his peers to shed the ‘ligi stigma’, a reputation for self-importance, and to seek the legal aspects of the ‘whole environment around them’ rather than retreating into the ‘purely legal’.<sup>45</sup>

This call for engagement was amplified by Michael Frendo in a 1973 correspondence column. He excoriated the student body for its silence on major issues like the suspension of the Constitutional Court, warning that if the Law Society did not take a stand on both national and international abuses of law, such as apartheid, the student voice would die a ‘tragic anonymous death’.<sup>46</sup>

To Frendo, the Society’s refusal to engage with politics was not neutrality, but a ‘vivid proof of mediocrity’.<sup>47</sup>

### The 1980s: ‘The Cry for Reform’

The most biting critiques emerged in the 1980s, specifically regarding the ‘Student-Worker Scheme’ introduced by the 1978 Education Act. Students were fiercely opposed to the scheme, which forced them

<sup>41</sup> Michael Frendo, ‘Correspondence’ [1973] 3 *The Law Journal* 2.

<sup>42</sup> Mangion (n 1).

<sup>43</sup> Gianluca Parolin (n 24) 221.

<sup>44</sup> Charles Debattista, ‘Editorial’ [1973] 3 *The Law Journal* 1.

<sup>45</sup> *ibid.*

<sup>46</sup> Frendo (n 41)

<sup>47</sup> *ibid.*

to alternate five months of study with five months of work for a sponsor.

An GhSL Working Paper from 1983 also show students approved a defiant ‘Working Paper’ against the *numerus clausus*, or limited entry system. They argued that any qualified person possessed an ‘inalienable right of entry’ into the law course, which should not be fettered by state-dictated sponsorships.<sup>48</sup>

In Joseph A. Cannataci’s 1984 editorial, ‘The Cry for Reform’, Cannataci argued that the four-month window for lectures was ‘far too brief’ for a modern legal syllabus, leading to a culture of ‘tension and cramming’.<sup>49</sup> Cannataci was particularly critical of the Faculty’s assessment methods, which he described as ‘four breathless hours’ of written exams that rewarded handwriting speed over legal aptitude.<sup>50</sup>

The Editorial noted that upon reading Id-Dritt columns from thirty years prior, he found his predecessors ‘repeatedly lamenting the lack of lecturers, facilities, [and] legal publications’.<sup>51</sup> It suggested that the Faculty’s problems were not merely accidental but systemic and ‘haunting’.<sup>52</sup>

***We would like to express our gratitude to Professor Raymond Mangion, whose extensive research on the history of the law course served as a valuable resource in the preparation of this chapter.***

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<sup>48</sup> Għaqda Studenti tal-Liġi, ‘Reforms in Legal Education?’ [1983] 83, 85.

<sup>49</sup> Joseph A Cannataci, ‘Editorial’ [1984] 11 Id-Dritt 7.

<sup>50</sup> *ibid.*

<sup>51</sup> *ibid.*

<sup>52</sup> *ibid.*



L-Università ta' Malta



A photograph of a library shelf with several books. The books have blue and red spines with gold and white decorative bands. The image is overlaid with a semi-transparent blue filter. The word 'METHODOLOGY' is written in white, uppercase letters across the middle of the image.

# METHODOLOGY

# Research Design

This policy paper adopts a qualitative research design grounded in the student perspective. It examines student experiences and progression throughout the Bachelor of Laws (Honours) and the subsequent Master of Advocacy and Master of Notarial Studies programmes, with the aim of identifying recurring challenges, structural gaps, and strengths within the current system as well as informing recommendations for reform.

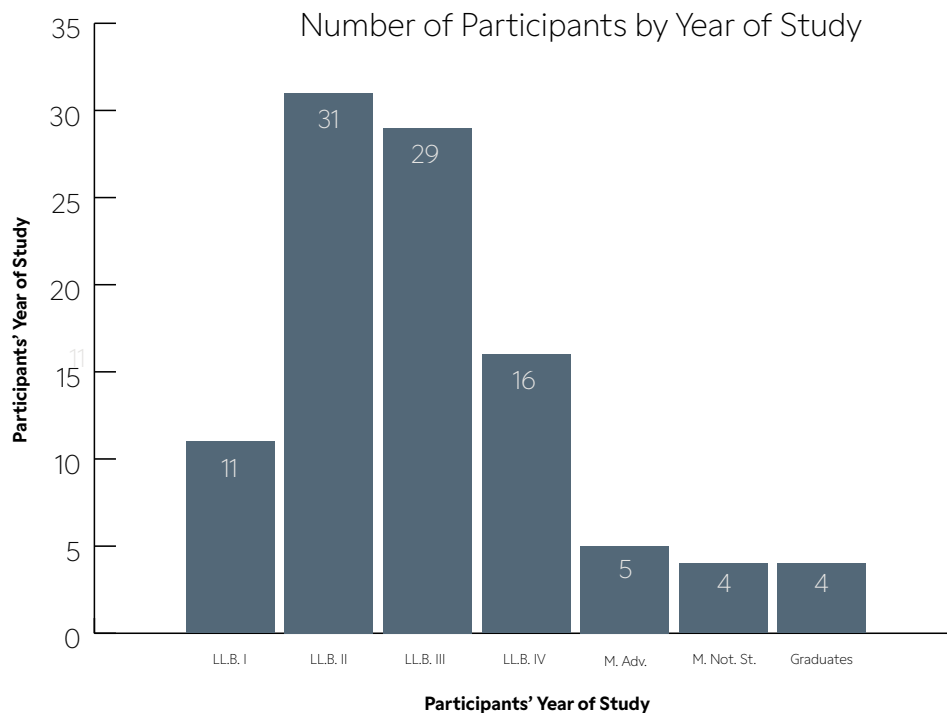
## Data Collection

Data was collected through focus groups and one-to-one interviews, according to students' availabilities. The focus groups in particular were made up of two to ten participants and organised by year group in order to capture how student experiences evolved from first year to Master's. To encourage broader participation, the method was adapted where necessary to include physical or online sessions. Students were also given the option of submitting written feedback, although this format was not ultimately used. This approach was chosen in preference to other methods in order to obtain detailed, nuanced, and conversational responses, allowing participants to describe their lived experience in their own words and at greater length.

## Interview Guide

The focus groups and interviews were guided by a semi-structured list of 13 questions covering key areas of the student experience. These included overall experience and expectations, teaching and learning, assessment methods, workload, resources, dissertation experience, professional preparedness, student voice, Erasmus experience, and *Prattika*.

Nine questions were asked across all year groups, while four were included only where relevant. For example, dissertation-related questions were directed to students in third year and above, while Erasmus-related questions were asked only to students in fourth year and above who had participated in the experience. In a limited number of sessions, certain questions were omitted in the interest of time. Each session lasted approximately one hour, although the duration sometimes ranged from 45 minutes to two hours.



## Outreach

The feedback sessions were conducted over a period of approximately six weeks, from 11 March to 25 April 2026. In total, 100 participants took part across 35 sessions. The sample included 11 first-year students, 31 second-year students, 29 third-year students, 16 fourth-year students, 9 Master's students, and 4 graduated lawyers. Within the Master's cohort, four participants were Master of Notarial Studies students and five were Master of Advocacy students. Efforts were also made to include class representatives, members of other student organisations, and student representatives serving on the Faculty Board and Board of Studies. The target sample was initially set at 100 participants, with 20 students from each year group, however participation depended on students' willingness and availability to contribute.

The initiative was promoted through multiple channels to ensure equal opportunity for participation. It was first circulated on GhSL's social media platforms, including Instagram and Facebook, and subsequently shared in the official group chats for each year group. These posts were repeated on several occasions during the data collection period. The initiative was also presented in person at the beginning of a compulsory lecture for most year groups. Students were able to sign up through a Google Form or by contacting the organisation directly. In practice, personal circulation among

friends and classmates proved especially effective in increasing participation.

An attempt was also made to extend the initiative to graduates through a dedicated social media post and circulation within the official group chats of the two most recent graduating cohorts. However, this did not result in substantial engagement, and further follow-up was not pursued.

It should be acknowledged that the majority of participants (60%) were second- and third-year students. Nonetheless, their responses were consistent with those of students from other years, suggesting that the findings were representative of the overall student population.

### **Ethical Considerations**

Participation was entirely voluntary, no incentives were offered, and students took part on the basis of willingness to contribute to the improvement of the course. Confidentiality was protected by not attaching names to discussion notes, and audio recording was deliberately avoided in order to preserve anonymity and reduce any discomfort participants might have felt when recounting their experiences. Moreover, GhSL undertakes to delete any personal data that could identify participants within four months following the publication of this paper, in line with FREC guidelines.

### **Data Recording and Analysis**

Data was transcribed by one or two members of the policy team and organised according to the questions asked. The analysis followed a qualitative thematic approach. The material from all sessions was read three times. The first reading was intended to establish an overall sense of tone and identify recurring issues. The second involved marking and highlighting problems, suggestions, and positive feedback. During the third reading, the data from each session was reviewed sentence by sentence and compiled into a summary table. This summary log was organised according to interview number, year group, and theme, and included the main points raised together with any suggestions made by participants. With the assistance of the policy subcommittee, the data for each year group was reviewed by two to three individuals.

### **Use of Findings**

Once the summary log had been completed, the identified themes were either retained as distinct topics or consolidated to form the chapters of this paper. The contents of each chapter were therefore derived directly from the recurring themes identified through the feedback sessions, and the proposals advanced in the paper were developed on the basis of those findings.





A blurred, blue-tinted photograph of a modern office hallway. The scene is captured from a low angle, showing a wide corridor with large windows on the right side. Several people are walking away from the camera, their figures softened by motion blur. The lighting is bright, suggesting a well-lit interior space. The overall mood is professional and dynamic.

# AREAS FOR REFORM

# 1. Transition and Experience

For many students entering their first year of law, the transition is significant. This is in no small part due to the lack of prior exposure to the subject, which leaves them feeling lost in course structure and content, and this feeling often persists throughout the first year. For students coming directly from sixth-form, it also marks a move from a highly structured system to a course that relies more heavily on self-direction and independent study. Although students expect the course, and university generally, to be demanding, they feel that there is insufficient space for adjustment and guidance, and that the course would benefit from a more practical induction and strengthened support structures.

In the run-up to this paper, several students identified a need for core research skills to be taught early on. As of writing, these are introduced only at arbitrary points and often depend on the discretion of individual lecturers. Naturally, the term 'core research skills' is only an umbrella term used for the purposes of this paper, as it refers to an arrangement of points put forward by students which include learning how to: locate, read and analyse judgments and legislation, use e-courts, legislation.mt and other databases, and approach legal writing and citation. Students linked the absence of an introduction to these skills in first year to a prolonged adjustment period and a sense that they must work out expectations largely on their own.

They also suggested that the Introduction to Law unit be rethought and used more effectively to provide a practical understanding of the law and of legal study. On a related point, a few students questioned the relevance of the Maltese and English A-levels as entry requirements, arguing that the content studied is not closely connected or at all relevant to the realities of studying law.

As they progressed from one year to another, students generally felt better adjusted and acclimatised to the course. They reported learning through trial and error, gradually identifying strategies that worked for them, and settling into a more established rhythm. Master's level students<sup>1</sup> are the most familiar with the system, but they also reported experiencing a delta in the demanding nature of the year that is significantly steeper than the one experienced through the earlier years of the course. The transition entails the introduction of new components such as procedural law and more practical assessments, alongside the need to balance *Prattika*<sup>2</sup> with existing academic and personal commitments. The course structure was seen as adding avoidable pressure rather than providing a manageable transition into the final stage of study. Notarial students in particular reported a consistent need to manage administrative aspects of the course, which detracted from their ability to focus on learning.

<sup>1</sup> In order to become a warranted legal professional in Malta, one must follow a structured path that includes a Bachelor of Laws (Honours), then opting for either of the Master of Advocacy or Master of Notarial Studies courses.

<sup>2</sup> *Prattika* refers to the legal training or pupillage required to obtain a warrant to practice law in Malta. In spite of this, the requirement is not taken into consideration by the law courses, both officially and practically.

Students reflected that their experience is unfavourably shaped by the structures and culture of the current system. While it may be said that they have learnt to adapt, this is often by compensating for gaps they perceive in the organisation of the course. Having said that, it would be reductive to describe these experiences in purely negative or positive terms – the course was, at once, characterised as inefficient, overwhelming, and exhausting, while also meeting a respectable standard.

As developed in the following chapters, students' experiences have been shaped by workload, teaching methods, access to resources, assessment methods, professional preparedness, and student voice.

## PROPOSALS

1. First-year students should receive a structured induction that explains the course layout, academic expectations, and the transition from school-style learning to university-level self-direction. This induction should also include practical guidance on time management, note-taking, reading strategies, and preparation for lectures.

2. The Faculty should introduce core legal research and study skills systematically and at the beginning of the course.

*2.1. This should include training in locating, reading, and analysing judgments and legislation, using e-courts, legislation.mt and other legal databases, and writing with proper legal citation.*

*2.2. This can be introduced in the Introduction to Law unit.*

3. The Introduction to Law unit should be redesigned so that it serves as a genuine foundation for legal study. It should focus less on adding substantive content and more on teaching students how to approach legal learning, assessment, and independent study. It should also aim to shed light on the relevant postgraduate paths such as the Master of Advocacy and the Master of Notarial Studies.

4. Entry requirements should be reviewed to determine whether the current emphasis on Maltese and English A-levels accurately reflects the skills needed for success in law. That review should be carried out in consultation with schools, students, and other relevant stakeholders.

5. The Faculty should establish regular mechanisms for gathering student feedback on transition, especially at the end of first year and before the end of the Master's programmes, so that recurring difficulties can be identified and addressed earlier.

## 2. Workload

### Timetable and Workload

A prominent issue raised by students across all years is that the course timetable makes it difficult to maintain a consistent and balanced routine. Lectures are often scheduled in an impractical way, ranging from long gaps in-between to full days at University from morning until evening. Students therefore communicated their dissatisfaction with both a schedule that is too spaced out and takes up the whole week, and a schedule that is jam-packed. This is accompanied by frequent and often short-notice alterations to the timetable, which were described as a normal feature of the academic year rather than an exception. Students also criticised the lack of advance communication whenever changes were made and acknowledged that any additional lectures scheduled at short notice were difficult to attend once they had already planned their week.

Amidst this unpredictability, students are finding it increasingly difficult to keep up with the demands of work, *Prattika*, and other personal commitments outside the University. While they recognised that lecturers themselves face time constraints, they emphasised that the timetable should still be organised with students' routines in mind. As it stands, it feels like it is shaped more by lecturer availability than by student needs.

Although the course is formally structured on a full-time basis, students argued that the expectations imposed upon them are no longer grounded in a reasonable interpretation of what this entails. For one thing, it must be considered that 'full time' in this context refers to the 60 credits per year as prescribed by the Bologna Process, a number associated with 25 to 30 hours of learning per credit. It is not, as is often argued, representative of the students' duty to be

on campus or available to be present for lectures for up to 12 hours in any given day. Many have personal and financial responsibilities alongside their studies, and therefore cannot devote themselves exclusively to University. Students remarked that the timetable reflected a false assumption about how student life and work commitments are organised, despite the economic reality that many students need to work alongside their studies. As a result, the assumption that students are simply available for the full day was seen as unrealistic and unfair. Students should not be expected to work around a structural workload issue through time management alone.

The workload is generally felt most acutely in the second semester, when examinations and assignments are clustered together. Students described the number of exams, together with the large credit weighting attached to them, as creating a particularly intense period of pressure. Rather than allowing students to distribute their effort evenly across the year, the structure of the course tends to concentrate demands into a short period, making sustained effort and engagement more difficult.

### Master's

These concerns are amplified among students completing the Master of Advocacy and Master of Notarial Studies. The workload was described as heavier, more concentrated, and more applied than in undergraduate years, particularly because of the Professional Practice unit. While students reasonably expected the final year to be more demanding, they did not expect the workload to leave such little room for balance and rest.

Issues with the timetable are compounded by the demands of *Prattika*. While *Prattika* is not formally mandatory during the Master's, students explained that it is unavoidable for many, especially advocacy students preparing to sit for their warrant the following March. The result is a constant clash between lectures, *Prattika*, work, and personal commitments, with many Master's students reporting that they miss lectures because they have to prioritise the most pressing commitments. This forces students to make difficult choices about which lectures are worth attending in order to make the best use of their limited time, a decision commonly accompanied with pressures from combative approaches by individual lecturers to enforce attendance.

Taken together, these workload problems create a lack of structure that affects students' wellbeing throughout the academic year. Students said they often feel unable to keep up and are required to prioritise constantly between overlapping demands.

## PROPOSALS

### 6. The Faculty should design timetables around the realities of student life:

*6.1. Timetables should avoid both excessive gaps between lectures and excessively long days on campus. The aim should be to support a more consistent, manageable, and predictable weekly routine.*

*6.2. The Faculty should limit last-minute timetable changes as far as possible. Where changes are unavoidable, they should be communicated within clear minimum notice periods so that students can adjust their plans accordingly.*

*6.3. Explore the possibility for lecturers to use the virtual learning environment (VLE) as a centralised channel to communicate changes to the schedule.*

*6.4. The Faculty should reconsider the presumption that students are available all day, every day. Many students combine study with employment, financial responsibilities, and personal commitments, and this reality should be reflected in the structure of the course.*

7. Workload should be reviewed across the academic year, particularly in the second semester when exams and assignments are heavily concentrated. The Faculty should aim to spread assessment pressure more evenly where possible.

8. At Master's level, the Faculty should account for the heavier and more applied nature of the workload by coordinating lectures, *Prattika*, and professional practice more carefully. The final year should remain demanding, but not in a way that creates avoidable strain or forces students into constant trade-offs between essential commitments.

# 3. Teaching and Learning

## Structure and Teaching Delivery

Students expressed appreciation for the depth of knowledge that lecturers bring to their respective areas, but they also made clear that the teaching method has a direct impact on attentiveness, engagement, and overall learning. Across the course, they valued lectures that are structured, thoroughly explained, and paced in a way that allows them to follow the material. They preferred lectures that begin with an outline of the topic and end with a short recap. They also appreciated material prepared in advance, such as suggested readings that allow for prior preparation and visual aids such as presentations and diagrams when these complement, rather than replace, explanation. Just as importantly, they appreciated lecturers who reserve time for questions and answer them properly.

Students placed particular importance on being taught not only what the law says, but also how it is applied in practice. In that respect, they appreciated units taught by practitioners, as these gave them a more realistic understanding of how legal theory operates in the real world. Across units, they found that concrete examples drawn from case law and applied questioning were effective in stimulating their thinking and showing how the law works in different contexts. They also pointed to the importance of clear delivery, including the use of a microphone where needed.

By contrast, several obstacles to learning were identified, the most significant of which was the use of verbatim reading from the law or from presentation slides. This was described as monotonous and mentally tiring, and as leaving students with little understanding beyond what they had managed to write down. They wanted lecturers to go beyond the text by explaining the material clearly, linking it to broader principles, and showing its practical relevance.

Students noted that the relevance of the material, and the links between topics within a unit, are not always sufficiently explained. They want a clearer sense of what they are learning and why they are learning it. They also pointed to the need for greater coordination between lecturers teaching the same unit. Where lecturers do not coordinate effectively, students experience repetition, an unproductive use of lecture time, and, in some cases, disorganisation and uncertainty when preparing for assessments. More broadly, they felt that inconsistency within and across units makes the course more difficult than the content warrants. Some also felt that the course continues to give priority to material that is no longer fully relevant in the present context.

The organisation of lecture time was also raised. Breaks between lectures were seen as necessary for maintaining concentration, especially during longer sessions, while lectures held late in the evening were considered more difficult to absorb. Moreover, long gaps between lectures on the same subject were said to disrupt continuity and make it harder to follow the progression of the unit, particularly when this is compounded by multiple lecture cancellations.

## Engagement

The aforementioned issues often directly spill over into engagement. An overwhelming majority of students described themselves as passive during lectures. This was attributed in part to the absence of prior awareness on the topics being discussed, with many only discovering what they were going to learn once they arrived at the lecture. As a result, their attention and energy is often invested in comprehensive note-taking in an effort to have sufficient material to study from. This creates a reliance on learning through listening, with little learning through discussion, and can leave students with confusing and fragmented notes, particularly when delivery is hard to follow. Some went as far as to say that lectures feel like a to-do list aimed at covering examinable material rather than helping them understand it.

Students therefore emphasised the need for more interactive sessions. They wanted teaching that moves away from continuous narration or reading from a script without further explanation or questions. This was perceived as an unrealistic teaching method, with students ultimately not absorbing much material and struggling to maintain their attention. By contrast, lecturers who ask questions and invite discussion were seen as more engaging and more effective.

Many said they feel discouraged from asking questions, even when they are otherwise active and outspoken. This reluctance was often linked to large class sizes and the absence of an established culture of students asking and answering questions in class. Students said they felt more comfortable in tutorials, electives, or seminar settings because these are smaller and more intimate.

Lecturer attitude was decisive in this respect. Students reported feeling discouraged when lecturers use methods that intimidate or embarrass, or when questions are answered inadequately and they feel that they are not being taken seriously. By contrast, an encouraging and supportive attitude was greatly appreciated. Students valued lecturers who communicate an understanding of their position in the course and create an environment in which questions can be asked without fear of embarrassment. This was seen as improving the learning environment and making participation more likely. In practice, many said they prefer to ask questions one-to-one after class or by email. Another method sometimes used by lecturers is randomly selecting students to answer questions. Views on this practice were mixed. Some believed it could be beneficial and encourage students to pay attention, provided that lecturers are respectful and encouraging. Others thought it

could make students anxious and uncomfortable, particularly where responses are habitually criticised.

Overall, students underlined current practices as contributing to weak communication between lecturers and students and, more importantly, to limited meaningful participation by students. They described a concerning lack of critical thinking in classrooms and assessments, with too much emphasis instead placed on faithful regurgitation. Weak engagement was also seen as contributing to declining attendance, especially where students feel they can learn more through self-study. Many said they attend lectures mainly for legal updates and case law, rather than added value beyond what a book can provide. With the demands of work and other personal commitments, students are increasingly conscious of how they allocate their time.

## Tutorials and Electives

Tutorials are one of the few instances where the class is split into smaller groups and there is the potential for more direct engagement between students and lecturers. However, students felt that the course is not fully capitalising on this opportunity, as tutorials often serve as repetition of lecture content. This is especially the case when there is no prior communication about what will be discussed, which leaves students feeling unprepared and unable to contribute. In their view, a productive tutorial should test knowledge and support deeper learning rather than duplicate the lecture. They appreciated being sent questions in advance and doing research before the session, with the lecturer then working through the questions, asking students to respond, and expanding further. Case studies were seen as helpful in this context. From this perspective, students suggested that if tutorials were used properly and made more interactive, they should be added to more units.

Students also noted that inconsistencies in tutorial content between lecturers can create unfair disadvantages, particularly where they relate to guidance given on how to approach assessments. Timing was another important factor, with more students seeing this type of lecture as beneficial in the earlier stages of the unit, when there is still time to dedicate to a holistic understanding of the subject matter.

Electives were viewed more positively. Students appreciated the opportunity to specialise and explore areas of law they would not otherwise encounter. They valued the wider choice available and the possibility of increased engagement, especially where electives used mixed media, guest speakers, or other varied teaching methods. Electives that genuinely supported the compulsory subjects were particularly appreciated.

From the Master's level perspective, notarial students highlighted the lack of electives tailored to the notarial profession, while advocacy students noted the limited choice available to them. Another concern was that certain electives are taught in the second semester, which can discourage students from choosing them because of the heavier workload it entails.

### Language of Instruction

Language is an area where students want greater coherence between the course and professional practice. They observed that Maltese scarcely features in the course despite its central importance to the legal profession. They argued that Maltese is misplaced in the Master's courses and would be more useful if introduced earlier. On the other hand, it should not be used in units such as Master's level European Union (EU) law, where the vast literature and practice operate with English as the working language. Core subjects such as civil and criminal law were specifically mentioned as needing more teaching in Maltese, including more exposure to Maltese legal terminology. Overall, students felt that the current language split disadvantages students who are less conversant with the legal Maltese used in practice.

### Online Learning

Finally, students argued that the Faculty has the facilities to incorporate online lectures and that, in certain circumstances, teaching does not need to be entirely in person. They saw online delivery as a practical supplement rather than a replacement for face-to-face teaching, particularly where it improves access and flexibility.

## PROPOSALS

9. Lectures should follow a clearer and more consistent structure.

*9.1. Each session should begin with an outline of the topic and objectives, develop the key points in an organised way, and end with a short recap.*

*9.2. Preparatory materials should be circulated in advance of lectures. These should include suggested readings, topic outlines, and where appropriate short-form guidance on what students should focus on before class.*

*9.3. Lecturers should reserve time for questions and answers. Questions should be answered substantively and respectfully, so that students feel that participation is worthwhile.*

*9.4. Greater coordination should exist between lecturers teaching the same unit. This would reduce repetition, improve coherence, and provide students with clearer guidance on how each topic fits within the broader unit.*

*9.5. The Faculty should periodically review course content to ensure that it reflects current legal developments. Material that is no longer relevant should be updated or removed where appropriate.*

10. Teaching should prioritise explanation and application over verbatim reading from legislation or slides. Students should be shown not only what the law says, but how it works in practice and why it matters.

*10.1. Visual aids should be used to support understanding, not replace explanation. Presentations, diagrams, and other materials should help clarify legal concepts rather than function as the main teaching tool.*

11. Lecture scheduling should be organised with concentration in mind. Long lectures should include breaks, late-evening lectures should be avoided where possible, and long gaps that disrupt continuity within the same unit should be minimised.

12. The Faculty should promote more interactive teaching methods, including discussion, questioning, and problem-based learning. This would help move the course away from passive note-taking and towards deeper engagement.

13. Tutorials should be used primarily to test knowledge and support deeper learning through discussion, problem-solving and case studies, rather than to repeat lecture content.

*13.1. Tutorial topics and questions should be communicated to students in advance so that they can prepare and participate meaningfully.*

*13.2. The Faculty should expand the use of tutorials to additional units where this can credibly enhance interaction and understanding, while avoiding overloading students by scheduling tutorials predominantly at the end of the semester.*

*13.3. The Faculty should reduce unwarranted inconsistencies between tutorial groups, particularly where they affect guidance on assessments, through clearer coordination among supervisors.*

14. The range and design of electives offered in Master's should be reviewed, including by increasing electives tailored to the notarial profession, expanding options for advocacy students, and assessing the impact of electives in the second-semester on workload.

15. The Faculty should align the use of Maltese and English in undergraduate teaching more closely with professional practice needs, including by increasing the use of Maltese in core subjects such as civil and criminal law, and introducing Maltese legal terminology early on.

16. The Faculty should make full and consistent use of its facilities to incorporate online teaching, including by providing online lectures or recordings where this improves access and flexibility.

*16.1. Online delivery should be used as a supplement to, and not a replacement for, face-to-face teaching, particularly where it can support students balancing study with work and personal commitments.*

## 4. Resources

### Accessibility

Students want the course to be demystified. They recognised that university study requires greater independence and self-direction as the course progresses, but many felt they are often left to work it out on their own, with limited clarity on where to begin when preparing for lectures, carrying out further research, or approaching assessments. In their view, what is missing is not independence as such, but a clearer and more consistent framework of guidance and resources that supports independent work.

A recurring theme was the need for clearer structure around each unit. Students asked for syllabi that reflect current teaching, rather than remaining static or outdated, and for reading lists that are updated to supplement the material covered in class. Clear lecture-by-lecture outlines and indicative schedules were seen as essential to help them understand which topics will be covered and when.

Suggested readings ahead of each lecture were considered particularly valuable where they are relevant, practical, and realistically manageable. Many emphasised that they often do not have sufficient time to undertake extensive reading alongside a demanding lecture timetable, and that realistic expectations around reading loads would help them balance preparation with attendance and other commitments. In this context, they expressed a desire for a stronger focus on reading and thinking, as opposed to constant lecturing, but noted that in practice they lack the time and guidance to do both effectively.

Access to specific materials was another central concern. References to articles, cases and other sources are often unclear or rushed, making them difficult to find afterwards. Students therefore suggested that a written list of the articles and cases mentioned in class would help clarify the material. They also considered it good practice when key judgments and documents, particularly older ones, are uploaded onto the virtual learning environment, and not left for students to locate on the basis of general directions.

### Use of the Virtual Learning Environment (VLE)

The VLE is viewed as an essential tool, but one that is not yet used to its full potential. Practices vary considerably between units. In some units, materials are uploaded regularly and clearly structured; in others, materials are shared informally, inconsistently, or not at all. This leaves access to learning materials heavily dependent on the individual lecturer. Students called for a more standardised and deliberate use of the platform, with materials kept up to date, organised by topic, and accompanied by indications of which documents are core, supplementary, and relevant for assessment.

Delays or refusals in uploading presentations to the VLE were frequently criticised. Students emphasised that early access to slides allows them to prepare more effectively and to follow the structure of the lectures. Where lecturers have indicated that slides will be shared, there is a clear expectation that they are uploaded consistently and, where possible, ahead of the lecture rather than at the end of the semester.

### Passed-down Notes and Local Publications

Where official material is limited, reliance on informal sources increases. Passed-down notes were described as a safety valve that allows students to check their own notes and fill gaps, particularly when lectures are fast-paced. While they acknowledged the limitations of relying solely on such notes, students argued that discouraging their use without improving access to official resources, and without recognising the time constraints they face, leaves them with few realistic alternatives.

Locally published academic literature was appreciated and seen as valuable support, especially when it pertains to core areas of Maltese law. However, gaps in Maltese legal resources for some units mean that certain notes or texts effectively become the only practical options. From students' perspectives, expanding the range and accessibility of local publications would support their studies by reducing over-reliance on single sources and better reflecting the scope of Maltese legal scholarship.

### Foreign-language Materials

Foreign-language materials are not rejected in principle, but depending on how they are incorporated, they can act as barriers to learning. Long or complex texts, such as classic Italian or French works, were often seen as inaccessible, and students therefore proposed using selected chapters or excerpts, which would allow them to engage with key ideas without being overwhelmed by volume or language. In addition, there was a call for foreign-language terminology to be written out or clearly enunciated and explained when it is used, rather than being treated as something that all students are already expected to understand.

### Assessment Guidance

Students also asked for clearer guidance on how to approach assessments. They requested revision lectures for each examinable subject, standardised access to past papers, and model answers discussed in tutorials or revision sessions. Past papers were valued because they indicate the level of knowledge expected, and there was a strong view that they should be uploaded automatically rather than provided only after repeated requests.

Access to marking rubrics and a clearer explanation of what lecturers expect before work is submitted were similarly highlighted as important. Many revealed a

need for more transparent assessment criteria that would help them focus their efforts more effectively and reduce uncertainty about what is required to perform well. Alongside this, they called for increased access to online databases and external academic materials, noting that they often find relevant journal articles and books locked behind subscription paywalls when carrying out research.

### Opportunities and Community

Beyond formal teaching and assessment, students pointed to the importance of educational and community-building opportunities. They encouraged increased participation in cross-university activities and international moot courts and competitions, as these were seen as experiences that complement their education and strengthen practical skills. Faculty initiatives that bring staff and students into closer contact were also appreciated, as they help build a stronger sense of community within the Faculty.

### Communication

Students stressed that access to resources and guidance also depends on clear communication. Timely replies to emails from lecturers and administrators were acknowledged and appreciated, but difficulties in reaching some staff and delays in responses were described as recurring issues that add to uncertainty and stress.

### Physical Infrastructure

A number of students also raised the need for improved university infrastructure to support their learning. Certain lecture rooms were described as insufficiently equipped for the number of students and the length of lectures, with too few charging points, inadequate desk space for laptops, and uncomfortable seating. They suggested that more dedicated spaces within the Faculty of Laws itself, designed with these needs in mind, would provide a more appropriate learning environment.

## PROPOSALS

17. Each unit should have an updated syllabus and indicative schedule that reflect what is actually being taught. These should make clear the topics covered, when they will be taught, and how students should prepare.

*17.1. Reading lists should be manageable and clearly divided into essential and supplementary material. Students should not be expected to undertake unrealistic amounts of reading alongside a demanding timetable.*

*17.2. References to cases, articles, and other materials mentioned in class should be clearly cited and compiled in written form and made available to students. This would reduce confusion and make revision more effective.*

*17.3. Key judgments and documents, especially those which are older or harder-to-find, should be uploaded to the VLE rather than left to general directions or informal searching.*

18. The use of VLE should be standardised across units. Materials should be uploaded regularly, organised by topic, and clearly labelled according to whether they are core, supplementary, or exam-relevant.

*18.1. Lecture slides should be uploaded consistently and, wherever possible, before the lecture or shortly afterwards. This would allow students to prepare more effectively without undermining attendance.*

19. The Faculty should strengthen reference and access to official materials so that students do not have to rely on passed-down notes as their primary source of information. Informal notes may remain useful as a backup, but they should not be necessary because of gaps in official provision.

*19.1. The development of local legal publications should be actively encouraged, especially in areas of Maltese law where resources remain limited. Their accessibility should also be improved through the library and the VLE.*

20. Foreign-language materials should be used more selectively.

*20.1. Where texts are lengthy or dense, selected chapters or excerpts should be preferred so that students can engage with the ideas without being overwhelmed.*

*20.2. Foreign-language terminology used in class should be written out clearly and explained, rather than assumed to be familiar to all students. This is particularly important where students are still adjusting to the course.*

21. Assessment guidance should be improved through revision lectures, standardised access to past papers, and clearer explanations of marking expectations.

*21.1. Past papers and, where appropriate, model answers should be made available systematically through the VLE rather than only after repeated requests.*

*21.2. Transparent marking rubrics should be provided before submission so that students understand what is required to perform well.*

22. Access to online databases and external academic materials should be improved, including by reviewing subscriptions and identifying alternative access routes where paywalls limit research.

23. The Faculty should also review lecture rooms and study spaces to ensure that they are equipped to support modern learning, including adequate seating, desk space, charging points, and suitable capacity.

24. The Faculty should increase opportunities for academic and community-building initiatives by:

*24.1. Supporting and encouraging student participation in cross university activities, international moot courts and competitions, and similar initiatives that develop practical skills and complement the formal curriculum.*

*24.2. Promoting Faculty initiatives that bring staff and students into regular, informal contact in order to strengthen the sense of community within the Faculty. These include talks, trips, and other academic or social activities.*

25. Establish clear expectations and internal guidance on reasonable response times for lecturers and administrators, and ensure that contact details and preferred channels are communicated to students.

## 5. Assessment

### Examinations

Students expressed mixed views on examinations. Some were of the opinion that, despite the pressure and time constraints, exams helped them reinforce their memory on a large volume of material and appreciated the variety of exam titles given. Others, however, believed that exams were little more than regurgitated memory work, testing how many articles and cases they could recall and leaving them feeling they had not really learnt much.

In this respect, criticism was levelled at the overreliance on short-term memory. A large volume of content is learnt only for it to be inadequately reflected in the exam paper, and this forces students to prioritise certain topics over others. Dissatisfaction was also expressed about the perceived discrepancy between the focus of lectures and the material examined, as well as the lack of clarity on what is actually examinable.

The scheduling of exams was also raised as a point of concern. Depending on how the timetable is structured, some students noted that there is insufficient time for preparation between exams. They believed that units with a higher number of credits should be allocated more days for preparation before the sitting. A related argument was that the number of exams between the first and second semester should be more evenly balanced, so that the workload is not disproportionately shifted onto the second semester.

Overall, students felt that performance is often conditioned by how well a student performs within a comparatively short window of time and that there is also an element of luck and strategy involved. For many, this makes exams an inadequate demonstration of learning and capability, particularly for students who do not have the strongest memory.

At the same time, students identified case studies and open-book exams as the most effective formats. Case studies were seen as more conducive to learning because they require the application of theory to real-life or realistic scenarios, though some cautioned that exams should not be made up of case studies alone. Open-book exams were also strongly favoured, particularly because they allow students to take the law with them and are therefore seen as better suited to testing application rather than memorisation. Students called for a lower threshold of expected memorisation, one that is more in line with the realities of professional practice.

### Assignments

Assignments were generally viewed as beneficial. Students appreciated being able to manage their time better, carry out deeper research and learning, and rely less on memorisation. There was a clear sentiment that certain units do not need to be assessed by exams in order to gauge learning and understanding, and that some exams could be rethought and converted into assignments. At the same time, they noted that the benefits of assignments depend on whether the research is actually done by the students themselves rather than by artificial intelligence (AI). In light of the widespread use of digital tools, students pointed to the need for a clear Faculty-level policy on the use of AI tools. However, such a policy should not be a prohibitive one – this ‘benthic trawling’ approach has been noticed in the past with online lectures, and the experience has been that while the negative aspects are neutralised, the many positive ones are dragged along with them. AI should be treated as a tool to enhance students’ critical thinking.

Assignments also raised issues of timing and format. The late release of assignment titles was criticised for making workloads feel unnecessarily compressed. Students further objected to footnotes being included in the final word count, as this was perceived as penalising further research rather than encouraging it, particularly in a discipline where proper referencing is central.

### Practical Assessments

Students also believed that more practical assessments should be added throughout the undergraduate programme. Moot courts, for example, were praised for encouraging critical thinking and developing oratory skills, with several students observing that they learnt far more from moot courts than from lectures. They showed a great deal of appreciation for moot courts and other similar activities organised by student organisations, but suggested that these initiatives should also be implemented by the Faculty, which would make them feel more official and give them greater weight.

It was pointed out that there is currently only one moot court assessment throughout the four-year undergraduate course, namely for the Law of Obligations unit, which was seen as far too little for a course preparing students for the legal profession. At the same time, the moot court for this unit was criticised for being closer to a memorised presentation than a genuinely practical exercise. Some students also recalled a symposium for constitutional law, which they considered valuable but which was subsequently removed.

A number of students were in favour of including oral assessments more generally, but not for them to carry 100% of the weighting. They felt that an oral component, similar to a moot court, would be appropriate to assess how students speak and explain. At the same time, concerns were communicated regarding the need for proper preparation beforehand, since students are not accustomed to these kinds of assessments.

Taken together, these comments suggest that certain skills are currently tested only in a very limited way. Unless practical assessments form part of the course, they are usually not attempted outside the formal course structure due to personal limitations and time constraints. Combined with a lack of engagement during some lectures, this indicates that law students would like to be more proactive but are having to seek out these opportunities for practice and involvement outside the course itself.

### Mixed Assessment Methods

Assessment methods that are continuous and mixed were perceived as a better indicator of a student's performance than a course structure that relies heavily on end-of-year assessments based entirely on a final exam. Students preferred that large-credit units be either split into two or assessed through a mixed approach. Covering a whole year in a single exam created too much pressure and, as explained earlier, was only reflective of performance within a limited timeframe.

They therefore expressed a desire for mixed assessment methods with mixed weighting, though these would need to be properly organised and form part of a balanced workload. In some cases, students remarked that insufficient assessment weight was allocated to existing mixed or continuous components, such as 10%, which made the additional workload feel less meaningful.

Master's students drew particular attention to the lack of practical assessments during the earlier undergraduate years and how this compounds into a lack of preparation for the more demanding assessments they are faced with. Within the current system, they felt unprepared for more practical assessments due to a lack of prior exposure, which creates a noticeable disadvantage between those with practical experience and those without. They expressed a desire for these kinds of assessments to form a mandatory part of the course, so that students do not reach Master's level without ever having participated in them.

### Marking and Feedback

Students reported a significant absence of feedback, both prior to and after assessments. Feedback was perceived as an invaluable opportunity to gauge whether they are understanding the material correctly and to be guided on how to improve. Presently, the only indicator of knowledge and understanding is the marks that students receive, and this in itself is not seen as very reflective. Students wanted the opportunity to receive feedback prior to the final assessment, such as that received for the Law of Property seminar paper.

Students also reported feeling penalised because assessment expects a more dogmatic and technical legal writing style than the one they were used to. They said they had not expected so much regurgitation of memory, arguing that a course fundamentally based on discussion and debate should allow more flexibility in arguments and marks. Some also felt that

marks are arbitrary in certain subjects, with too much emphasis on one definition of correct legal writing.

Many expressed a lack of trust in how assessments are marked, due to perceived inconsistency between examiners in how they mark. They did not understand how marks are allocated, and there is overall little guidance on marking schemes or on the differences between grade boundaries. Where higher standards and expectations were applied in marking, students felt these were not clearly communicated, and that they were performing more poorly as a result. Expectations were also seen as varying across subjects. This ties into a broader concern about the absence of transparent marking schemes, even for assignments.

There was also a lack of trust in the revision of paper process, due to a perceived lack of transparency and the use of generic and impersonal reports. Students noted that feedback is accessible only through an expensive fee, and that the availability of free feedback depends on the individual discretion of the lecturer.

The result is that some experience a mismatch between the effort they put in and the results achieved, which remains unexplained, and feel assessments are designed to trick them rather than to assess them fairly. Furthermore, changes to assessment formats were criticised when they were not communicated in advance and in a way that gave students peace of mind.

Despite these concerns, the availability of multiple resit opportunities and the possibility of repeating or extending a year were viewed positively, as they provide a safety net for students. The capping of resit exam marks at 45% was, however, criticised as unfair.

### **Online Assessments**

Online exams attracted similarly mixed views. These may be more convenient, but technical issues and anxiety around typing and submission were reported as significant sources of stress. Students maintained that these factors need to be taken into account when opting for online exam formats, and that appropriate safeguards and clear contingency plans should be in place.

## PROPOSALS

26. The Faculty should review examination formats so that they assess understanding rather than short-term memorisation alone. Exams should still test knowledge, but in a way that encourages analysis, application, and legal reasoning.

*26.1. Clarify, for each unit, the examinable topics and what level of specificity is expected with respect to articles and cases, and communicate this clearly and in good time.*

*26.2. The content of examinations should be clearly aligned with what is taught during the semester. Students should not be surprised by topics that were not properly covered or signposted in class.*

*26.3. Where appropriate, case-study examinations and open-book formats should be used more widely. These formats can better reflect the way legal knowledge is used in practice.*

27. Assessment scheduling should be reviewed to ensure an even distribution of exams and assignments across semesters.

*27.1. Ensure that any changes to assessment formats are communicated clearly and in advance.*

*27.2. When drawing up the examination timetable, units with a higher number of credits should be allocated more days for preparation before the sitting.*

*27.3. Student representatives should be involved in the drafting of the examination timetable, and amendments should be permitted during its draft stage.*

28. Expand the use of assignments in units where they provide a better indication of learning than traditional exams, including by converting some written exams into assignments.

*28.1. Assignment titles should be set and communicated sufficiently in advance and deadlines should be coordinated more carefully so that students are not required to complete multiple major submissions at the same time.*

*28.2. Word limits should be reviewed with a view to encouraging depth, precision, and proper referencing rather than superficial quantity.*

*28.3. The Faculty should adopt a clear policy on the use of AI tools in assessments, including what is permitted, what is prohibited, and how students should disclose use where relevant.*

29. Integrate practical assessments, such as moot courts, simulations and oral assessments, more consistently throughout the course, not only at the end. This would help develop skills that are directly relevant to legal practice

30. The Faculty should expand the use of mixed and continuous assessment methods, particularly in large-credit and year-long units, so that performance is measured across time and through different formats rather than relying mainly on a single final exam.

*30.1. Assign a meaningful weight in the overall mark, so that the additional workload they entail is justified and incentivised.*

*30.2. When introducing new assessment methods, provide explicit guidance and opportunities for practice before they are used for grading.*

31. Transparent marking schemes and rubrics should be established and published for all major assessments, including grade descriptions and what is required to achieve different grades.

*31.1. Ensure consistency in marking across examiners and subjects, and communicate clearly where higher standards are applied.*

32. Review the policy of capping resit marks at 45% in light of its perceived fairness.

33. Ensure that students receive timely, substantive feedback on their work, including feedback before final assessments where feasible, so that they can understand how to improve rather than relying solely on marks.

34. Review the revision of paper process and associated fees to improve accessibility, transparency and to ensure that students can obtain meaningful, personalised feedback.

35. Where online exams are used, they should be supported by robust safeguards, clear instructions, and contingency plans.

## 6. Dissertation

### Research Methods Unit

The Research Methods unit was widely seen as falling short of its potential, despite its importance for dissertation preparation. Students remarked that it did not focus on their actual proposal needs and offered limited practical guidance on planning and writing the dissertation. The quantitative component was considered largely irrelevant for law students, whereas the qualitative component focused on research methodologies that are rarely used in law and not accepted unanimously by lecturers, which created further confusion about which standards to follow.

Students expressed a strong preference for replacing the Research Methods assessment with a mock proposal. They found the proposal-based assignment format more useful than the exam version of the unit and questioned the value of sitting an exam in a unit that is intended to support dissertation preparation. There was also interest in adding a tutorial component, so that students can discuss their progress and receive more personalised feedback. At the same time, they reported a lack of guidance on the Research Methods exam, both in respect of format and structure, which was introduced for the first time in 2026.

Students therefore called for the unit to be used more effectively to strengthen thesis guidance. They asked for more practical exercises directly linked to the dissertation, clearer guidance on and alignment with supervisors' expectations, and a greater emphasis on research methods that are genuinely relevant to their work.

### Dissertation Proposal

For many students, coming up with a dissertation title and writing a proposal is a challenging experience. They described a lack of clear guidance during the proposal phase, both when finding a supervisor and when drafting and formatting the proposal itself. In several cases, students struggled to identify a suitable supervisor because there was no easily accessible point of reference indicating which supervisors were available, what their areas of expertise were, or whether there was a limit to the number of students they could supervise. This made the process of finding a supervisor more difficult than it needed to be.

Students also felt that progress on the proposal can depend heavily on whether a particular lecturer responds to emails, with some experiencing delays simply because they did not receive timely replies. This was compounded by uncertainty about what a satisfactory proposal should look like and what the criteria for rejecting a proposal are. In practice, much of the direction comes from individual supervisors, and several students stressed the need for a standard proposal template that sets out basic expectations for structure, content and formatting.

Timing was another source of concern. The proposal in third year was perceived as sudden and unexpected, even though students knew that the dissertation itself would be written in the fourth year. Some saw it as unfair that proposal deadlines were assigned alphabetically, noting that even a one- or two-day difference could be significant. The long gap between proposal submission in March and approval in October emerged as a major source of criticism, as it prevented students from doing meaningful work over the summer because they could not progress

without formal approval. The overall timeline is compressed and heavy, especially given Erasmus mobility-related planning, which is currently reserved for the first semester of fourth year in the Bachelor of Laws course, assignment deadlines, and credit-dense units in the second semester.

Students did, however, report some positive experiences. For some, the proposal process was the first instance of receiving personalised feedback and establishing a one-to-one relationship with a lecturer. The faculty email containing previous dissertation titles and annexes was considered helpful for preparation, and prompt responses to follow-up questions were appreciated.

A few students also commented on the mode of grading. The fact that the thesis is marked by a board of examiners on the basis of the written work alone, without the option of a viva voce was seen as particularly unfair in certain cases. They would have preferred the opportunity to defend and explain their work orally, to ensure that the mark more accurately reflects the work carried out.

### Dissertation Writing

Experiences of dissertation writing were described as highly variable and largely dependent on the assigned supervisor. Students said that the process at times came across misaligned, because faculty-level guidelines and individual supervisor advice did not always match. Limited availability of supervisors was a recurring issue, resulting in a lack of support and inconsistent, sometimes minimal, substantive feedback from certain supervisors, while others were considered very helpful and responsive. A difference was perceived between supervisors who are full-time academics and those who are not, particularly in terms of availability and guidance, and this was seen as creating an uneven playing field.

To reduce this uncertainty, students expressed a need for more detailed and accessible thesis guidelines. It was also suggested that feedback from supervisors should be standardised and consistent, ensuring that all supervisors provide it, so that all students receive adequate guidance on their thesis rather than having to go about it alone.

Some also believed that the dissertation was under-credited, carrying only 10 credits, which was seen as unreasonable given the amount of time and effort it required, especially given the fact that some 2 hour exams carried the same amount of weight. The dissertation word limit was also considered restrictive, and counting footnotes within that limit carried the same concerns as previously mentioned.

## PROPOSALS

36. The Research Methods unit should be redesigned to focus directly on dissertation planning and writing, including title selection, structuring a thesis, and conducting primarily doctrinal legal research.

*36.1. The current Research Methods examination should be replaced with a proposal-based assignment and related practical exercises. This would better reflect the actual skills needed for dissertation work.*

*36.2. Quantitative elements should be limited to what is genuinely useful for legal dissertations. The emphasis should remain on methods that are relevant to legal scholarship.*

*36.3. Tutorials should be added to Research Methods so that students can receive more targeted guidance and feedback.*

37. The dissertation proposal process should be clearer and more standardised.

*37.1. Clear and accessible information should be provided on potential supervisors, including their areas of expertise, supervision capacity and availability, and establish a transparent process for allocating or confirming supervisors.*

*37.2. Introduce a proposal template that sets out expectations on structure, content, formatting and acceptance criteria. This reduces inconsistency and makes expectations easier to understand.*

*37.3. The gap between the submission of the proposal and its approval should be shortened so that students can begin their work without unnecessary delay.*

38. Communication with supervisors should be governed by clearer minimum standards, including expectations on availability, meeting frequency and the provision of substantive feedback. Students should not be disadvantaged by uneven practices across different supervisors.

39. The Faculty should consider whether the dissertation's credit weighting, word limit, and grading system remain appropriate in light of the work expected of students.

40. An oral explanation or defence of the dissertation should be considered in appropriate cases, particularly where it helps to assess the student's understanding of the work.

## 7. Professional Preparedness & *Prattika*

### Professional Preparedness

Once students reach the Master's level, they generally felt that the previous four years of undergraduate study had given them a good understanding of substantive law, while the Master's was preparing them to become a lawyer or notary. They recognised that a solid substantive foundation is important before studying procedure in depth, and that procedure becomes easier to understand once students begin *Prattika*. This made them feel better equipped to engage with real clients, though not to the extent that they could assume full responsibility themselves. In this context, Master's students considered that the Professional Practice unit has been beneficial, but must continue to be refined.

At the same time, Master's students reported a lack of continuity and harmonisation between substantive law and the law of procedure. They considered it incongruent for procedural law to be introduced in its entirety only at Master's level. A number of students commented that procedural basics should have been introduced earlier in the course, rather than being discovered much later on. More importantly, they considered that their university experience prepared them professionally only to a limited extent, with most professional learning coming from *Prattika* and other forms of exposure. This reveals a gap between academic study and the realities of the legal profession, whereby students are placed under significant pressure to become fully rounded lawyers and notaries in their final year. Several factors were identified as contributing to this gap, including predominantly theoretical teaching, the limited presence of practical components in the course, the restricted use of Maltese in core professional subjects, and the ambiguous status of *Prattika*.

The need for more frequent and structured opportunities for contact with the profession was also highlighted. Students expected more hands-on, practical sessions not just at Master's level but also throughout the undergraduate course, allowing them to actively apply what they were learning rather than discussing it only in abstract terms. There was appreciation for initiatives that provide exposure to the profession without being formally assessed, including simulations organised by student organisations and the court visits organised by the Junior Chamber of Advocates, both of which were seen as useful opportunities to experience real legal practice.

On this point, students argued that the Master's courses alone cannot compensate for the absence of prior practical exposure. Given the demands of the profession, students emphasised that early and structured practical exposure, including that of *Prattika*, is non-negotiable.

### **Prattika**

There was widespread support across all years for *Prattika* to be formally acknowledged in the course. Views differed on when this recognition should begin, with suggestions ranging from second to third year and upwards. By the time students took on a Master's course, *Prattika* was no longer perceived as optional but as a de facto mandatory requirement for the warrant exam, and it has become established practice for students to balance this experience with university. Students considered *Prattika* invaluable to their learning, both for understanding course content and for the practical knowledge and real-world application it provides. Above all, they emphasised that there are certain aspects of the profession that the course cannot teach and which can only be acquired through practice. While the undergraduate programme was generally perceived as academic, the Master's was seen as professional, and students said this makes *Prattika* alongside it necessary.

Although *Prattika* is largely perceived as necessary, it is not systematically supported. It was felt that it should be recognised in the academic schedule, ideally by formally allocating a free day in the week. In its current form, the course is not structured in a way that acknowledges or accommodates the realities of *Prattika*, particularly at Master's level. Master's students affirmed that their timetable should intentionally make space for *Prattika*, with lectures scheduled in a balanced way that takes court and office hours into account. They also reported differing attitudes among academic staff, with some lecturers encouraging *Prattika* and others being more resistant.

At the same time, there was uncertainty about how to find *Prattika* placements. Students reported that access frequently depended on personal connections, resulting in unequal access to opportunities. As a longer-term measure, they suggested that the Faculty provide clearer guidance on which practitioners are offering *Prattika* and play a more active role in connecting students with these opportunities.

### **Other Professional Paths**

Finally, some students observed that the undergraduate course does not offer much insight into legal professions beyond that of a lawyer. This concern was particularly evident among those interested in becoming notaries, who felt that the course provides limited understanding of what notarial work entails in practice. Even at Master's level, notarial students perceived that greater attention and importance is given to the Master of Advocacy, noting a lack of electives tailored to the notarial profession, limited involvement of notaries in teaching units, and differences in the content delivered to advocacy and notarial students.

## PROPOSALS

41. The course should introduce procedural law and practical skills progressively throughout the years, rather than concentrating them entirely in the Master's. This would help students enter professional training with a stronger foundation.

42. The Professional Practice unit should remain practical in focus, but it should build more clearly on the substantive learning acquired earlier in the course.

43. *Prattika* should be formally recognised within the course structure rather than treated as an informal expectation. Its place in the course should be clearly defined.

*43.1. Timetabling should take account of Prattika hours, especially where students are also working or attending other compulsory commitments. Where appropriate, the Faculty should consider reserving a free day for practical placement activity.*

*43.2. Access to Prattika should be governed by a more transparent and equitable framework. Students should have clearer information about available placements, practitioners, and application processes.*

*43.3. The Faculty should clarify the relationship between Prattika and students' academic progression so that those pursuing different legal paths are not unfairly disadvantaged.*

44. More structured contact with the profession should be built into the course. This could include court visits, guest lectures, simulations, and practitioner-led discussions.

45. The Faculty should ensure that the Master of Notarial Studies is given visible and meaningful attention, rather than leaving professional preparation too heavily centred on the advocacy route.

## 8. Student Voice

### Faculty Responsiveness and Communication

The prevailing perception among students is that the Faculty is generally not receptive to their feedback. Students described a predominantly one-way pattern of communication in which they contact the Faculty, often through their representatives, but feel that the Faculty does not proactively communicate back. A common experience was that student representatives consistently relayed concerns to the Faculty, only to be met with resistance, limited follow-up and standard replies. This has created a culture in which long-standing problems remain unresolved and students perceive that their views are not being taken seriously.

Alongside these concerns, students who are in closer contact with the Faculty, particularly through representative roles or when seeking guidance on a personal level, are more exposed to what happens behind the scenes and report that the administration undertakes substantial work that often goes unacknowledged and has been helpful in many instances. They noted that this remains largely invisible to the wider student body, in part because students may not know that they can ask for help or how to go about doing so. It was highlighted that a more reciprocal relationship is needed, with both students and the administration working to better understand each other's realities.

Timetabling and exam scheduling were repeatedly mentioned as areas in which communication and follow-up are particularly weak. Students cited late notification of changes to their schedule, including cancelled, added, or rescheduled lectures, and delayed communication concerning exam marks. They considered frequent sudden changes to the timetable to be disrespectful, particularly since these

result in an unstable routine and some students having to account for longer travelling times. Students also reported resistance to requests for amending exam timetables, even where there was disproportionate clustering and insufficient time to prepare for credit-dense units, and an absence of any effective remedy when scheduling was unreasonable. While they understood that there are logistical constraints, some felt that the current system sets students up to fail.

Gaps in communication were also noted between the Faculty and its lecturers, with consequences for students such as inconsistent and delayed updates on the lecture schedule, delays in circulating assessment titles and instructions, and a lack of clarity when exam structures or assessment formats change. Students wanted the Faculty to intervene more proactively, especially where timetables or assessments are concerned.

### Representation and Feedback

Students recognised that there are many representative roles, such as class representatives, student representatives, and student organisations, but questioned whether these roles are clearly understood and properly supported to be effective. They highlighted a lack of meaningful follow-up from Faculty with student representatives on ongoing matters and noted that these representatives remain in a minority when trying to encourage change. From their perspective, there is an emphasis on collecting knowledge rather than addressing issues, with consultations taking place but having limited visible impact.

Students did not perceive there to be a real bridge between the Faculty and the student body. At the same time, they expressed a desire for a genuine balance between the Faculty's interests and students' needs, rather than one side consistently prevailing. They felt that faculty members should seek to understand more concretely what it means to be a law student and increase their efforts to actively consult with students whenever decisions or changes are being discussed, so that student experiences and opinions can carry substantial weight. To this effect, there needs to be a culture shift towards approaching students in advance, rather than simply responding once decisions have already been taken.

Formal feedback mechanisms were generally viewed with scepticism. Students reported a lack of trust and interest in Faculty feedback questionnaires, particularly regarding the anonymity of responses and because of the perception that feedback does not lead to change. Over time, this contributed to a sense of desensitisation to and a normalisation of limited improvement. Many students said they did not know whether there were effective channels to give feedback and generally felt unheard. Some did not even know who to contact when they had a problem, highlighting both a lack of awareness of existing feedback routes and the perception that bureaucratic logistics often act as obstacles to change.

Concerns were also raised about the safety of speaking out. Some students expressed a fear of repercussions if they raised certain issues openly, noting that there are no clearly visible channels for communicating feedback anonymously without feeling that they might jeopardise themselves or their future. This fear, combined with a history of feeling ignored, was seen as contributing to student apathy and reluctance to engage further with the Faculty. Students identified consistent, transparent communication and clearer institutionalisation of best practices as the most basic improvements needed to rebuild trust.

Students called for stronger oversight of teaching quality. They suggested that there should be proper assessment of how lectures are actually delivered, including more systematic monitoring or review of lecturer performance. It was also remarked that many problems stem from leadership that is perceived as distant from day-to-day university life and not closely engaged with lectures or student feedback. They believed there is currently no coherent system for overseeing lecture quality and argued that different teaching approaches should be compared to identify and address shortcomings.

### **Culture of Belonging and Experiences of Discouragement**

Beyond formal structures, students described a broader sense of detachment from their Faculty. Many do not feel a sense of belonging, describing their university experience as tied more to particular lecture rooms than to the Faculty itself. The physical Faculty building feels closed off and lacking a social hub where students can spend time together.

Students also reported feeling that they are sometimes treated more like children than adults. They rejected narratives that place responsibility solely on students for perceived declines in standards and argued that, if the course is not producing good law students, this reflects institutional shortcomings rather than a low-level cohort. They pushed back against repeated comments about the quality of law students or the size of the intake, and instead emphasised the Faculty's responsibility to provide the resources and guidance needed to form good lawyers and notaries.

Some lecturers were perceived as actively discouraging in this respect. Students internalised comments such as frequent warnings that standards will be harsher or that more students are expected to fail. They observed that support and encouragement are more evident in the first year, with support diminishing in later years. There was a perception that some lecturers are not interested in whether students do well or not, and that they sometimes discourage or undermine students' confidence.

Taken together, these experiences reinforced the feeling that complaints and concerns often fall on deaf ears, and that responses to serious issues, including complaints about lecturers or repeated administrative problems, are weak. Students suggested that better communication, improved feedback channels, and a more collaborative culture would help close the distance between the Faculty and its students, and begin to rebuild a sense of shared responsibility for the quality of legal education.

## PROPOSALS

46. The Faculty should establish clearer two-way communication procedures so that issues raised by students and representatives are followed up properly. Students should be told not only what was raised, but also what action was taken or why action was not possible.

*46.1. Information about administrative action in response to student concerns should be shared more openly so that students can see that issues are being handled.*

*46.2. Communication, such as email and VLE notices, on timetables, lecture changes, assessment formats, and exam marks should be improved through minimum notice periods and consistent internal coordination.*

47. The roles and support structures of class representatives, student representatives, and student organisations should be clarified so that they can act effectively on behalf of students.

48. Formal feedback mechanisms should be redesigned to guarantee anonymity, demonstrate visible impact, and make it clear how feedback is used.

*48.1. Students should be able to raise issues in good faith without fear of adverse repercussions. The Faculty should communicate that principle clearly.*

49. There should be more systematic oversight of teaching quality, including periodic review of lecture delivery and mechanisms for identifying recurring problems.

50. Faculty leadership should be more visible in student life through more direct engagement with students.

51. The Faculty should develop its physical space as a genuine academic and social hub, with areas that support informal contact, study, and community building.

52. Faculty should promote a culture that treats students as partners in legal education. This means avoiding discouraging narratives about student quality and instead focusing on the institution's responsibility to create the conditions for student success.







# CONCLUSION

The law course is at once characterised by strong academic quality and persistent structural weaknesses...

The same pattern appears.

Where teaching is structured, resources are accessible, expectations are clear, and communication is reliable, students are far more likely to feel engaged and supported. Where these elements are lacking, students are more likely to feel overwhelmed, passive, and left to compensate for the gaps in the system themselves.

The reforms proposed in this paper respond directly to this pattern by aiming to reduce uncertainty and strengthen the connection between academic study, practical preparation, and student wellbeing.

These reforms are not a radical overhaul. Rather, they are a series of improvements that have the capacity to transform the law course.

Nor are they tantamount to lowering standards. Students do not reject the demands of legal education, but instead ask that those demands be organised in a way that is clearer, fairer, and more aligned with their everyday realities.

Reform requires designing a course that allows students to reach the desired standards meaningfully, as opposed to forcing them to navigate avoidable confusion, inconsistency, and pressure.

A more structured experience, a more realistic timetable, engaging teaching, stronger provision of resources, diversified assessment methods, and better support for dissertations, professional preparedness, and students are all puzzle pieces that must come together to form a course that is coherent and effective.

This paper makes the case for a law course that treats students as active participants in their education and as future professionals whose time, effort, and development deserve proper institutional support.

The proposals set forth are hence intended to strengthen the course not only for current students, but also for those who will follow after them.



A blurred background of a bookshelf with colorful books. The books are arranged on wooden shelves, and their spines are visible in various colors like yellow, orange, red, pink, blue, and green. The overall image has a soft, out-of-focus aesthetic.

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A dark, blue-tinted photograph of a park path. The path is paved and leads through a dense forest of trees with green and yellow foliage. Several people are walking along the path, their figures slightly blurred, suggesting movement. The overall atmosphere is serene and natural.

# ANNEX A: LIST OF PROPOSALS

## TRANSITION AND EXPERIENCE

1. First-year students should receive a structured induction that explains the course layout, academic expectations, and the transition from school-style learning to university-level self-direction. This induction should also include practical guidance on time management, note-taking, reading strategies, and preparation for lectures.
2. The Faculty should introduce core legal research and study skills systematically and at the beginning of the course.
  - 2.1. *This should include training in locating, reading, and analysing judgments and legislation, using e-courts, legislation.mt and other legal databases, and writing with proper legal citation.*
  - 2.2. *This can be introduced in the Introduction to Law unit.*
3. The Introduction to Law unit should be redesigned so that it serves as a genuine foundation for legal study. It should focus less on adding substantive content and more on teaching students how to approach legal learning, assessment, and independent study. It should also aim to shed light on the relevant postgraduate paths such as the Master of Advocacy and the Master of Notarial Studies.
4. Entry requirements should be reviewed to determine whether the current emphasis on Maltese and English A-levels accurately reflects the skills needed for success in law. That review should be carried out in consultation with schools, students, and other relevant stakeholders.
5. The Faculty should establish regular mechanisms for gathering student feedback on transition, especially at the end of first year and before the end of the Master's programmes, so that recurring difficulties can be identified and addressed earlier.

## WORKLOAD

6. The Faculty should design timetables around the realities of student life:
  - 6.1 *Timetables should avoid both excessive gaps between lectures and excessively long days on campus. The aim should be to support a more consistent, manageable, and predictable weekly routine.*
  - 6.2. *The Faculty should limit last-minute timetable changes as far as possible. Where changes are unavoidable, they should be communicated within clear minimum notice periods so that students can adjust their plans accordingly.*
  - 6.3. *Explore the possibility for lecturers to use the virtual learning environment (VLE) as a centralised channel to communicate changes to the schedule.*
  - 6.4. *The Faculty should reconsider the presumption that students are available all day, every day. Many students combine study with employment, financial responsibilities, and personal commitments, and this reality should be reflected in the structure of the course.*
7. Workload should be reviewed across the academic year, particularly in the second semester when exams and assignments are heavily concentrated. The Faculty should aim to spread assessment pressure more evenly where possible.

8. At Master's level, the Faculty should account for the heavier and more applied nature of the workload by coordinating lectures, *Prattika*, and professional practice more carefully. The final year should remain demanding, but not in a way that creates avoidable strain or forces students into constant trade-offs between essential commitments.

## TEACHING AND LEARNING

9. Lectures should follow a clearer and more consistent structure.

*9.1. Each session should begin with an outline of the topic and objectives, develop the key points in an organised way, and end with a short recap.*

*9.2. Preparatory materials should be circulated in advance of lectures. These should include suggested readings, topic outlines, and where appropriate short-form guidance on what students should focus on before class.*

*9.3. Lecturers should reserve time for questions and answers. Questions should be answered substantively and respectfully, so that students feel that participation is worthwhile.*

*9.4. Greater coordination should exist between lecturers teaching the same unit. This would reduce repetition, improve coherence, and provide students with clearer guidance on how each topic fits within the broader unit.*

*9.5. The Faculty should periodically review course content to ensure that it reflects current legal developments. Material that is no longer relevant should be updated or removed where appropriate.*

10. Teaching should prioritise explanation and application over verbatim reading from legislation or slides. Students should be shown not only what the law says, but how it works in practice and why it matters.

*10.1. Visual aids should be used to support understanding, not replace explanation. Presentations, diagrams, and other materials should help clarify legal concepts rather than function as the main teaching tool.*

11. Lecture scheduling should be organised with concentration in mind. Long lectures should include breaks, late-evening lectures should be avoided where possible, and long gaps that disrupt continuity within the same unit should be minimised.

12. The Faculty should promote more interactive teaching methods, including discussion, questioning, and problem-based learning. This would help move the course away from passive note-taking and towards deeper engagement.

13. Tutorials should be used primarily to test knowledge and support deeper learning through discussion, problem-solving and case studies, rather than to repeat lecture content.

*13.1. Tutorial topics and questions should be communicated to students in advance so that they can prepare and participate meaningfully.*

*13.2. The Faculty should expand the use of tutorials to additional units where this can credibly enhance interaction and understanding, while avoiding overloading students by scheduling tutorials predominantly at the end of the semester.*

*13.3. The Faculty should reduce unwarranted inconsistencies between tutorial groups, particularly where they affect guidance on assessments, through clearer coordination among supervisors.*

14. The range and design of electives offered in Master's should be reviewed, including by increasing electives tailored to the notarial profession, expanding options for advocacy students, and assessing the impact of electives in the second-semester on workload.

15. The Faculty should align the use of Maltese and English in undergraduate teaching more closely with professional practice needs, including by increasing the use of Maltese in core subjects such as civil and criminal law, and introducing Maltese legal terminology early on.

16. The Faculty should make full and consistent use of its facilities to incorporate online teaching, including by providing online lectures or recordings where this improves access and flexibility.

*16.1. Online delivery should be used as a supplement to, and not a replacement for, face-to-face teaching, particularly where it can support students balancing study with work and personal commitments.*

## RESOURCES

17. Each unit should have an updated syllabus and indicative schedule that reflect what is actually being taught. These should make clear the topics covered, when they will be taught, and how students should prepare.

*17.1. Reading lists should be manageable and clearly divided into essential and supplementary material. Students should not be expected to undertake unrealistic amounts of reading alongside a demanding timetable.*

*17.2. References to cases, articles, and other materials mentioned in class should be clearly cited and compiled in written form and made available to students. This would reduce confusion and make revision more effective.*

*17.3. Key judgments and documents, especially those which are older or harder-to-find, should be uploaded to the VLE rather than left to general directions or informal searching.*

18. The use of VLE should be standardised across units. Materials should be uploaded regularly, organised by topic, and clearly labelled according to whether they are core, supplementary, or exam-relevant.

*18.1. Lecture slides should be uploaded consistently and, wherever possible, before the lecture or shortly afterwards. This would allow students to prepare more effectively without undermining attendance.*

19. The Faculty should strengthen reference and access to official materials so that students do not have to rely on passed-down notes as their primary source of information. Informal notes may remain useful as a backup, but they should not be necessary because of gaps in official provision.

*19.1. The development of local legal publications should be actively encouraged, especially in areas of Maltese law where resources remain limited. Their accessibility should also be improved through the library and the VLE.*

20. Foreign-language materials should be used more selectively.

20.1. Where texts are lengthy or dense, selected chapters or excerpts should be preferred so that students can engage with the ideas without being overwhelmed.

20.2. Foreign-language terminology used in class should be written out clearly and explained, rather than assumed to be familiar to all students. This is particularly important where students are still adjusting to the course.

21. Assessment guidance should be improved through revision lectures, standardised access to past papers, and clearer explanations of marking expectations.

21.1. Past papers and, where appropriate, model answers should be made available systematically through the VLE rather than only after repeated requests.

21.2. Transparent marking rubrics should be provided before submission so that students understand what is required to perform well.

22. Access to online databases and external academic materials should be improved, including by reviewing subscriptions and identifying alternative access routes where paywalls limit research.

23. The Faculty should also review lecture rooms and study spaces to ensure that they are equipped to support modern learning, including adequate seating, desk space, charging points, and suitable capacity.

24. The Faculty should increase opportunities for academic and community-building initiatives by:

24.1. Supporting and encouraging student participation in cross university activities, international moot courts and competitions, and similar initiatives that develop practical skills and complement the formal curriculum.

24.2. Promoting Faculty initiatives that bring staff and students into regular, informal contact in order to strengthen the sense of community within the Faculty. These include talks, trips, and other academic or social activities.

25. Establish clear expectations and internal guidance on reasonable response times for lecturers and administrators, and ensure that contact details and preferred channels are communicated to students.

## ASSESSMENT

26. The Faculty should review examination formats so that they assess understanding rather than short-term memorisation alone. Exams should still test knowledge, but in a way that encourages analysis, application, and legal reasoning.

26.1. Clarify, for each unit, the examinable topics and what level of specificity is expected with respect to articles and cases, and communicate this clearly and in good time.

26.2. The content of examinations should be clearly aligned with what is taught during the semester. Students should not be surprised by topics that were not properly covered or signposted in class.

26.3. Where appropriate, case-study examinations and open-book formats should be used more widely. These formats can better reflect the way legal knowledge is used in practice.

27. Assessment scheduling should be reviewed to ensure an even distribution of exams and assignments across semesters.

*27.1. Ensure that any changes to assessment formats are communicated clearly and in advance.*

*27.2. When drawing up the examination timetable, units with a higher number of credits should be allocated more days for preparation before the sitting.*

*27.3. Student representatives should be involved in the drafting of the examination timetable, and amendments should be permitted during its draft stage.*

28. Expand the use of assignments in units where they provide a better indication of learning than traditional exams, including by converting some written exams into assignments.

*28.1. Assignment titles should be set and communicated sufficiently in advance and deadlines should be coordinated more carefully so that students are not required to complete multiple major submissions at the same time.*

*28.2. Word limits should be reviewed with a view to encouraging depth, precision, and proper referencing rather than superficial quantity.*

*28.3. The Faculty should adopt a clear policy on the use of AI tools in assessments, including what is permitted, what is prohibited, and how students should disclose use where relevant.*

29. Integrate practical assessments, such as moot courts, simulations and oral assessments, more consistently throughout the course, not only at the end. This would help develop skills that are directly relevant to legal practice

30. The Faculty should expand the use of mixed and continuous assessment methods, particularly in large-credit and year-long units, so that performance is measured across time and through different formats rather than relying mainly on a single final exam.

*30.1. Assign a meaningful weight in the overall mark, so that the additional workload they entail is justified and incentivised.*

*30.2. When introducing new assessment methods, provide explicit guidance and opportunities for practice before they are used for grading.*

31. Transparent marking schemes and rubrics should be established and published for all major assessments, including grade descriptions and what is required to achieve different grades.

*31.1. Ensure consistency in marking across examiners and subjects, and communicate clearly where higher standards are applied.*

32. Review the policy of capping resit marks at 45% in light of its perceived fairness.

33. Ensure that students receive timely, substantive feedback on their work, including feedback before final assessments where feasible, so that they can understand how to improve rather than relying solely on marks.

34. Review the revision of paper process and associated fees to improve accessibility, transparency and to ensure that students can obtain meaningful, personalised feedback.

35. Where online exams are used, they should be supported by robust safeguards, clear instructions, and contingency plans.

## DISSERTATION

36. The Research Methods unit should be redesigned to focus directly on dissertation planning and writing, including title selection, structuring a thesis, and conducting primarily doctrinal legal research.

*36.1. The current Research Methods examination should be replaced with a proposal-based assignment and related practical exercises. This would better reflect the actual skills needed for dissertation work.*

*36.2. Quantitative elements should be limited to what is genuinely useful for legal dissertations. The emphasis should remain on methods that are relevant to legal scholarship.*

*36.3. Tutorials should be added to Research Methods so that students can receive more targeted guidance and feedback.*

37. The dissertation proposal process should be clearer and more standardised.

*37.1. Clear and accessible information should be provided on potential supervisors, including their areas of expertise, supervision capacity and availability, and establish a transparent process for allocating or confirming supervisors.*

*37.2. Introduce a proposal template that sets out expectations on structure, content, formatting and acceptance criteria. This reduces inconsistency and makes expectations easier to understand.*

*37.3. The gap between the submission of the proposal and its approval should be shortened so that students can begin their work without unnecessary delay.*

38. Communication with supervisors should be governed by clearer minimum standards, including expectations on availability, meeting frequency and the provision of substantive feedback. Students should not be disadvantaged by uneven practices across different supervisors.

39. The Faculty should consider whether the dissertation's credit weighting, word limit, and grading system remain appropriate in light of the work expected of students.

40. An oral explanation or defence of the dissertation should be considered in appropriate cases, particularly where it helps to assess the student's understanding of the work.

## PROFESSIONAL PREPAREDNESS AND PRATTIKA

41. The course should introduce procedural law and practical skills progressively throughout the years, rather than concentrating them entirely in the Master's. This would help students enter professional training with a stronger foundation.

42. The Professional Practice unit should remain practical in focus, but it should build more clearly on the substantive learning acquired earlier in the course.

43. Prattika should be formally recognised within the course structure rather than treated as an informal expectation. Its place in the course should be clearly defined.

*43.1. Timetabling should take account of Prattika hours, especially where students are also working or attending other compulsory commitments. Where appropriate, the Faculty should consider reserving a free day for practical placement activity.*

*43.2. Access to Prattika should be governed by a more transparent and equitable framework. Students should have clearer information about available placements, practitioners, and application processes.*

*43.3. The Faculty should clarify the relationship between Prattika and students' academic progression so that those pursuing different legal paths are not unfairly disadvantaged.*

44. More structured contact with the profession should be built into the course. This could include court visits, guest lectures, simulations, and practitioner-led discussions.

45. The Faculty should ensure that the Master of Notarial Studies is given visible and meaningful attention, rather than leaving professional preparation too heavily centred on the advocacy route.

## STUDENT VOICE

46. The Faculty should establish clearer two-way communication procedures so that issues raised by students and representatives are followed up properly. Students should be told not only what was raised, but also what action was taken or why action was not possible.

*46.1. Information about administrative action in response to student concerns should be shared more openly so that students can see that issues are being handled.*

*46.2. Communication, such as email and VLE notices, on timetables, lecture changes, assessment formats, and exam marks should be improved through minimum notice periods and consistent internal coordination.*

47. The roles and support structures of class representatives, student representatives, and student organisations should be clarified so that they can act effectively on behalf of students.

48. Formal feedback mechanisms should be redesigned to guarantee anonymity, demonstrate visible impact, and make it clear how feedback is used.

*48.1. Students should be able to raise issues in good faith without fear of adverse repercussions. The Faculty should communicate that principle clearly.*

49. There should be more systematic oversight of teaching quality, including periodic review of lecture delivery and mechanisms for identifying recurring problems.

50. Faculty leadership should be more visible in student life through more direct engagement with students.

51. The Faculty should develop its physical space as a genuine academic and social hub, with areas that support informal contact, study, and community building.

52. Faculty should promote a culture that treats students as partners in legal education. This means avoiding discouraging narratives about student quality and instead focusing on the institution's responsibility to create the conditions for student success.

A person with dark hair is seen from the back, wearing a light blue jacket and carrying a large, tan-colored backpack. The backpack has multiple compartments, straps, and a top handle. The background is a soft, out-of-focus outdoor setting. The text 'ANNEX B: INTERVIEW QUESTIONS' is overlaid on the left side of the image in a white, sans-serif font.

# ANNEX B: INTERVIEW QUESTIONS

### A. Icebreaker

1. How would you describe your overall experience of the current year so far?  
*Kif tiddekrivi l-esperjenza ġenerali tiegħek tas-sena kurrenti s'issa? (Prompts: transition and integration)*

2. Did the course meet the expectations you had before starting? In what ways did it match or differ?  
*Il-kors laħaq l-aspettattivi li kellek qabel ma bdejt? B'liema modi qabel jew kien differenti?*

### B. Programme Content and Delivery

3. What aspects of the course are most and least effective at helping you learn?  
*Liema aspetti tal-kors huma l-aktar u l-inqas effettivi biex jgħinuk titgħallem? (Prompts: mix of teaching methods (e.g. lectures vs tutorials); interaction in class; use of VLE; practical exercises)*

4. Do you feel encouraged to take an active role in your learning, or do you feel more like a passive receiver?  
*Tħossok imħegġeg/ġa tieħu rwol attiv fit-tagħlim tiegħek, jew tħossok aktar passiv/a?*

### C. Assessment and Feedback

5. Do current assessment methods allow you to properly demonstrate what you've learnt?  
Why or why not?  
*Tħoss li l-metodi tal-assessjar jippermettulek turi dak li tgħallimt? Għaliex jew għaliex le?*

### D. Workload and Support

6. Is the workload for your current year manageable?  
*L-ammont ta' xogħol li għandek għas-sena kurrenti huwa manijġabbli? (Prompts: coursework and timetable)*

7. What additional resources do you think are needed for you to feel supported academically?  
*Liema riżorsi addizzjonali taħseb li huma meħtieġa biex tħossok aktar appoġġat akkademikament?*

8. How would you describe your overall experience with your dissertation, including the proposal and write-up stages?  
*Kif tiddekrivi l-esperjenza ġenerali tiegħek bit-teži, kemm fl-istadju tal-proposal u kemm tal-kitba?*

9. Looking back at your entire experience of the course, how prepared do you feel professionally?  
*Meta tħares lura lejn l-esperjenza kollha tiegħek tal-kors, kemm tħossok ippreparat/a professionalment?*

### E. Exit Questions

10. For those who have participated in Erasmus, how did that experience compare with the law course here?

*Għal dawk li pparteċipaw fl-Erasmus, kif tqabbel dik l-esperjenza mal-kors tal-liġi hawnhekk?*

11. Do you feel students' voices are heard and that Faculty is willing to act on your feedback?

*Tħoss li l-vuċi tal-istudenti qed jinstema' u li l-Fakultà hija lesta li taġixxi fuq il-feedback tiegħek?*

(Prompts: awareness of feedback channels; visible change)

12. Should *Prattika* be integrated within the course? If so, at what stage?

*Il-Prattika għandha tigi integrata fil-kors? Jekk iva, f'liema stadju?*

13. If you could give Faculty one or two specific suggestions to improve your year's experience, what would they be?

*Kieku tista' tagħti lill-Fakultà suggeriment wieħed jew tnejn biex itejbu l-esperjenza tas-sena tiegħek, x'ikun?*







GHSLS

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