

## **Supporting The Learner Voice Through Authentic Assessment: A Review of Research Record Assessments in Year One Undergraduate Law Programmes.**

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This Paper analyses the concept of authentic assessment as a primary and effective strategy to uphold the academic integrity of legal education and to address concerns relating to present and future technological developments which risk undermining this integrity, including AI. Research highlighting a holistic approach to academic integrity is first reviewed with the place that authentic assessment occupies within that broader context then being specifically examined (O’Riordan et al 2023; Hafsa 2021). Using Irish and international research, the scope and meaning of authentic assessment is also explored to identify a common or shared definition of how it is applied, in particular, to undergraduate law programmes (Ashford-Rowe et al 2014; National Forum For The Enhancement Of Teaching and Learning In Higher Education, 2017). Finally, the Paper outlines a specific case study for an existing Written Assignment on a Year 1 Level 8 Irish undergraduate law programme (LLB (Hons)) reviewed in light of authentic assessment principles and re-designed for learners as an interactive oral assessment, incorporating reflective practice.

**Key words:** assessment, integrity, strategy, holistic, definition, interactive, reflective.