

Fostering active student participation and engagement in company law education through the use of role play

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Abstract

This paper examines the possibility and feasibility of role play as a pedagogical tool or even an assessment tool in enhancing student participation in company law learning. Mooting has been widely used in legal education. However, the day-to-day operations of companies and the decision-making of companies do not always generate disputes that need the court's intervention or to be solved by the court. Companies need legal advice on corporate governance compliance and strategies to enhance corporate governance efficiency, which are generally provided by company non-litigation lawyers. Company non-litigation lawyers' skills cannot be simply trained through traditional mooting. In this regard, this paper conducted an action research project with students taking the LW51007 Corporate Governance module at Dundee Law School — a role play of one simulated listed company's corporate governance evaluation. Based on the practice and the feedback, it is concluded that role play can be an effective pedagogical tool for corporate legal issues surrounding various stakeholders in a corporate setting, such as shareholders, directors, and outside creditors. It is a good student participation and engagement strategy. However, there is no clear conclusion concerning role play as an assessment tool.

Keywords: role play, company law education, student engagement, teaching and assessment

Introduction

This paper proposes to find a more efficient approach to improve students' engagement in class and help with students' understanding of legal issues in

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company law. Mooting has been widely used in legal education and has existed over the centuries. Scholarship has widely discussed the theoretical underpinnings and practices of mooting as not only a pedagogical tool but also an assessment tool, a way of competition, or even a separate compulsory course. Mooting is a legal argument where students take on the role of court lawyers to present their case before a judge, in the same way as would happen in an appeal hearing. Mooting can also be used in company law issues, but it is mainly for dispute resolution or proceedings conducted in front of the court. However, the day-to-day operations of companies and the decision-making of companies do not always generate disputes that need the court's intervention or to be solved by the court. This does not mean these company law issues are easy to handle for students. On the contrary, it is not easy for students to put themselves in the commercial context while studying company law. This paper then proposes another form of mooting – role play to facilitate students' learning and understanding of corporate non-litigation matters, based on an action research project with students undertaking the LW51007 Corporate Governance module at the Dundee Law School. This will allow students to act as not just non-litigation lawyers for the company but also various stakeholders in a company setting, ranging from shareholders, directors, and creditors of the company. Role play can take various forms in company law education, and its primary objectives include enhancing understanding, critical thinking, problem-solving skills, teamwork and communication abilities. This approach goes beyond traditional lectures and textbook learning, offering students the opportunity to apply theoretical concepts in a practical context.

Role play in law education

Role play is using authentic or hypothetical situations in the simulated scenario to promote safe practising opportunities,¹ and knowledge is grasped through the transformation of experience in this process.² It had already been widely used in education a long time ago, but it was not initially used in law education. Rather, it was popular in medical education, architecture education

¹ Ben Waters, "'A Part to Play': the Value of Role-Play Simulation in Undergraduate Legal Education' (2016) 50(2) *The Law Teacher* 172, 178.

² David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (1st edn, Prentice Hall 1984) 41.

and drama education.³ Role play, simulation and clinics began coming into view since various law education reforms in the 1970s and 1980s together with the realisation of the undue separation between law degree education and vocational law education which is unusual in other disciplines.⁴ Traditionally, law degree education was primarily doctrinal black-letter teaching.⁵ However, law as a subject is not always all about black letters. In contrast, law continuously interacts with practical scenarios and problems, real-life cases and relevant simulated situations,⁶ which are quite necessary for training and preparing students for true legal practice in the future.⁷ Nowadays, role play has been clearly and widely acknowledged by law schools all over the world as a positive tool in legal education, especially in assisting students to deepen learning, achieve confidence, obtain graduate skills and improve employability.⁸

Theoretical foundations

Promoting role play in law education is rooted in three theoretical foundations: constructivism, experiential learning, and problem-based learning.⁹

Constructivism theory

According to the constructivism theory, students, instead of teachers, are the core of education and learning. Students acquire knowledge and experience through their own construction, rather than through teachers transmitting

³ Edward Phillips, 'Law Games – Role Play and Simulation in Teaching Legal Application and Practical Skills: A Case Study' (2012) 5 Compass: The Journal of Learning and Teaching 1, 1.

⁴ *ibid.*

⁵ Mark Anderson, 'The Narrow Focus of Law Schools' (*IP Draughts*, 5 June 2021) <<https://ipdraughts.wordpress.com/2021/06/05/the-narrow-focus-of-law-schools/>> accessed 22 May 2024.

⁶ William Twining, *Blackstone's Tower: The English Law School* (Sweet and Maxwell 1994). Louise Parsons, 'Competitive Mooting as Clinical Legal Education: Can Real Benefits Be Derived from an Unreal Experience?' (2016) 1 Australian Journal of Clinical Education [i], 10. Francina Cantatore, 'Boosting Law Graduate Employability: Using a Pro Bono Teaching Clinic to Facilitate Experiential Learning in Commercial Law Subjects' (2015) 25(1) Legal Education Review 147, 149.

⁷ Parsons (n 6) 12.

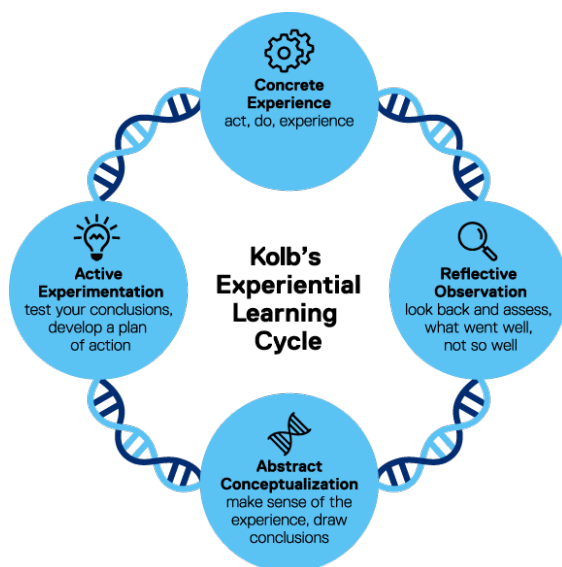
⁸ Waters (n 1) 175.

⁹ Andrew Lynch, 'Why Do We Moot? Exploring the Role of Mooting in Legal Education' (1996) 7(1) Legal Education Review 67, 71-72.

knowledge.¹⁰ Role play just serves this constructive process, as it does not only include remembering the knowledge delivered by the teachers but also includes applying knowledge in various contexts, exposing students to practical scenarios which demand analyses and critical thinking from students.¹¹ And then, in this process, students construct creative knowledge by themselves.¹²

Experiential learning theory

The experiential learning theory is based on the constructivism theory. It also believes that students learn through their own construction.¹³ It further explains how students learn through construction, which can be clearly explained by Kolb's Experiential Learning Cycle (as Diagram 1).¹⁴



¹⁰ *ibid* 241.

¹¹ *ibid*.

¹² *ibid*.

¹³ *ibid*.

¹⁴ Kolb (n 2).

Diagram 1: Kolb's Experiential Learning Cycle¹⁵

Students learn through experience and reflection.¹⁶ The experience generally, at its most basic, includes working experience; however, such experience can also be provided in the pre-working education stage. The role play can just fit into this function, as it provides students with opportunities to gain experience from authentic or simulated cases and materials. Experiential learning takes effect with students participating in the role play, applying knowledge, reflecting on such experience, and evaluating achievements.¹⁷ And it is believed that role play as an experimental education strategy can improve the quality of law education.¹⁸

Problem-based learning theory

Role play is also aligned with the problem-based learning theory.¹⁹ According to the problem-based learning theory, students learn through the process of encountering problems, understanding problems, analysing problems, and proposing solutions to the problems.²⁰ They build up their knowledge, and analysis skills, but also communication skills and collaboration strategies while working with their peers in the problem-solving process.²¹ The role play scenario given by teachers itself is a problem to be dealt with by students, and learning happens while participating in the role play.

Current practice at Dundee Law/Business School

An anonymous online survey was sent out to staff working at Dundee Law School and Business School, which are the two departments that teach

¹⁵ 'Kolb's Experiential Learning Cycle' (Toronto Metropolitan University) <<https://www.torontomu.ca/experiential-learning/faculty-staff/kolbs-el-cycle/>> accessed 23 May 2024.

¹⁶ Lynch (n 9) 242.

¹⁷ Louise Parsons, 'Competitive Mooting: An Opportunity to Build Resilience Skills for Legal Practice' (2018) 4 *Australian Journal of Clinical Education* 1, 4.

¹⁸ Barbara Preložnjak and Juraj Brozović, 'The Financial Challenges of Clinical Legal Education: An Example from a Zagreb Law Clinic' (2016) 23(4) *International Journal of Clinical Legal Education* 136, 137.

¹⁹ Lynch (n 9) 242.

²⁰ Michelle Lim and Andrew Allan, 'The Use of Scenarios in Legal Education to Develop Future Thinking and Sustainability Competencies' (2016) 50(3) *The Law Teacher* 321, 323.

²¹ Lynch (n 9) 242.

company law and corporate governance at the University of Dundee. This is to have a broad view of educators’ opinions on the possibility of role play as a pedagogical tool or even an assessment tool.

The survey received 15 responses. Among these 15 responses, 87% have heard about role play in law education (excluding moot court), whilst 13% never heard about role play in law education before (as Diagram 2).

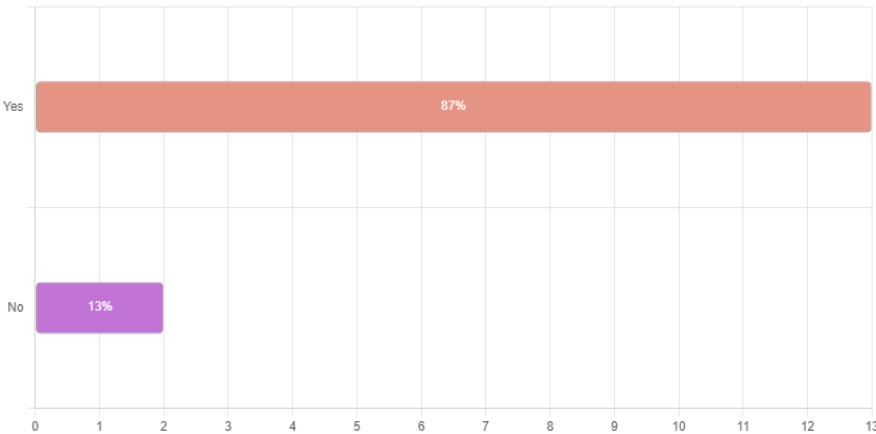


Diagram 2: Have you heard about role play in legal education which is not moot court?

80% of respondents (12) have tried role play in their own teaching before, while 20% (3) have not tried it yet (as Diagram 3).

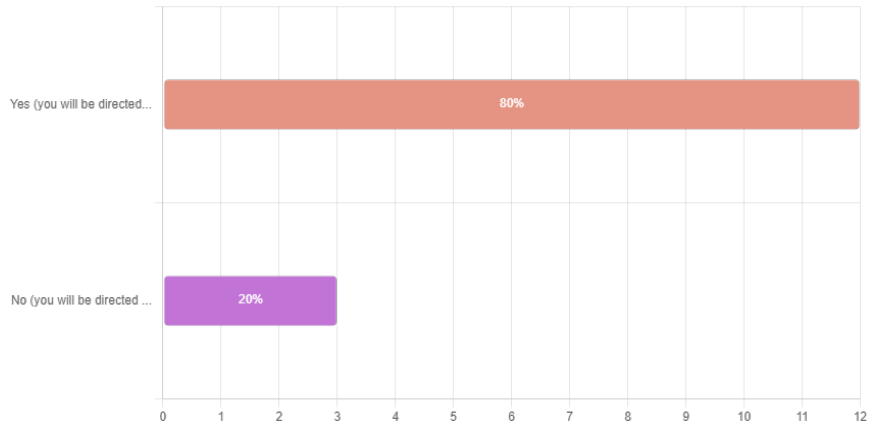


Diagram 3: Have you ever tried role play in your own teaching before?

Role play has been tried in a wide range of modules across the law school and the business school, including Scots Criminal Law and Evidence, International Criminal Law, Law of Marine Resources, Environmental Law, Environmental Regulation, International Tax Law, Legal Skills, Mediation, Human Resource Management, International Human Resource Management, MBA module of Recruitment and Selection, Sustainability Accounting, Professional Ethics, Strategic Management Accounting, etc. Most of these modules have role play as a pedagogical tool, whilst a small number of them use role play as an assessment tool (either formative assessment or summative assessment).

Among the 12 respondents who have tried role play in their modules, 10 of them think role play is absolutely helpful in their teaching, as it is helpful for students' understanding of knowledge, application of knowledge, problem-solving skills, decision-making skills, confidence, communication skills, group working skills, multi-perspective thinking skills, independent thinking skills, empathy and realistic situational skills, negotiation skills, emotion-regulation skills, and self-reflection skills. One of them is concerned about role play as a pedagogical tool, as it is not immediately helpful however it does require the teaching of skills that might not ordinarily be taught, such as oral legal arguments and oral presentations. One of them is concerned about role play as an assessment tool as students who demonstrate less complete knowledge through role play might still perform well in other aspects of assessment. One of them finds the role play not helpful while doing it at the end of the semester but more helpful for teaching if it happens in the middle of teaching. Those who have used role play in their teaching or assessments received largely positive feedback from students, even though there was still a minority of students who did not like the role play. Negative feedback from students largely lies in less preparation instructions from the teacher, and less consideration of language difficulties and neurodiversity. Feedback from colleagues is slightly different, as there are always problems with labour-intensive and time resources.

Among the three respondents who have not tried role play before, they still have a good understanding of role play in law education and believe that role play can be useful as a way of contextualising information for students, and applying knowledge to specific cases/situations, can help to build up

students' confidence and skills of oral and written communication, legal reasoning, teamwork, problem-solving and compromising, etc. Two of them would like to use role play in their modules in the future, whilst one does not have any plan of using role as a pedagogical tool or assessment tool.

In summary, it is not difficult to see the popularity and advantages of role play in law education, even though concerns are unavoidable. This further promotes the trial of role play in the LW51007 Corporate Governance module coordinated by the author.

Role play in company law education

Role play has long been a pedagogical activity in law education, but it is not generally widely used in commercial law subjects.²² This part examines the possibility of role play in company law education, especially the possibility of role play as a pedagogical tool, or even an assessment tool, to facilitate students' learning and understanding of corporate non-litigation matters and train students' non-litigation lawyering skills.

Legal profession in company law

Company lawyers provide two different types of services for the company. One type of company lawyer undertakes commercial litigation and dispute resolutions on behalf of the company. This type of lawyer is widely known by the general public and the skills of commercial litigation and dispute resolution lawyers can be trained under the usual law education scheme like mooting. The other type of company lawyer does not engage in the company's litigation and dispute resolutions. Rather, they work on non-litigation matters of companies. Companies can seek support from external counsel, but may also have their own in-house counsel. When it comes to public companies' corporate governance, the responsibilities of non-litigation company lawyers are mainly surrounding legal advice on corporate governance compliance and strategies to enhance corporate governance efficiency. Skills that are particularly required by non-litigation lawyers cannot be trained through traditional mooting.

²² Duncan Bentley, 'Mooting in an Undergraduate Tax Program' (1996) 7(1) Legal Education Review 97, 98.

However, importantly, company non-litigation lawyers do play a paramount role in listed companies' corporate governance, and relevant skills are a necessary part of company law education. In some jurisdictions, company lawyers even have fiduciary duties to the company and if there is any non-compliance of the company's corporate governance, for example, non-compliant corporate disclosure, company lawyers would have breached their fiduciary duties and violated the company law together with the company.²³

Role play and student engagement: an empirical study

This section is mainly about the action research project conducted with students taking the LW51007 Corporate Governance module. The action research project includes a role play of one simulated listed company's corporate governance evaluation and an afterwards online anonymous survey with students. Ethics approval has been obtained from the relevant research ethics committee at the University of Dundee (UOD-ASC-TPG-2023-153).

The practice – one corporate governance evaluation

There are 25 students registered in the LW51007 Corporate Governance module at Dundee Law School in the second semester of the academic year 2023–24. This is an optional Level 5 module for LLM students. The action research project of a role play, which is about a corporate governance evaluation of one simulated listed company in the UK, is designed for the last seminar of this module. The role play scenario, the action research project and the relevant ethics considerations were explained to students in the classroom in advance of the last seminar. After that, five students volunteered to participate.

In the role play scenario, Lobston plc is a world-leading UK mining company listed on both the London Stock Exchange and the New York Stock Exchange. A series of activities of Lobston plc over five years are depicted in this scenario:

²³ Belle Qi Guo, *Continuous Disclosure of Chinese Cross-Border Listed Companies in Australia* (1st edn, Springer 2023) 149–174.

- the company's disappointing financial performance and directors' promise of relevant plans and strategies being in place to overcome this problem;
- chairman's, non-executive directors', nomination committee's and remuneration committee's communications with large and small, institutional and private shareholders;
- remuneration-related matters;
- significant shareholder dissents against resolutions related to executive remuneration;
- institutional shareholders' transition of focus on the company's CDP (carbon disclosure project);
- the company's achievement of reduction in greenhouse gas emissions and shareholders' demands on more transparency on this;
- shareholders' concerns on the lack of board diversity;
- former executive directors' wrongdoing in corporate disclosure.

The five roles related to this listed company are:

- executive directors of Lobston plc
- non-executive directors of Lobston plc
- institutional investors of Lobston plc
- auditors and lawyers of Lobston plc
- evaluators for Lobston plc's corporate governance performance.

Students taking these five roles were asked to do some open-ended pre-class preparation, including:

- reflect on what your roles have done that are good or not good enough;
- reflect on what other roles have done that are not good enough and can be challenged and prepare questions to be asked for other roles;
- reflect on strategies to improve the performance of your roles and other roles.

All these reflections can be particularly referred to the Guidance on Board Effectiveness,²⁴ the UK Stewardship Code²⁵ and the Guidance on Audit Committees,²⁶ which are all essential reading materials for the module.

The role play activity in the class included:

- discussing the corporate governance effectiveness of Lobston plc;
- asking other roles questions and/or further explaining the issues concerned by other roles;
- drawing up enhancement strategies for Lobston plc's corporate governance.

In the class where this role play was performed, the five volunteer students were participants while the remaining 20 students were observers only. Even though we did not give an exact outcome or grade for evaluation of Lobston plc's corporate governance performance, the participants were quite engaged in the discussions of different roles' performance in promoting effective corporate governance and even self-criticism of their own roles' activities. Overall, the role play demonstrates participants' very good understanding and application of relevant knowledge in this module, critical thinking and arguments as well as good communication skills.

The feedback – anonymous survey with students

After the role play, all students in the classroom were given the opportunity to fill out an anonymous online survey, which seeks their feedback on this role play practice, i.e. whether they think the role play is helpful for their understanding of knowledge and improvements of other learning skills or not. The participant information sheet is provided as the first survey question and

²⁴ Financial Reporting Council, 'Guidance on Board Effectiveness' (2018) Financial Reporting Council
<https://media.frc.org.uk/documents/Guidance_on_Board_Effectiveness_MmfcOrz.pdf>
accessed 15 May 2024.

²⁵ Financial Reporting Council, 'The UK Stewardship Code' (2020) Financial Reporting Council <https://media.frc.org.uk/documents/The_UK_Stewardship_Code_2020.pdf>
accessed 15 May 2024.

²⁶ Financial Reporting Council, 'Guidance on Audit Committees' (2016) Financial Reporting Council
<https://media.frc.org.uk/documents/Guidance_on_Audit_Committees_April_2016.pdf>
accessed 15 May 2024.

students' informed consent is given by answering 'yes' to this first survey question, whilst students answering 'no' to this first question will be automatically screened out of the research. Five responses have been received. As it is an anonymous survey, whether the survey participants are the participants or the observers of the role play is not able to be known. However, the survey outcome can still provide significant indications for this research.

When the students are asked how they find the role play generally, 100% of responses are positive. More specifically, the responses are:

"Interesting, I think it is really good opportunity to start thinking about the situation from different perspectives."

"I found the role play an interesting exercise."

"I found the role play to be an insightful and engaging way to delve into the nuances of corporate governance. It allowed me to immerse myself in various scenarios, exploring different perspectives and decision-making processes."

"I find this role play really helpful. It is wide in scope and reflective of all seminars using a hypothetical scenario. It also presents life experience of what one is likely to face in corporate practice."

"Helpful and give me a good experience."

When the students are asked whether the role play is helpful for their understanding of knowledge, 100% of responses do think it is helpful. The specific responses are:

"Yes, for sure. It is better to understand in practice."

"Yes, I had to revise the roles of each of the actors in the role play. It was helpful to see the competing interests of each of the actors."

“It has helped me gain a deeper understanding of concepts like corporate governance by simulating real-world situations. It allowed me to immerse myself in different scenarios, explore various perspectives, and practice making decisions in a safe environment.”

“Yes, it is very helpful.”

“Yes, it is.”

When the students are asked whether the role play helps them build up some learning-related skills, the responses are also 100% yes. To be more specific, the responses are:

“Yes, analysis, criticism, answering for unprepared questions”

“Yes, putting myself in the shoes of a director made the issues of corporate governance more tangible and concrete.”

“Yes. Critical thinking, communication between other parties, problem solving and decision making.”

“Yes, it helped build up communication, advising, decision making, and critical thinking skills.”

“Yes sure.”

Regarding whether students think the role play is helpful for their future career, 100% respond that it is helpful. Students' responses are:

“Sure, for lawyers it is important to feel the role of the directors and vice versa.”

“Yes, I think so.”

“Yes, it was a good interaction from my colleagues, which have played the roles of potential directors and I have enjoyed it.”

“Yes, this is helpful for my future career as a corporate attorney in an in-house capacity.”

“Yes I am pretty sure it’s gonna be helpful.”

The last question asks students to what extent they would recommend role play to other teachers on a scale of 1–10, with 10 being strongly recommended while 1 being barely recommended. 40% of survey participants rate 10, 20% of them rate 9 and 40% of them rate 8 (as Diagram 4).

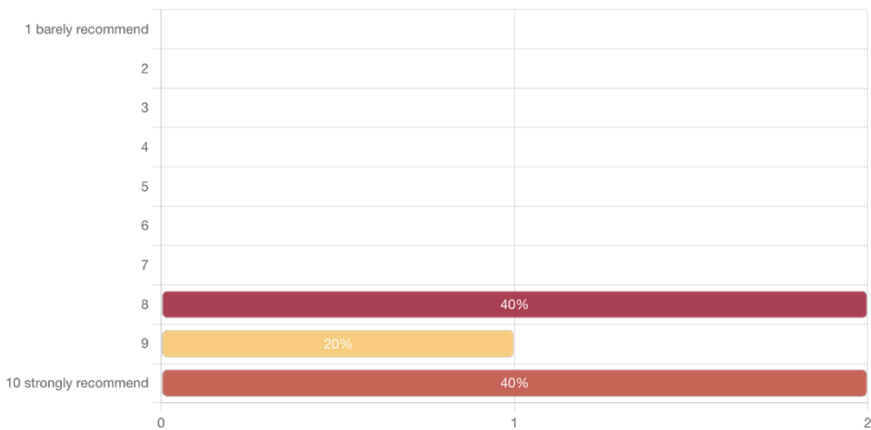


Diagram 4: To what extent would students recommend role play to other teachers on a scale of 1–10?

The reflection

This action research project had limited participation rates, as only 5 out of 25 students in this module would like to participate in the role play, with the remaining 20 students being observers only. In this way, students could not form a team of the same roles, losing the opportunity for discussion and exchange of ideas at the pre-class preparation stage. At the in-class role play, it was not possible to conduct the role play in several parallel groups, each of which consists of all the five roles and compare the practice among different

groups. If there was a larger participation rate, students would also be able to reflect on their own performance through comparison. In such a situation with limited participation rates, some students might be anxious and unable to perform their best in front of such a large group of observers.²⁷

Even though there were limited students participating in the role play, the role play itself did generate very positive outcomes and assistance for the students, stimulating role players' active engagement in learning and applying corporate governance related matters. The students find the role play not only helps them understand listed companies' corporate governance in different scenarios and different roles' responsibilities in corporate governance, but also helps them build up some other learning-related skills like critical thinking skills, problem-solving skills, communication skills, decision-making skills and advising skills. One student particularly points out that the role play is helpful for a future career as an in-house company lawyer. Overall, the feedback is quite positive and the students would highly recommend this teaching and learning approach to teachers teaching different modules.

These outcomes are well-aligned with relevant long-acknowledged theoretical underpinnings. First and foremost, Benjamin Bloom, in the 1950s, divided the learning outcomes into six main categories being at different hierarchies in a pyramid.²⁸ These were revised by corresponding researchers, theorists and specialists in 2001, and now they are "remember", "understand", "apply", "analyse", "evaluate" and "create" from the base to the top of the pyramid (as Diagram 5).

²⁷ Paul Bergman, Avrom Sherr and Roger Burrige, 'Learning from Experience: Nonlegally-Specific Role Plays' (1987) 37(4) *Journal of Legal Education* 535, 538.

²⁸ Patricia Armstrong, 'Bloom's Taxonomy' (*Vanderbilt University Center for Teaching*, 2010) <<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>> accessed 20 May 2024.

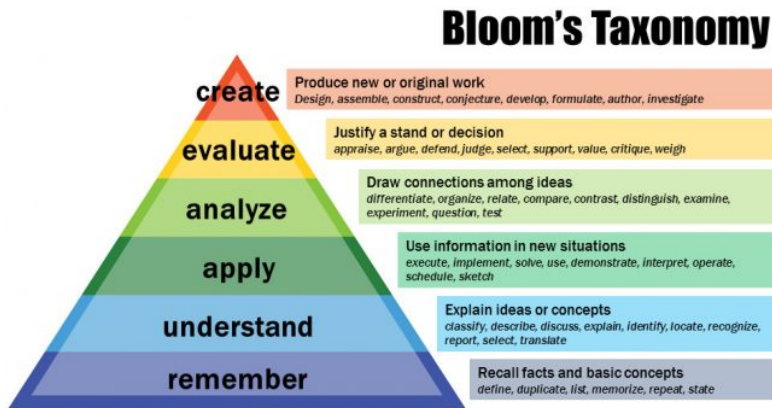


Diagram 5: Bloom's Taxonomy²⁹

Through the role play in this action research project, the students are able to achieve all levels of learning outcomes in Bloom's Taxonomy. The students must remember, understand and apply relevant knowledge in the module to take on and prepare for the different roles of Lobston plc and engage with the company's daily corporate governance set in the simulated scenarios. They can further achieve higher-level skills in the pyramid through the in-class role play practice. The students should be able to analyse Lobston plc's corporate governance activities over the five-year period to evaluate any effective aspects and ineffective aspects of their own roles and other roles of the company, challenge other roles and defend their own roles, and create future strategies for the company.

The role play also follows Gerald Hess's six principles³⁰ in adult legal education. Gerald Hess's principles include "voluntariness", "respect", "collaboration", "context", "activity" and "evaluation".³¹ The role play in this action research project is consistent with all these six principles, having particular reflections on collaboration, context and activity. Adult law learners expect cooperation with not only the teachers but also other

²⁹ *ibid.*

³⁰ Gerald F. Hess, 'Listening to Our Students: Obstructing and Enhancing Learning in Law School' (1997) 31 *University of San Francisco Law Review* 941.

³¹ Ann Juergens and Angela McCaffrey, 'Roleplays as Rehearsals for "Doing the Right Thing" – Adding Practice in Professional Values to Moldovan and United States Legal Education' (2008) 28 *Washington University Journal of Law and Policy* 141, 161.

students.³² They would also like to learn in the context of actual or simulated scenarios rather than learning in a vacuum.³³ And they prefer to do more in their learning in the classroom rather than just listening to the teachers.³⁴ The role play provides the students with the opportunity to cooperate with other students, learn and apply knowledge in a simulated scenario and do activities in the class.

Robert MacCrate, who was formerly the chairman of the American Bar Association Task Force on Law Schools and the Profession, summarised ten essential lawyering skills in the Task Force's report, which is nowadays known as the MacCrate Report.³⁵ The ten essential lawyering skills are: "1. Problem solving; 2. Legal analysis and reasoning; 3. Legal research; 4. Factual investigation; 5. Communication; 6. Counselling; 7. Negotiation; 8. Litigation and alternative dispute resolution procedures; 9. Organisation and management of legal work; 10. Recognising and resolving ethical dilemmas."³⁶ Even though the role play, unlike traditional mootings in general law education, does not train the students' skills in litigation and alternative dispute resolution procedures, it does build up students' skills in the remaining nine aspects, which has been proved by the students' feedback.

However, shortcomings of role play should also be considered although they are not pointed out by the students. First and foremost, students are normally taking multiple modules at the same time, so there might be an overly heavy workload for the students if role plays or a mix of role play and traditional mootings are widely used in all their modules. Secondly, to what extent instructions should be provided regarding the role play is not easy to confirm but very important to keep the balance between being sufficient to perform the role play and leaving enough space for students' own divergent and critical thinking.³⁷ No feedback was provided in this aspect through the survey in this action research project; however, in the school survey for

³² *ibid.*

³³ *ibid.*

³⁴ *ibid.*

³⁵ Graham C. Lilly, 'Skills, Values, and Education: The MacCrate Report Finds a Home in Wisconsin' (1997) 80(3) *Marquette Law Review* 753, 754–756.

³⁶ Juergens (n 31) 164.

³⁷ Jil Howieson and Shane Rogers, 'Using the Role-Play at the Lectern: Developing "Work-Ready" and Confident Professionals' (2018) 52(2) *The Law Teacher* 190, 192–193.

modules 2023–24, one student pointed out that a better explanation could be provided in advance of the role play, about what it entailed and how best to prepare.

Conclusion

Overall, this action research project gives the research question in this paper a clear answer: role play absolutely can be an effective pedagogical tool for corporate legal issues surrounding various stakeholders in a corporate setting, such as shareholders, directors, and outside creditors. It is a good student participation and engagement strategy. It is worth noting that the role play as a pedagogical strategy does not intend to replace other pedagogical approaches, rather it plays a supplemental role in law education.³⁸ Through the role play exercise, students learn the knowledge and learn about themselves as well as their peers.³⁹ The originality of ideas and surprising conclusions from students might also allow the teacher to learn from the students, which could be helpful for both the teaching and the research of the teacher.⁴⁰

With regard to the possibility of role play as an assessment tool for the LW51007 Corporate Governance module, a conclusion cannot be drawn from this action research project. The assessment should be able to measure the student's achievement of the intended learning outcomes and should also be able to form comparisons among different students.⁴¹ Both aspects need further exploration and investigation as there are various roles in a role play, and these various roles are not always parallel with each other, which generates the problem of equality among different students taking on different roles. Moreover, the difference and overlap between role play and written coursework/oral exams should also be considered in determining whether role play should be a new assessment tool.

³⁸ Bergman, Sherr and Burridge (n 27) 539.

³⁹ Howieson and Rogers (n 37) 192.

⁴⁰ Phillips (n 3) 2.

⁴¹ UKSCQA, 'UK Quality Code for Higher Education' (2018) UKSCQA <https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-assessment.pdf?sfvrsn=ca29c181_4> accessed 23 May 2024.