



Educational Oversight: report of the monitoring visit of The London School of Law, March 2015

Section 1: Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that The London School of Law (the School) has made progress but further improvement is required with continuing to monitor, review and enhance its higher education provision since the previous [monitoring visit](#) in March 2014.

Section 2: Changes since the last QAA visit

2 The School has 98 higher education students, which is 27 per cent less than at the monitoring visit of March 2014. No new learners have been recruited on Association of Business Practitioners (ABP) programmes after ABP ceased trading in May 2014. The Association of Business Executives (ABE) has taken over the management of these qualifications for students already enrolled. Pearson BTEC courses failed to recruit this year.

3 The School has become an accredited Centre for ATHE Ltd and has 11 students enrolled on the ATHE level 7 Diploma in Healthcare Management. A level 4 Diploma in Paralegal Studies accredited with the National Association of Licensed Paralegals (NALP) and a Postgraduate Diploma in Business Management are also being offered. Other programmes remain the same as at the last visit.

4 Two new lecturers have been appointed to the Business Management Department.

Section 3: Findings from the monitoring visit

5 The School has made some progress on suggestions made in the 2014 monitoring visit report, and earlier reports, but further improvement is required. Several action plans have been developed, including one within the annual Self-Evaluation Document, an action plan for mapping against the UK Quality Code for Higher Education (Quality Code), an overall Quality Improvement Plan and individual programme actions plans, and various actions, including ones on feedback and assessment, monitoring of student statistics and departmental meetings, have been implemented. However, actions resulting from the monitoring visits have not been systematically recorded or monitored.

6 The quality of feedback to students on formative assessment has improved. There is more rigorous moderation with 100 per cent second marking and marking criteria are used effectively. The application of the University of London marking template has ensured greater consistency and students confirmed that they find this feedback format beneficial.

7 The School continues to monitor the statistics for individual subjects on all programmes and to present the data using bar charts. However, very limited data is presented and there is no analysis of student performance. No comparison is made between results in mock examinations and final results in order to evaluate teaching and inform future actions. Actions resulting from external examiner feedback are not yet fully implemented.

8 Programme and student statistics documentation lack consistency in terms of inclusion of details such as programme titles, unit and level, while standardised templates are not used for presentation visuals and other teaching materials.

9 Departmental meetings, with appropriate membership, are being held more regularly. However, meeting minutes lack detail and agenda consistency and sometimes student focus. A staff-student meeting has only occurred once and lacked a formal agenda.

10 The virtual learning environment (VLE) was recently unavailable for several weeks during which tutors furnished students with hard copies of teaching material. With the appointment of a new technician, an updated version of the VLE has been implemented, which staff and students agree is a significant improvement. However, the website contains inaccurate information and requires more stringent oversight. LLB students were complimentary about the availability and usefulness of the University of London's VLE.

11 The newly introduced ATHE Ltd programme has an optional work placement and reflective portfolio. Students are required to find their own voluntary placements and, to date, none of the students registered for this programme have been able to. Students on this and other programmes expressed a strong wish to have the opportunity to enhance their employability through voluntary work placements related to their programme. The School has not yet fully explored creative approaches, such as group projects with organisations, to satisfy this demand.

12 Students continue to be recruited according to the School's policy involving IELTS or Pearson English tests, internet video interview and personal statements. However, the online admissions criteria is not entirely correct and IELTS requirements are quite low for some programmes. Some additional language support is given to students on site but this could be further developed. Robust systems also need to be in place to ensure the authenticity of certification provided.

13 Appropriate internal and external verification processes for assessment are in place with the relevant awarding organisations but care needs to be taken to ensure that students transferred from ABP to ABE are fully supported and facilitated in resubmitting work if necessary.

14 The School continues to maintain excellent relations with its students who are very positive about their overall learning experience and the accessibility and helpfulness of staff. Close engagement between the School's managers and teaching staff continues to take place on a regular basis.

Section 4: Progress in working with the external reference points to meet UK expectations for higher education

15 The Quality Manual has been augmented with a new Admissions Policy mapped against *Chapter B2: Recruitment, Selection and Admission to Higher Education* of the Quality Code. A small group from the School has mapped Parts A, B and C of the Quality Code against the School's documentation to distinguish between compliant aspects and action required. There are some errors in the School's numbering of the expectations in the Quality Code, Part A. Not all staff are fully conversant with the mapping exercise. The Head of Administration continues to attend annual QAA training events.

16 The School has received approval to run courses on behalf of ATHE Ltd and has created curriculum plans based on ATHE requirements and recommendations. When new staff join the School they are assessed to determine whether they should complete a

teaching qualification and new staff are observed teaching at frequent intervals during probation. All staff are observed at less frequent intervals after probation.

Section 5: Background to the monitoring visit

17 The monitoring visit serves as a short check on the provider's continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider of any matters that have the potential to be of particular interest in the next monitoring visit or review.

18 The monitoring visit was carried out by Ms Jacqueline Young, Coordinator, and Dr Jenny Gilbert, Reviewer, on 3 March 2015.

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