

## Review for Educational Oversight: report of the monitoring visit of Middlesex College of Law, March 2013

### 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 Middlesex College of Law (the College) has made commendable progress with implementing the action plan from the February 2012 [Review for Educational Oversight](#) (REO).

### Section 2: Changes since the last QAA review

2 The College has 48 students, which is 13 fewer than at the REO visit in February 2012. There are 31 Diploma in Law students and 17 LLB students. The College has devised its own International University Foundation Programme (IUFP) as a pathway at level 3, and since achieving Highly Trusted Sponsor status in April 2012 has enrolled three students. Sixteen UK universities currently recognise the IUFP, and the College has formal progression arrangements with some of those.

### Section 3: Findings from the monitoring visit

3 The College is making commendable progress in relation to the good practice identified in its REO report. It has successfully implemented a termly review of the effectiveness of attendance monitoring and the Records Officer is engaging proactively with student absences, using email and text alerts. This has resulted in significant improvement compared to previous attendance.

4 The College has implemented a more rigorous approach to admissions, induction and progress monitoring. The more detailed programme to induct new students, and improvements to the handbook have resulted in a more effective framework to support students.

5 Student feedback to the College has been much improved by the appointment of a Student Liaison Officer to coordinate student concerns. This new role has clear terms of reference, and reports directly to the Chief Executive, which clearly enhances staff-student communication. Students confirmed their appreciation of this development.

6 The College is making commendable progress in implementing the advisable actions identified in the action plan. It has reviewed assessment processes, with two 'mini-mocks' replacing two standard written assignments. This action better prepares students for summative assessment.

7 The College has developed new assignment cover forms and formative assessment feedback sheets based on awarding body suggestions. These successfully link tasks and feedback with achievement of learning outcomes. Staff have been fully briefed in their use.

8 The College responded to the desirable actions arising from the REO report by reviewing its Quality Assurance policies and procedures, and developing a new Quality Assurance Framework. This successfully provides a coherent and accessible repository for quality assurance processes and templates.

9 The College has evaluated the effectiveness of its approach to plagiarism, and has developed a new policy to complement its investment in a software detection system. Staff have been trained to use the software, and the College has taken a discipline-informed approach appropriate to the referencing conventions in law.

10 The College is making effective progress in its approach to enhance the quality of learning and teaching. A new teaching and learning strategy complements a new induction handbook, providing students and staff with clear information about submission dates and turnaround time. Cut-off points are being introduced. Tutorial and study groups have been successfully introduced.

11 The College has implemented a new staff development policy. This successfully addresses an advisable action from the review report to enhance the professionalism of part-time teaching staff. Classroom observations and student feedback are being used effectively to develop the competency of teachers.

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

12 No external reviews have taken place since the last REO visit. The next review of University of London International Programmes is in late March 2013.

13 The College demonstrates highly effective engagement with relevant external reference points. Staff actively enhance the quality of learning, in alignment with *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ), levels 4 and 6.

14 The College has made commendable progress in using the UK Quality Code for Higher Education (the Quality Code). The College has embedded several chapters in its quality assurance processes to enhance the quality of student admissions, student engagement and student feedback on teaching. The College has clear policies on plagiarism and staff development. The new teaching and learning strategy has been put into action by staff. Students were positive about the Academic Handbook and provision of tutorials and study groups.

15 Good progress to enhance the effectiveness of formative assessment is apparent, especially feedback sheets highlighting learning outcomes. Staff fully understand their responsibilities in relation to the awarding body.

16 To further enhance engagement with external reference points, the College might use data analysis more explicitly in its annual monitoring processes, and map the Quality Code to its Quality Assurance Framework.

## **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 Dr John Butcher (Coordinator) and Dr Elizabeth Briggs (Reviewer) on 11 March 2013.

