

Review for Educational Oversight: report of the monitoring visit of The London School of Law, March 2014

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 acceptable progress with continuing to monitor, review and enhance its higher education provision since the previous [monitoring visit](#) in March 2013.

Section 2: Changes since the last QAA monitoring visit

2 The School has 135 higher education students, which is 13 per cent fewer than at the annual monitoring visit of March 2013. Students were not recruited to the Professional Diploma in Law and Practice and the provision will discontinue at the end of the academic year 2014-15. In March 2013, the School was awarded the status of Registered Centre by the University of London for the Bachelor of Laws. The School was awarded a further five years accreditation following a successful institutional visit by the University of London in April 2013, and in November 2013 was approved by Pearson to offer Higher National Certificates and Diplomas in Health and Social Care. Two staff will be recruited in readiness for the first intake in September 2014.

3 Additional rooms in the building have been leased by the School to house a new, larger, library and a computer room that is equipped with new computers. It also has a new conference room and an additional student common room.

Section 3: Findings from the monitoring visit

4 The School continues to enhance its provision in response to the good practice and recommendations of the previous review. The School has developed new policies for resources, e-learning and the virtual learning environment, and feedback. These are included in the Quality Manual that is given to all members of staff at the beginning of the academic year. Staff confirmed that the policies are well embedded and are effectively implemented. Students receive feedback for formative assessments and mock examinations on a standard template. They find the feedback helpful and gain confidence in their written skills in preparation for final examinations. However, the feedback is not moderated and marking criteria are not used consistently, or made distinct from individualised feedback.

5 The School is developing internal quality systems and processes to ensure that the management of standards and quality is maintained and enhanced; the success of which will need to be monitored at the next visit.

6 There is an effective annual monitoring process that includes discussion of unit statistics, programme reports and an annual self-evaluation report. Programme reports consider student feedback but do not include statistics on students' performance, nor do they take into account external examiner feedback, where available, to inform programme and school action plans.

7 All programme teams hold minuted meetings, although there is inconsistency in the frequency, membership and agenda items discussed across the programmes.

8 Students are able to provide feedback on teaching, and evaluation of each individual taught session has been recently introduced. Students reported that they find the task onerous but agreed that the process helps to identify issues quickly and that they are rectified by the School.

9 Staff training on peer observation was well attended and staff have engaged with its application to enhance student learning. The frequency of peer observation, up to three times a year, is determined from student feedback and analysis of unit statistics. Staff confirmed that the results of peer observation are used to inform appraisal.

10 The School collects information on the teaching qualifications and continuing professional development activities of all staff. All full-time tutors have now completed a Preparing to Teach in the Lifelong Sector teacher training qualification and, as a result, are confident in their ability to discuss and effectively implement assessment feedback, differentiation and student engagement.

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

11 The School makes effective use of external reference points including *The framework for higher education qualifications in England, Wales and Northern Ireland* and the UK Quality Code for Higher Education (the Quality Code). The Quality Coordinator continues to work closely with the awarding bodies and the School's staff to refine the mapping of the Quality Code. A thorough mapping process against all sections of the Quality Code is virtually complete and a useful toolkit presentation has been developed for staff training. External examiners are used to verify and improve quality.

Section 5: Background to the monitoring visit

12 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.

13 The monitoring visit was carried out by Dr Margaret Johnson (Coordinator) and Dr Jenny Gilbert (Reviewer) on 12 March 2014.

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