Name of Provider: The University of Law
UKPRN: 10039956

Introduction
The vision of The University of Law (the University) is to be the global university of choice for the professions, by driving innovation in applied education to deliver outstanding employment outcomes. The University's heritage can be traced to 1876, when the tutorial firm Gibson and Weldon was founded to provide distance learning, correspondence courses in law. The University has been providing education designed to prepare its students for the professional workplace ever since. As the legal profession has evolved, we have driven innovation in course design to deliver new programmes both to enhance opportunities for our students and to align with the needs of the legal sector and the wider economy.

The University operates from eleven sites, with campuses in Birmingham, Bristol, Chester, Guildford, Leeds, Manchester and two in London - Bloomsbury and Moorgate - and locations at the Universities of Exeter, Liverpool and Reading. Our first undergraduate degree, the LL.B, was launched in 2012 and is offered in two-, three- and four-year versions, the latter in part-time and online versions. We also provide the postgraduate professional training programmes for solicitors and barristers, alongside a suite of Masters' programmes including an MA Law and an LL.M.

The University launched a Business School in 2016, by way of a foundation year, and it is those continuing students who account for the Business and Management students in the contextual data, albeit with insufficient metrics for TEF assessment purposes. Concurrent to a strong showing in the NSS in 2016 (where the University received the highest student satisfaction rate among all Universities in the UK) we launched an LL.B with Business and a new Law Foundation year in September 2017.

In July 2017, the University was one of only 27 finalists for the Higher Education Academy's (HEA) first Global Teaching Excellence Award (GTEA). One of the assessors summarised our application as, "present[ing] a University effectively combining existing tradition with contemporary educational strategies, aiming at providing students with a modern and friendly educational environment and supporting development of work-place oriented skills and knowledge".

The QAA undertook our Higher Education Review (HER) in October 2017 and we were judged to meet all expectations and the enhancement of student learning opportunities was commended. The QAA review team identified good practice in relation to the use of consistent and comprehensive data, which enables the University to effectively manage the delivery of programmes across locations; engagement with employers to enhance learning opportunities for students; and the strategic approach to enhancement across the University, which promotes innovation and evaluates the impact on student learning opportunities

The University's metrics
We acknowledge that we have a starting point of silver but we are generally above benchmark across the core metrics, with no negative flags across the core or split metrics and with absolute high values in Academic Support. We also note that the initiatives described below appear to have had a positive impact on Year 1 students' metrics, notably in respect of Teaching on my course and Highly Skilled Employment or Further Study.

In respect of Employment and Further Study, as explained in detailed below, we are disappointed that we were below benchmark, but a careful internal analysis of our destinations data reveal that between 2015-2017 inclusive, fewer than ten University of Law respondents were not in employment or further study. We would suggest the data is as much about the timing of the survey, which does align with the typical recruitment cycle of

major law firms and chambers as explained in our Employment or Further Study section later on, than the ultimate successful outcomes of our students. However, we are not complacent and we continue to provide a comprehensive range of employability-related activities to all University students which we evaluate as part of scheduled annual monitoring.

Teaching Quality

Student Engagement
The University values the partnership it has with its students to make, inform and shape policies, strategies, protocols and procedures.

Established in 2015, the Student Association (SA) has significantly improved student engagement in quality assurance and enhancement at the University. The SA led on project working groups which focused on a holistic review of the Student Charter, and on student engagement across the University. The SA also played a key role in the development and implementation of a student experience strategy, with the SA President for 2016/17 providing the introduction. Representatives from the Association have direct involvement in QA processes and validations of all programmes, are full members of Academic Board and sit on various University committees including the Academic Enhancement Committee and the Access and Participation Committees. We are delighted that the Student Association is an integral part of the University's 'TEF Team', has contributed at every step in the preparation of this Submission, and has provided the concluding words.

In July 2017, the second SA President was appointed (and elected again in 2018) and he has helped to shape the current representational structure, and led on the recruitment of; Vice-Presidents, Course Representatives, an International Student Representative, Student Members of the Association's Governing Board, and Student Members of Committees. The SA also launched liberation campaigns focusing on students who self-identify as BAME, Women, LGBT+ and students with disabilities, each lead by a dedicated Officer.

The SA Campus Vice-Presidents, SA Course Representatives and SA liberation officers are all trained on-campus, or online for students who are unable to attend or are part-time or i-programme students. The training includes a summary of Higher Education policy and the importance of student engagement, developed with GuildHE, to ensure they can engage meaningfully with discussions in committee.

The creation of the SA was a chance to enhance the partnership with students and to build on the well-established class representative system, which sees students attend Student:Staff Liaison Committee Meetings (SSLCs) which continue to be the most important aspect of the student voice. Issues raised, positive and negative, are dealt with appropriately, either locally, within campuses, or fed back to the Programme Directors for consideration to change the programme/modules. This means resolution of any problems or concerns are fed back to the student body promptly. The SA provides summaries of the campus SSLC minutes to Academic Board.

The SA runs its own awards scheme, the Annual Student-Led Awards, and in 2017/18, made eight awards to tutors. Colleagues who are awarded the 'Best Overall Tutor' and 'Best Overall Business Professional' are presented at graduation by the SA President.

The student engagement policy and protocols were redrafted and updated by the SA in 2016, and describe student engagement structures and processes, including the composition and role of the association itself, student representation on University

Committees, student feedback to the University through consultation, questionnaires and focus groups, and how the feedback loop is closed. In the NSS 2018, 79% of students agreed that "staff value students' views and opinions about the course" against a benchmark of 75%, and 77% agreed that "it is clear how students' feedback on the course has been acted on", against a benchmark of English providers of 61%. We continue to further develop and refine systems for capturing the student voice at the University; for example, in 2017, the LL.B National Programme Director introduced regular focus groups with Campus Deans to improve two-way communication with the student body and 'Welcome back' sessions to inform returning LL.B students of changes to the degree which are being introduced.

Valuing Teaching

The University has a Learning and Teaching Policy and Strategy, both of which highlight our commitment as a teaching-led, professionally-orientated University, to the enhancement of the student learning experience. Our core mission is to provide our students with the best possible opportunity to gain the relevant knowledge, skills and professionalism they need to enhance their personal development and their career aspiration. The QAA HER report reflects; "[t]he comprehensive evaluation and review of policies and practices covering the student learning experience has led to a wide range of projects to support the enhancement of student learning and support, including the development of a Student Experience Strategy and the use of technology-enhanced learning and teaching, including artificial intelligence."

The University holds an annual national Learning & Teaching Conference for all academic and professional services staff which is a significant forum for sharing strategic developments, enhancement initiatives and good pedagogical practice. This was developed to overcome the difficulties in sharing best practice across a multi-campus university.

The GTEA assessors commented that, "A real strength of this submission is the support for teaching development. The management of ULaw promotes and rewards teaching professionalism and excellence in a number of ways. The staff have professional and teaching qualifications; the institution has a clear teaching-focused strategic plan; it uses KPIs to monitor progress and ensures that all teachers are engaged in the process… The submission highlights, which is to be commended, the University providing funds for CPD and an annual teaching prize."

Students are taught, and their learning is supported, by professionally qualified academic tutors and business professionals. The University has advisers with specialised knowledge concerning the legal profession, together with extensive experience and contacts within legal practice, as well as more generic expertise for those who do not want to pursue a legal career.

All new academic tutors are encouraged to work towards gaining Higher Education Academy (HEA) Fellowship within their first three years of joining the University and to progress to the role of Senior Tutor, they have to be a Fellow. The University pays their Fellowship application fees and mentors them through the process. As of December 2018, 165 academic colleagues are Associate Fellows, Fellows, Senior Fellows or Principal Fellows of the HEA, and a further 20 have their applications in progress (of 240 academic colleagues at ULaw).

In 2015, the University launched the Academic Development Investment Fund. This enables academic tutors to enhance their subject specialism and skills, and is targeted at training with a direct and positive impact on the student experience through broadening and deepening the expertise of the teaching staff. Since 2015, 22 colleagues' higher degrees

have been or are being funded in Masters' and Doctoral programmes including in higher education and various specialist law disciplines. The investment is celebrated each year with a Higher Degrees Symposium, an event open to all academic staff and hosted by colleagues who are undertaking or who have completed a funded higher degree. The events have proven to be very successful; higher degrees participants have fed into programme design (e.g. the PGCHE, the i-MA) and have forged ideas for new products (e.g. the new policing degree) as well as producing 'tips' on enhanced M level study (e.g. tracking online student engagement).

The University's Observation of Teaching Policy, informed by the QAA Code, is used to enhance teaching and to support innovation and change where appropriate. This is achieved through two forms of observation, both conducted annually: peer observation and management observation. Peer observation involves academic tutors being placed in pairs or groups of three across subjects, cohorts and seniority levels to ensure the best possible chance of good practice being shared and disseminated. Management observations are conducted by a senior member of the Campus Management team and are carried out annually across a range of subjects and cohorts. The process enables a full and open discussion, and provides a forum to explore innovative approaches. The observations inform the Campus Management team about required areas for staff development and enable a meaningful programme of staff development to be put in place for the Campus teaching staff, both as a group and for individual tutors.

To acknowledge and reward teaching excellence, the University established the annual Teacher of the Year award in 2015, making the first award at Graduation in 2016. Aligned to the criteria used by the Oxford University Press Annual Law Teacher of the Year Award, so that the winner may be nominated for the national prize if they wish. The University's award is given to the colleague who best displays an approach to teaching that engages, motivates and inspires students, demonstrates commitment to the development and support of their students as individuals and uses involvement in other academic activities to enhance student learning. The University established a new title, that of Teaching Fellow, in 2015. This status recognises sustained and high-level performance in the fields of teaching and design, and has provided another motivation for staff to reflect on their good teaching practices. Eight appointments to Teaching Fellowship have since been made.

The University launched a new Postgraduate Certificate in Higher Education from September 2017. There are two entry points a year, in September and March. The course is online, part-time and is aligned to the UK Professional Standards Framework (UKPSF) in that the first module's summative assessment can form the basis of participants' FHEA applications. To date, 24 tutors have started module 1 of the PgCHE. A number of module 3 participants (Research in Law and Legal Education) are making active contributions towards the University's strategic objectives in relation to access, success and progression.

Rigour and Stretch

The ethos of the University's LL.B is to be a 'professional' law degree, incorporating academic as well as some vocational and professional outcomes along the lines of medical, veterinary, dentistry and architectural degrees. This has proved popular amongst students and sets the University's offering apart from many of its competitors. The programme is aimed at students who intend to enter the legal profession or legally-related employment, but also provides a strong academic and skill base for broader future employment. The programme develops an understanding not only of the law, but how it affects individuals and businesses. Working in the law requires, like the majority of careers, good communication skills, both written and oral. These therefore remain core to the LL.B programme and are

developed, practised and assessed throughout the course. The knowledge and awareness gained from the programme will give students an advantage in job applications and interviews (see Student Outcomes below).

In the 2018 National Student Survey, the University was ranked in the top half of all Universities. In respect of rigour and stretch, and as against Providers in England, our students find the course “intellectually stimulating” (ULaw 91%: Providers in England 85%) providing students with “opportunities to bring information and ideas together from different topics” (86%:85%), plenty of “opportunities to apply what I have learnt” (89%:81%) taught by staff who are “good at explaining things” (95%:89%).

Following an extensive curriculum review from 2014-2015, involving students and staff, we introduced a new LL.B for online delivery in 2016 and on-campus delivery in 2017. We; standardised module credit points, including a semesterised structure to even student workload; introduced an enhanced range of option modules at level 5 and 6; and we amended reading lists to highlight workshop preparation reading and consolidation reading. In addition we introduced a greater variety of assessment methods to reflect the development of key practical and legal skills by the students. These include oral presentations, projects and portfolios in addition to written examinations. This has made the design of the course more inclusive and gives students greater opportunity to demonstrate their development of these key skills, which are welcomed by employers, and more accurately assess the full range of learning outcomes. These initiatives have had immediate impact. We have seen an increase in average marks in all Year 1 modules that changed assessment methodology, and the progression rate from year one to year two has improved from 86% in 2017 to 93%.

The University’s External Examiners have access to the Assessment policy and supporting documents via a dedicated VLE account and therefore have access in the same way as members of staff. External Examiners have variously credited the University’s assessment systems as being rigorous, and the assessments as being realistic and testing students’ higher order intellectual skills as well as practitioner skills. They have commented that; “the standards were at a high level. Clearly a lot of thought and effort went into setting the questions and they are very challenging”, and the “University remains an exemplar of very good practice in assessment processes… I was particularly impressed with the emphasis on practical aspects, including the ability to apply law to complex facts and documents, in the exam questions”.

Scheduled teaching time for the University is high with full-time students receiving a minimum of 248 hours per academic year. Teaching is delivered via interactive large groups and workshops. The students also have personal tutor meetings, open-door access to tutors, extra-curricular events, and study skills sessions. The GTEA panel recognised these features of good practice; “core curricular activities include workshops for students to find solutions to complex legal and business problems” and “ULaw provides extra-curricular activities to stretch students, specifically the *pro-bono* activities [these offer students exposure to and networking with qualified lawyers and external practitioners, whilst putting their legal skills into practice]”.

The Supplementary Grade Inflation data show, we suggest, a picture of our first two-year degree student achievement in 2013-2014 and 2014-2015; students who were generally higher tariff and career changers. The first three-year cohort finished in 2015-2016, and were more medium/lower tariff and were a more diverse student population in line with the broader legal education sector.

Feedback
The University's Assessment policies and practices are designed to support the student learning experience and are aligned to the student learning activities and programme outcomes. The Assessment Policy outlines the key elements of both formative and summative assessment which ensure that students have the opportunity to meet the programme learning outcomes. The Marking and Moderation Policy outlines the processes adopted by the University to ensure appropriate academic standards are met in assessing the learning outcomes at the appropriate level and the role of the External Examiners in this process. The Assessment Feedback Policy outlines a process by which the Programme Directors communicate to all students at the start of all programmes when and how feedback on formative and summative assessments is provided through the academic year on all modules. All policies are available to all via the University's external website. For University staff and students access is available directly via the website or the VLE.

Students receive individual feedback on formative assessments which is designed to further their knowledge, understanding and application when preparing for the summative assessment in each module. A specimen full answer is also supplied, and all students have an opportunity to discuss feedback individually with a tutor.

The University has always automatically made written feedback available to all students whose attempt at a summative assessment is unsuccessful. This feedback advises students how and where they went wrong in the assessment and how to develop their subject knowledge and ability to be successful on any further attempt; in effect, feed-forward.

Since 2017, the University has also;

- amended its practice with a view to returning formative feedback within 2 weeks (from 3 weeks) of mock assessments being sat,
- introduced an additional exercise in the final year Transactions and Actions modules, where students can submit a written exercise from a workshop and receive individual written feedback,
- provided tutors with online and face-to-face training in assessment design, marking assessments in accordance with the relevant assessment criteria and in the giving of effective feedback to students, and
- implemented individual written feedback to students who have passed their LL.B summative assessments, in addition to the generic feedback lectures always provided. This feedback focuses on the student's level of performance in relation to each assessment criteria and enables markers to provide a concluding comment on which criteria need to be addressed to improve future grades and therefore the student's overall performance. Initial indications, following the distribution of semester 1 results, are that this approach to feedback on summative assessments has been well-received by students.

In the 2018 NSS, against the Providers in England benchmark:

- 82% agreed that, "The criteria used in marking have been clear in advance" (73%);
- 76% agreed that, "Marking and assessment has been fair" (73%).

However, despite the measures outlined above, in the 2018 NSS, the score for Assessment and Feedback was 69%. The score for 'Feedback on my work has been timely' was 53% and 'Marking and Assessment has been fair' was 76%. There were a number of verbatim comments that did acknowledge the introduction of individual summative feedback for all

students and that formative assessments had been returned earlier, but they often commented that it was “too little too late”. We anticipate that the new assessment and feedback strategy on the LL.B, as well as the other initiatives outlined above, will have a positive impact on student satisfaction for assessment and feedback year-on-year in the NSS. This has already been seen in most recent ULaw internal end of year survey conducted with 1st year students in June 2018, the score for ‘Feedback on my work has been timely’ was 67% and ‘Marking and Assessment has been fair’ was 80%.

Learning Environment

In the 2018 National Student Survey, as against Providers in England, we achieved the following ratings:

- Academic support (87%:80%)
- Organisation and management (84%:75%)
- “I feel part of a community of staff and students” (72%:69%), and
- “I have had the right opportunities to work with other students as part of my course” (88%:84%)

Resources
Students are satisfied with the University’s physical learning environment. In the NSS 2018, and again against Providers in England:

- 90% agreed that, “I have been able to access course-specific resources when I needed to” (86%);
- 91% that, “The library resources have supported my learning well” (86%);
- 84% that, “The IT resources have supported my learning well” (83%).

The Library Service offers qualified staff on each campus. Library staff offer library inductions introducing students to the service and support available as well as providing online and face-to-face support for all students in respect of research and referencing skills via a range of workshops and webinars and FAQs. They also promote external training opportunities from research database providers and support the student representatives who work for those specialist database companies. The library staff offer both group sessions and individual appointments on demand. They review training sessions and add new ones where required – e.g. OSCOLA referencing, making these available as webinars so students can access/revisit them at times to suit them.

An online enquiry service (staffed seven days a week) is available to all students via the Library page, ensuring that online and part-time students are able to contact Library staff with any queries. A message service is available outside staffed hours. Library staff also provide a current awareness service via the Library page ensuring that students can keep up to date on areas of interest to them.

Students are able easily to find and access online and print resources via a Discovery Tool from the Library website. Students have access to a wide range of online books via subscription databases and book platforms such as Law Trove. Usage statistics are monitored to ensure that resources meet student needs (e.g. recent statistics from Law Trove suggest that use has doubled over the past 12 months - 30,000 in Oct 2017 to 60,000 in Oct 2018). We continue to review and develop the collection and have recently added HeinOnline. The Library is currently working to implement the Leganto Resource list solution to enable students to easily access core and recommended reading for their specific courses.

The Library Service works closely with the SA to get feedback on the service, regularly attending the Student Parliament and SSLC meetings, and arranging focus groups and involving them in decisions (e.g. Library Services Platform, Leganto Resource list demonstration). In 2018, the library team received the inaugural SA Presidential Special Recognition Award to reflect this collaborative partnership.

The University has significantly invested in IT Infrastructure facilities taking into consideration feedback from students. For example, we are in process of implementing a Virtual Desktop Infrastructure which replaces all aged PCs with a streamlined 'Thin Client' device which will provide quicker boot up times, and hot swapping devices without setup requirements. Continuous evaluation of University systems is undertaken to ensure the optimum fit for the student learning experience, enabling student study support, promoting flexible study patterns and meeting the needs of a variety of learners. Accordingly, as a result of creating free workspace for the bring-your-own-device pilot in Moorgate (launched in consultation with the SA), an additional 40 PCs were transferred to Birmingham which was the campus with the biggest need to replace aged units.

The University has embarked on a number of projects to improve the experience students receive when they interact online with the university from initial enquiry through to course completion. IT have improved the Admissions systems to enable Admissions to process applications more efficiently which means staff are able to make swifter decisions and respond to applicants. Significant enhancements have been made to improve the systems and processes for the management of Tier4 visa sponsorship which again will ensure that student's applications are handled efficiently.

The majority of our campuses are modern glass buildings located in the heart of the legal districts of major cities. They are designed to emulate the experience our students are likely to receive when they go on to major law firms and other professional employment. This means that our teaching occurs in modern purpose-built workshop rooms and our students have access to state of the art collaborate and solo study spaces. For example, on our Leeds Campus a purpose-built courtroom provides a unique experience for students undertaking moots and oral presentations.

Scholarship, Research and Professional Practice

The learning environment at all the campuses of the University is enriched by student exposure to, and involvement in, professional legal practice; and since the launch of the business school, we have taken the opportunity to extend our existing provision in law and other professional careers, into broader business enterprise and entrepreneurship. These activities are achieved by a variety of initiatives which are managed by dedicated Employability teams, encompassing wide-ranging guest speaker programmes, careers fairs and networking events as well as a far-reaching pro bono offering. These opportunities include judicial shadowing, Crown Court marshalling, volunteering at the Citizens' Advice Bureau, training to be an advocate and training to be an adjudicator for the Tenancy Deposit Scheme. These activities and events help students who might not have professional contacts or legal experience gain valuable insights into the requirements of practice, improving students' employability prospects, and building their 'social capital'. The vocational nature of the LL.B achieves the same end; it provides familiarisation and experience of the legal world where none might have previously existed.

In recognition of the fact that the students' learning experience is so enriched by exposure to professional practice, the University has a Contact with Practice Policy to encourage and support tutors to make regular and meaningful visits to practice. This might take a variety of

forms, reflecting regional and individual needs. Some tutors have consultancy roles with legal firms, some have judicial appointments, others may carry out or supervise pro bono work; they may arrange visits to firms or chambers, attend or organise local practitioner events or play an active role in a local law society. All practice work is recorded by the individual and they are asked to disseminate relevant points of knowledge or practice to colleagues, thus ensuring that professional topicality feeds into the whole student experience. 24 academic staff currently maintain work in practice alongside teaching – 10% of the academic population. 13 also hold other legal appointments, such as Tribunal or District Judge positions. Many deliver sessions at the Annual Learning & Teaching Conferences which helps enhance and improve all teaching and supports the development of all tutors.

Personalised Learning
The University's recruitment, selection and admissions policies and procedures help ensure that we admit only those students who are able to complete their programme. Where entry requirements are broadened, additional support is put in place for all students.

The University ensures that all students are fully aware of the study requirements of the programme, its learning outcomes and the level at which they will be assessed. All programmes have a student handbook which gives clear guidance on the expected weekly study hours, teaching and learning methodology and assessments. For prospective students, Programme Demands Documents are available on our website to enable them to understand the benefits and demands of the programmes before accepting their place. During induction at the start of each academic year, students are taken through the University's learning model and shown how to access materials and prepare for sessions. Sessions are scheduled on how to make use of the library and the support services which are available. Students also attend sessions on teamwork and networking, including a mock trial to assist them in establishing relationships within their cohort. Each student attends individual appointments with their personal tutor to discuss how they are settling in and any requirements they may have so that they can be directed to the appropriate support services, such as Disability Support or Finance.

The online students' induction programme takes place through a module called the "Study Centre" which introduces the students to how they will learn and follows the model adopted in the modules: i.e. beginning with short video clips before moving to reading and activities etc. Within the Study Centre, the students have a unit on each of the following: Introduction - how will I study etc., How to study online, the purpose of the submitted tasks (formative assessments) etc., Introduction to assessment, Introduction to library resources, and Employability.

The following statistics reflect the inclusive atmosphere encouraged across all campuses where tutors strive to treat each student as an individual, with an open-door policy and a facilitative and student-centred pedagogy applied in all workshops. In the 2018 NSS and again against Providers in England:

- 95% agreed that, "I have been able to contact staff when I needed to" (86%),
- 86%, "received sufficient advice and guidance in relation to my course" (78%),
- 80% found, "Good advice was available when I needed to make study choices" (75%).

Each University campus has a 'Student Hub' section on the VLE to provide students with information about resources and opportunities available locally, including the ability to sign up for extra-curricular activities and Employability events. Students on our online

programmes have a 'Virtual Student Hub' where information is provided about equivalent services. Individual student timetables are accessed online.

In the 2018 'First Impressions' Survey:

- 97% of the University's students agreed that, 'I am able to access my timetable easily' with 88% of students indicating 'I am satisfied with my timetable'
- 95% agreed that 'From the beginning, I felt welcomed at The University of Law' and 93% agreed that 'At the University of Law, I am treated like an individual'
- Early term activities were also rated highly with 95% of students agreeing that 'I understand what documents to bring to induction' and 80% feeling that 'induction was efficient'

We are delighted that the results of the First Impressions survey saw significant improvements from 2017 to 2018, with nearly every aspect seeing noticeable increases.

The University assists students through all aspects of their learning aiming to maximise retention, attainment and progression by assigning every student a personal tutor from their first day at University. The tutor is responsible for the pastoral care of that student and is the first person a student should call on if they find themselves in difficulty. The personal tutor's role includes monitoring the attendance and performance of their tutees and following up on any issues relating to either of these as soon as they become apparent. The personal tutor also provides guidance and advice on issues relating to the course, assessment, basic careers questions and personal issues the students may be facing. In providing this guidance and advice the personal tutor is perfectly placed to encourage the student to take up other opportunities within the University or externally to assist them both with their studies and their long-term career goals. The relationship also means the personal tutor can provide a meaningful reference for that student and encourages a longer-term relationship generating a stronger sense of belonging and well-being in the student.

Students are required to attend appointments with their personal tutor throughout the year. Appointments are scheduled for the start of each academic year and after each set of results on formative and summative assessments are received to facilitate discussions regarding the student's progress and any additional support they may need. These appointments are in addition to our open-door policy. Training takes place regularly across campuses at the University to ensure personal tutors are fully supported in their roles and management also have an open-door policy for any members of staff who have any queries they need to refer on. This support is augmented by a Counselling Service, a Chaplaincy Service, and access to online support via The Big White Wall. Any serious pastoral concerns are referred via a student's personal tutor to the Safeguarding Officer on Campus who will ensure that the student is accessing appropriate support services both within the University and externally.

Students' broader learning environment and pastoral provision is further supported in a variety of ways by dedicated teams at each ULaw site. Although the structure of support teams varies to meet the different demands of individual campuses, each site has a Student Services team as the first point of contact for students and staff when they need advice. The campus teams are line managed by the Head of Operational Services and are supported by the centralised Support Services team including Disability Support, Mental Health & Wellbeing and Study Skills staff. The Student Services and Support teams complement the pastoral care offered through the Personal Tutor framework. In order to ensure consistency of provision and share best practice across campuses, regular meetings take place between centralised teams and operational managers on each site. This also supports future planning and development – guidance notes/procedures created by centralised teams are regularly updated in response to feedback received from the campus teams.

The University ensures equitable access to its learning environment through its provision for those with specific learning needs by reason of disability, illness or other difficulties, and provides individual learning support where required. The Disability Support Service continues to enhance its provision for disabled students and those with learning difficulties. A dedicated team of specialists makes contact with every student who discloses a requirement with the aim of implementing a Disability Support Agreement prior to the course start date. The University's First Impressions survey 2017/18 indicated that 77% of students were aware of the Disability Support Service before arriving. The University has also started the process of including the principles of inclusive design in its programmes and assessment strategy.

As part of its support, the service arranges a needs assessment for students and make a contribution to the costs of that assessment where this has not previously been completed. In order to ensure a fair and consistent approach is taken for students requiring reasonable adjustments, the Disability Support Service is a centralised team working primarily from the London campuses. Each campus has a Disability Liaison Officer who is the main point of contact for students on site and to meet students face to face when required.

In addition to delivering a service for students, the Disability Support Service provides guidance and training to staff in order to assist them in understanding how specific conditions may impact students and to encourage an inclusive environment for all. The Disability Support Service team ensures it remains up to date with developments through its membership of external associations such as the National Association of Disability Practitioners and attendance at conferences and training events. During 2017/18, the Disability Support Manager and Mental Health Advisor have rolled out training for staff in order to identify and support students presenting with disclosed or undisclosed disabilities. Academic staff and other colleagues are also kept informed through workshops delivered at the University's Annual Learning & Teaching Conferences.

The Counselling Service offers students individual support in order to assist them in managing any personal difficulties alongside the demands of their course. The Counselling team includes fully trained professional counsellors offering access to students on all programmes. In addition to the face to face support provisions at ULaw, to increase accessibility and to address the growing tendency for students to look for help online, the University also subscribes to Big White Wall, an online mental health and wellbeing service offering self-help programmes and a variety of ways to engage with both other users and 'wall guides' (trained counsellors) in order to manage stress and support self-improvement. The 'wall guides' monitor user comments 24/7, 365 days per year and intervene where necessary to manage risk. In our first year this subscription to Big White Wall, 75% of ULaw users said they would recommend the service with 63% using the service 'out of hours'. This service has therefore been well received and has complemented the on-site support provided by ULaw staff.

In addition to study skills support provided at campuses, the University subscribes to an online study skills package, Skills for Study, to assist students in managing the requirements of their course. As in its first year of implementation, the annual Skills for Study survey evidenced that students who were using this provision rated it highly. On a scale of 1-5 with 1 being poor and 5 being excellent, all modules subscribed to received positive feedback with the majority of students rating the resources at 4 or 5. The modules with the highest ratings were Exam Skills and Time Management. In addition to the module content, the convenience of access to this platform was well received. For 2018/19, the University has

added Confidence with Numbers to its Skills for Study subscription and will continue with those previously offered; Exam Skills, Time Management, Reading and Note Making, Getting Ready for Academic Study, Writing Skills and Critical Thinking.

In order to widen access to our learning support provision, study skills workshops are recorded and are available to all students including those studying online or part-time courses who have fewer opportunities to attend face to face sessions. The Learning Support Coordinator also ran a pilot study skills workshop via a webinar in the Summer of 2018 in order to assess the viability of offering more online. The pilot was successful and webinars will be rolled out in 2018/19 in order to further increase accessibility.

Student Outcomes and Learning Gain

The panel and assessors will have noted the Supplementary Metrics (LEO) sheet is blank; unfortunately, alternative higher education providers are not yet in scope for LEO.

Employment and Further Study
The University compiles statistics for those who graduate from the University, using HESA's Destination of Leavers from Higher Education. The latest dataset includes a greater proportion of students undertaking a three-year degree than for the preceding cohorts. The academic entry criteria for the two-year course is higher than the three-year equivalent and will tend to include more mature learners with greater clarity on their journey. The nature of The University of Law is that it focuses on preparing students for employment in distinct professions, which allows refined and specific interventions which is helpful and contributes positively to the development of appropriate employability skills. However it also has distinct recruitment cycles which can mean that strong candidates secure positions with a delayed entry to the workplace beyond the time period in which the destination data is currently collected, so in any one year there is an element of timing, which will positively or negatively affect the employment statistics, while not necessarily the outcome for the student. Furthermore, those who do not decide to pursue a legal career will be well equipped to use their qualification in a range of other employment areas; some will make a swift transition and be in employment soon after completing their course, whilst others will take time to find the right path. In 2015, 2016 and 2017, 96%, 91% and 92% respectively were in employment or further study. The apparently poorer performance in the last two years must, however, be seen in the context of the population size – as we said above, in the returns for all three years, fewer than ten ULaw respondents were not in employment or further study.

Employability and Transferable Skills
The Employability Service has a core strategic objective 'to contribute to overall student satisfaction by enabling current students and alumni to achieve their career ambitions'. The support actually commences before the student arrives, including access to comprehensive online advice and guidance on the Student Employability Programme (StEP). There are ten steps, each containing a range of resources from written advice and online workshops to practical activities and useful weblinks. The first step offers an understanding of the legal market and is followed by a series of helpful subsequent steps, including each of the different phases of a traditional recruitment process. Potential students can determine whether a law course is the right choice for them, whilst those who are more certain can enhance their understanding and advance their planning for the future. All students are invited to participate in regular Careers-oriented webinars and have access to Careers Consultants at open days, campus visits and University talks.

There are a series of core employment services offered to all undergraduate students, which include one-to-one advice and guidance, available through face to face, telephone, Skype or email/audio appointments. We also make available an Employer Speaker programme, workshops and employer events, careers fairs, and practical experience through pro bono (legal advice, public legal education, shadowing and external opportunities). Students on the LL.B are introduced to the world of work and pro bono opportunities through a series of 'insight days' (court visits, trips to law firms, etc) and are able to participate in a number of schemes from year one.

In the first two years, the LL.B incorporates 20 hours of timetabled contact time on employability, plus 20 hours devoted to the development of an Employability Achievement Record. This is aside from all the optional and discretionary opportunities outlined above. All LL.B students are introduced to employability within their first two weeks of arrival on a day-long 'Career Development Workshop' which includes compilation of a personal action plan. We are delighted that this hugely popular initiative also provides an opportunity for final year students and recent graduates to network over lunch with the new students, local employers, academic and other staff; thus enhancing their own skills and employment prospects. This crucial introductory day has a unique dimension in that it is led on each campus by the Director of Employability, thus crystallising the commitment to employability that is part of the University's distinctive appeal. It earned a nomination for Outstanding Contribution to Work Experience at the National Undergraduate Awards 2018. The subsequent workshops consider each element of the recruitment process, from producing a strong application form and CV, to performing well in interviews and assessment centres. As the students move through their course, the content moves towards developing career enhancing skills, such as networking, presenting and negotiating.

There are specific sessions for all LL.B students as they approach the end of their studies, to inform them of the further study opportunities at the University – namely the LPC, LL.M and BPTC. This is a natural progression for LL.B students and are required for progression to the Bar or to being enrolled as a solicitor. The sessions are designed to allow students to make an informed decision. Whilst such continuation contributes positively to the University's employability statistics on 'highly skilled employment', it is important to recognise that the advice is impartial and balanced - the associated financial burden of further study necessitates a growing number of students to seriously consider waiting a year or more before enrolling. In this interim period, the graduates are not discouraged from broader developmental activities, such as travel, and as such anyone taking this path may not have a 'destination' which presents a wholly accurate picture. The timescales associated with Graduate Outcomes will better capture their true progression. Naturally, support is also provided for those who wish to follow an alternative career path within law and it is made clear from the very first workshop that the qualification opens doors to a wide variety of short and longer-term careers.

Graduation from the University is not the end of our Employability relationship with students. All alumni are supported by continued access to StEP, as well as access to JobSearch, our platform which provides access to hundreds of jobs in the legal sector, and to one-to-one careers advice through an email advice service.

During the course of 2017, a complementary online tool to the Student Employability Programme was developed – the Professional Employability Programme. This tool covers ten career development topics, which offer a more sophisticated look at the demands of the workplace than traditional focus on important employability areas such as teamwork, communication, problem solving etc. The Programme confronts such challenges as

managing upwards, dealing with conflict and even navigating office politics. Whilst most of the examples are based on the legal profession, the topics are relevant across a wide range of industries and thus is relevant for those who have ambitions in other areas. The motivation for the project was the feedback from students that whilst they still demanded extensive support in preparation of CVs and applications, guidance on interviews and navigating the other phases of recruitment processes, an increasing number were already in work and looking for progression. This Programme offers insight on the skills and behaviours which make a difference to advancement in the workplace.

Whilst part-time, remote and sponsored students are particularly likely to be beneficiaries of such added value, there is also scope to help alumni advance their careers. In particular, the modules on developing business profitably, making the most of your professional and personal network, management and leadership skills are likely to equip individuals with tools to help them progress. The topics covered are complex and do not lend themselves to a single right answer so there will be opportunities for one-to-one support and guidance to determine suitable action planning. The Programme is however hugely valuable to job seeking students as well as employers who are impressed to see that a potential recruit has an appreciation of the challenges that lie ahead in a professional workplace. Where there has already been some active consideration and development, the applicant has an advantage in a highly competitive process. The GTEA reviewer commented that, “Embedding employability in the curriculum on top of careers service provision is a high point… Mentoring by practising lawyers is also an impressive point of distinction.”

We are delighted to have been shortlisted for the Best University Careers/Employability Service at the National Undergraduate Awards 2019.

Positive Outcomes for All
We are a diverse, inclusive university, welcoming applicants from all backgrounds and supporting students through their studies with us to successful completion and progression into the workplace. Our ambition is to ensure that every student has the opportunity to succeed to the best of their ability.

As a university with campuses in different parts of the country we are very conscious that the student bodies at each campus vary. Each campus is to some extent reflective of its local community and therefore the groups that may be underrepresented at one campus will differ from those at another. We embrace that diversity and seek always to be sensitive and responsive to the character of the particular mix of students at each campus.

Although BME is relatively well represented in solicitors’ firms, the legal sector has issues with diversity. For example, although women make up 48% of all lawyers in law firms, only 33% are partners, with only 29% at the largest firms. People with disabilities are not well represented, with only 3% of all groups reporting a disability, 2% of partners. We work with a number of law firms to help them achieve their corporate social responsibility, diversity and inclusion strategies, including a number of recruitment schemes and *pro bono* projects. We sponsor the Black Lawyers Directory and provide workshops at their events and at a pre-National Law Fair workshop. We sponsor and host the Sutton Trust’s Pathways Plus programme, open only to applicants who meet widening participation criteria, which seeks to enhance students’ leadership and employability skills. We run a Step into Law programme, open to all prospective students, and we also fund participation in Legal Cheek events run across the country, aimed to demystify access to legal careers to those unfamiliar with them, and also raise commercial awareness amongst law students. We regularly participate in Law Society events aimed at mature career changers. We sponsor the Miranda Brawn Diversity

Leadership Foundation and host their annual diversity leadership lecture, aimed at 14-21 year old BME future leaders. Capturing this activity in terms of measurable targets and impact is challenging and will be further considered by our Widening Participation and Access Committee.

We have established an Employer Advisory Forum, which has access and participation as a standing agenda item, to consider how best to enable students from underrepresented groups to progress into (and then in) the workplace. We plan to undertake research into the best ways of working with the sector, working towards specific measures for subsequent strategic focus.

Conclusion from The University of Law Student Association
The SA receives feedback from students in a variety of ways, via SSLC meetings, Student Parliament, questionnaires and informally through discussions with students. The SA ensures effective communication with the University to ensure that any feedback can be articulated and responded to, which has resulted in a highly effective working partnership.

The University is adaptive and responsive to student feedback which allows the student experience to be constantly improved. Students highlighted the need for assessment feedback on all summative assessments, regardless of whether a student has passed or failed. This is something which the University has responded to and is rolling out a system to ensure it can be effectively implemented across programmes. Continuing SA involvement is integral to this pilot.

The feedback received by the SA shows that our Members value the practice-lead teaching at the University; that invaluable experience as barristers and solicitors sits alongside an accessibility that creates a partnership with students in their learning. Widening access and participation is an absolute priority for the SA and the University, for example, valuable work on closing the black attainment gap has already begun and we are happy to be supporting the University with this.

As an Association we are very glad to be involved in this TEF Submission. The University entering TEF has definitely been to the advantage of the Student Association because the already excellent levels of student engagement have been increased even further. Additionally student engagement on issues raised by TEF and the NSS have provided another excellent opportunity for the SA to work in partnership with the University to enhance the student experience for all of our Members.