

The University of Law

Degree Outcomes Statement 2022

Introduction

The University of Law is a private, for profit higher education institution which specialises in legal education, but also offers programmes in business, management and accounting through its Business School, and criminology and policing. Its income is generated through tuition fees, funding from the Education and Skills Funding Agency for its apprenticeship programmes and some financial support is provided under section 39 (1) HERA by the Office for Students (OfS) (both recurrent grant funding and formula capital funding).

The University is registered with the OfS Training Providers for the purposes of delivering degree apprenticeship programmes.

In 2006 the College became the first independent institution to be granted Taught Degree Awarding Powers by the Privy Council, leading to development of its degree programmes. On 22 November 2012, the College was awarded full University status

The Degree Outcomes Statement has been published with reference to the Statement of Intent published by the UK Standing Committee for Quality Assessment (UKSCQA) and guidance issued by the Quality Assurance Agency (QAA).

Degree Outcomes Statements analyse a higher education institute with Degree are intended to provide reassurance that

Conditions of Registration on academic standards (B4 and B5). They are also intended to demonstrate to current and prospective students, partners and other interested parties how a University monitors the academic standards of its undergraduate awards, taking into account the diverse characteristics of its student body.

The statement draws on undergraduate degree (level 6 of the Framework for Higher Education Qualifications of UK Degree-awarding bodies (FHEQ)) outcomes of students on the otioT/F2 12 Tf16009/F2 12 Tf9(s)117rs.73 Tm0 g0 GWKes of

Section 1: Institutional Degree Classifications Profile

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The University therefore introduced wider approaches to teaching methods to provide a range of learning experiences to ensuring the programmes are more suited to diverse social and personal needs. It changed the course structure, design principles and course materials. It also recognised the importance of providing a range of assessment opportunities. Following benchmarking potential algorithms against the sector¹, in 2019/20 a new algorithm was adopted to ensure that individual performances more accurately reflected the disparate learning experiences of differing ethnic groups, gender characteristics, learning situations and disabilities. The revised algorithm now drops the marks in the weakest performing 20 credit modules at both Level 5 and Level 6 from the final calculation. Section 4 describes how the revised algorithm works and the rationale behind it.

The data on first class honours and 2.1 degrees awarded by the University to undergraduate students in 2019/20 and 2020/21 confirm the effectiveness of the range of measures adopted.

In addition, the University introduced a No Detriment Policy in April 2020 in response to growing concerns about the impact of the Covid-19 pandemic on assessment. Section 1.3

played a part in influencing degree outcomes for 2019/2020 and 2020/2021.

All these factors contributing factors have together resulted in a greater increase in 2:1s and 1st class degrees than had any been taken into consideration on their own.

1.2 Trends in Undergraduate Degree Classifications by Demographic Groups

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White students, whilst also showing improvement, had a much lower trajectory. In addition, outcomes amongst disabled students have improved significantly.

		2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Gender	Male	50.8%	43.9%	50.0%	74.1%	73.8%
	Female	35.9%	42.0%	53.9%	82.3%	84.3%
Disability	Disability	38.9%	45.7%	44.9%	71.7%	82.5%
	No Disability	41.3%	41.6%	55.1%	82.8%	80.8%
Ethnicity	BAME	4.3%	7.2%	10.3%	44.5%	74.5%
	White	46.2%	54.2%	66.5%	88.9%	90.3%

in Higher Education programme. Both education activities are aligned to the Advance HE UK Professional Standards Framework.

Assessment design is based on fundamental principles, ensuring assessments measure student achievement against learning outcomes in an applied context. All assessments are considered through a design and scrutiny panel and are approved by external examiners.

Consistency in marking is upheld through calibration and standardisation exercises undertaken before marking commences. Moderation and External Examination play a key role in sampling and checking that standards have been met. External Examiners

Student Wellbeing service - A Student Wellbeing service for students includes counsellors, student welfare advisors and disability support advisors. Students also have access to a ULaw BeWell app.

Student Support We have named Student Journey Advisors to support students with pastoral issues during their time at the University; Academic

themselves in their academic performance.

Technology Enhanced learning - The TEL team adopts a student-centred approach to exploring technology requested within curriculum delivery. i.e., Virtual Reality, simulated learning scenarios.

Despite the interruption from COVID-19, the methods and general standards of marking have been wholly consistent, and the feedbacks were clear, detailed and helpful.