



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The University of Law Limited against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

The University of Law Limited's ambition and strategy as detailed in the 2019-20 access and participation plan:

Strategic Ambitions:

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. We recognise that there is still work to do on improving outcomes for students from some groups. Our ambition is to ensure that every student has the opportunity to succeed to the best of their ability.

A broader aim over the next five years is to increase our undergraduate student body. We want to reach as broad a body of students with the potential to succeed as possible and we want to help those students succeed.

In terms of setting ourselves targets in this Plan, therefore, where we have not identified a gap in outcomes for underrepresented groups we will aim to maintain our performance while increasing the number of students. Where we have identified a gap we aim to increase both number of students and improve the performance of underrepresented groups.

We are setting our targets in terms of change to a current percentage, rather than reducing any internal future gap.

An important target is improving our capture of comprehensive data, so as to be in a position to evaluate other underrepresented groups in future. We will subscribe to a learner analytics service which will help us monitor students through their study, with the intention of increasing continuation, completion and pass rates.

While the ultimate aim must be to eliminate gaps, we also want to set realistic targets. Having reviewed our data, and the initiatives we are putting in place, we think that a general aim of halving current gaps over the next five years is realistic.

Separately, we aim to increase the percentage of 1st /2:1 outcomes across the university as a whole. Our 1st/2.1 rate, albeit for small cohorts, has been around 50%, significantly lower than the sector (c65% for Law). Through feedback from external examiners, and more engagement in the undergraduate sector, we have concluded that while design of the LLB was benchmarked against the FHEQ descriptors, expectations may have been unduly high regarding student learning and assessment, although this was difficult to measure given the small graduating cohorts on accelerated courses. Following an extensive curriculum review from 2014-2015, involving students, staff and externals, we have evened out student workload, including a semesterised structure, we introduced level 4 modules specifically aimed to ease transition into higher education, and developed an enhanced range of option modules at levels 5 and 6. We have retained our practice and professional focus. These enhancements to our course will allow the overall cohort to realise grade improvement and achieve a 1st/2.1 rate of 65%, an increase of 15%; targets for underrepresented groups will take that overall increase into account also.

Access ambitions

Our ambition is to build on our already diverse and inclusive community, encouraging application and enrolment from a broader range of students from underrepresented groups.

Success ambitions

Improving completion, pass and good pass rates for identified groups is the key focus of this Plan, underlined by the fact that we are allocating over half of our resource plan to this area.

Progression ambitions

Our ambition is to support students beyond short-term job hunting into long term professional employment. We are investing in online resources and we will run events which outline the

opportunities and practical challenges as a career develops. This will benefit all students but we plan to contextualise our activity in a way that strengthens the position of those who may have relatively limited social capital and/or face specific challenges in the workplace.

2. Self-assessment of targets

The tables that follow provide a self-assessment by The University of Law Limited of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The University of Law Limited's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	To increase enrolment of white economically disadvantaged males (POLAR 3 Q1 students).	2017-18	1.7%	0	2.45%	Percentage	2019-20	4	Expected progress
T16a_02 (Access)	To increase enrolment of care leavers.	2017-18	1.25%	1.3%	1.4%	Percentage	2019-20	2.1	Expected progress
T16a_03 (Success)	To improve continuation rate of POLAR 3 Q1 students at end of Year 1	2016-17	85%	0	85.75%	Percentage	2018-19	98.1	Expected progress
T16a_04 (Success)	To improve continuation rate of Asian and Asian British students at end of Year 1	2016-17	84%	0	84.5%	Percentage	2018-19	91	Expected progress
T16a_05 (Success)	To improve continuation rate of Black and Black British students at end of Year 1	2016-17	79%	0	80%	Percentage	2018-19	83	Expected progress
T16a_06 (Success)	To improve continuation rate of students aged 21+ at end of Year 1	2016-17	79%	0	80%	Percentage	2018-19	88	Expected progress
T16a_07 (Success)	To improve continuation rate of students who have declared a disability at end of Year 1	2016-17	87%	0	87.25%	Percentage	2018-19	85	Expected progress
T16a_08 (Success)	To improve pass rate of POLAR 3 Q1 students	2016-17	91%	0	0	Percentage	2019-20	82.7	Expected progress
T16a_10 (Success)	To improve pass rate of Black and Black British students	2016-17	79%	0	0	Percentage	2019-20	81.5	Expected progress
T16a_11 (Success)	To improve pass rate of students aged 21+	2016-17	82%	0	0	Percentage	2019-20	81.7	Expected progress
T16a_12 (Success)	To improve pass rate of students who have declared a disability	2016-17	79%	0	0	Percentage	2019-20	83	Expected progress

T16a_13 (Success)	To improve good pass rate of POLAR 3 Q1 students (1st/2.1)	2016-17	45%	0	0	Percentage	2019-20	80	Expected progress
T16a_14 (Success)	To improve good pass rate of Asian and Asian British students (1st/2.1)	2016-17	38%	0	0	Percentage	2019-20	74	Expected progress
T16a_15 (Success)	To improve good pass rate of Black and Black British students (1st/2.1)	2016-17	47%	0	0	Percentage	2019-20	36.4	Expected progress
T16a_16 (Success)	To improve good pass rate of students aged 21+ (1st/2.1)	2016-17	47%	0	0	Percentage	2019-20	80	Expected progress
T16a_17 (Success)	To improve good pass rate of students who have declared a disability (1st/2.1)	2016-17	49%	0	0	Percentage	2019-20	75	Expected progress
T16a_18 (Progression)	To improve progression to graduate level work or further study for POLAR 3 Q1 students	2015-16	70%	0	0	Percentage	2017-18	57.1	Expected progress
T16a_19 (Progression)	To improve progression to graduate level work or further study for Asian and Asian British students	2015-16	84%	0	0	Percentage	2017-18	75	Expected progress
T16a_20 (Progression)	To improve progression to graduate level work or further study for Black and Black British students	2015-16	64%	0	0	Percentage	2017-18	42.9	Expected progress
T16a_21 (Progression)	To improve progression to graduate level work or further study for students aged 21+	2015-16	76%	0	0	Percentage	2017-18	60	Expected progress
T16a_22 (Progression)	To improve progression to graduate level work or further study for students who have declared a disability	2015-16	73%	0	0	Percentage	2017-18	75	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Establish summer schools to raise aspiration and ease transition between secondary education and higher education	2017-18	0	0	Run summer school for 20 students	Headcount	2019-20	0	No progress
T16b_02 (Access)	Each campus to identify and establish relationships with schools and/or colleges in a POLAR 3 Q1 area, with a view to building a relationship with the school or college and the community surrounding it.	2017-18	0	0	7	Other	2019-20	8	Expected progress
T16b_03 (Success)	Increase on-campus presence of Learning Support team, in particular at campuses outside London	2016-17	57	100	230	Other	2019-20	222	Limited progress
T16b_04 (Access)	Each campus to establish at least one relationship with third sector organisations with a view to reaching and engaging with target groups	2017-18	3	5	8	Other	2019-20	9	Expected progress
T16b_05 (Access)	Each campus to identify and establish a relationship with at least one local school or college in a disadvantaged area, with a view to raising attainment of target group students	2017-18	0	1	2	Other	2019-20	8	Expected progress
T16b_06 (Multiple)	Pre-induction Employability Event to facilitate transition to the employability and student outcomes focus of UK Higher Education and ULaw in particular.	2017-18	0	0	100	Headcount	2019-20	0	No progress
T16b_07 (Success)	Develop "keeping in touch" plans to improve the student experience during resit period and intermission	2017-18	0	working towards	100%	Percentage	2019-20	0	No progress
T16b_08 (Multiple)	Develop learner analytics solution to inform whole Plan activity and impact	2017-18	0	working towards	100%	Percentage	2019-20	0	No progress

T16b_09 (Access)	Targeted marketing campaigns using ACORN data to assist outreach activity in local disadvantaged communities	2017-18	0	100	200	Other	2019-20	0	No progress
T16b_10 (Progression)	Employability support - increase number of engagements with target groups	2017-18	1235	1333	1400	Other	2019-20	2456	Expected progress
T16b_11 (Success)	Remain attractive as a university of choice for students with disabilities and consequently increase number of students receiving disability support services	2016-17	84	100	120	Headcount	2019-20	206	Expected progress
T16b_12 (Success)	Increase the availability of appointments offered by the University Counselling service.	2016-17	43	58	73	Headcount	2019-20	104	Expected progress
T16b_13 (Success)	Increase on-campus presence of the University Welfare Team, in particular at campuses outside London	2016-17	56	100	230	Other	2019-20	2344	Expected progress
T16b_14 (Progression)	Placements and internships (for example in law firms) to help students secure employment	2017-18	0	0	25	Headcount	2019-20	0	No progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£124,390.00	£355,000.00	185%
Financial Support	£43,537.00	£622,000.00	1329%

4. Action plan

Where progress was less than expected The University of Law Limited has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16b_01	We plan to continue to review our outreach provision to ensure it covers the specific academic and employability skills development opportunities that traditional summer schools provide, as well as providing specific support for key underrepresented and disadvantaged groups.
T16b_03	Improve recruitment processes of study skills advisors to ensure that there are no gaps in recruitment of staff and thereby study skills appointments. Continued online provision of study skills support through Skills4Study.
T16b_06	We plan to discontinue this target and focus instead on ensuring that the content of our mandatory career development workshops is appropriate for all of our students, and in particular our target progression groups for our 2020-21 Access and Participation Plan.
T16b_07	We plan to integrate the Keeping in Touch communications for key groups of students into our learner analytics system.
T16b_08	We began the Birmingham pilot in September 2020 and began to roll out the system more widely from January 2021. We also plan to invest in additional data which will enable us to get a better understanding of how our students are engaging with our online resources, which is essential for supporting our

	underrepresented and disadvantaged students when remote learning, as well as when engaging with our permanently online resources.
T16b_09	We plan to continue to review our outreach provision to ensure it meets the needs of local disadvantaged communities to our campuses. We plan also to continually review our marketing materials to ensure they support our outreach provision.
T16b_14	Due to the continuing impact of the COVID-19 pandemic and the success of the volunteering programme and opportunities fund, we have continued both of these in the 2020-21 academic year.

5. Confirmation

The University of Law Limited confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
The University of Law Limited has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Andrea Nollent
Position	Vice Chancellor and CEO

Annex A: Commentary on progress against targets

The University of Law Limited's commentary where progress against targets was less than expected.

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
As a result of logistical and practical reasons this target was reviewed and discontinued. The practicalities of running summer schools at a multi-campus institution was considered, especially as the number of undergraduate students at half of the UG campuses is fewer than 50 students per year group. Also considered were the practicalities of running a summer school at an institution with no university-owned accommodation and no specific facilities for extra-curricular activities. The University would have been unable to provide a 'traditional summer school experience'. In addition, the University's target students are those not looking for a 'traditional' university experience, so a traditional summer school was decided not to be appropriate.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The University's Access group looked at alternative provision which would replicate some of the key experiences of a traditional summer school. Over the spring and summer we delivered a 'Law Live Lecture' series to provide academic content, and a summer work experience programme to give students an insight into a legal career that they might not be able to get otherwise. Both these events were well attended (total attendees for both was over 650 participants), and well received.

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?
The target was narrowly missed by less than 5%. This was due to difficulties in recruiting study skills advisors at some campuses, which resulted in a later start date for many advisors than planned.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Due to the delayed appointment of study skills advisors at some campuses, we ensured that students at campuses without a study skills advisor were aware of and engaged with our online study skills provision, Skills4Study, and were able to access any face-to-face support through our personal tutoring system.

Target reference number: T16b_06
How have you met the commitments in your plan related to this target?
The pre-induction employability event was to be piloted in Birmingham and London in late August / early September 2019. Neither took place as student interest was very low.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We already run Career Development Workshops for all new undergraduates: a timetabled, mandatory half-day engagement. In delivering these in 2019 it was recognised that they were a more suitable forum to deliver key messages than a pre-induction event, when many of our students were busy preparing for transitioning to university. We decided to remove the pre-induction workshop initiative moving forward and ensure that the relevant content is included in these mandatory sessions instead.

Target reference number: T16b_07

How have you met the commitments in your plan related to this target?

Keeping in Touch communication plans for resitting, intermitting and non-progressing students were developed, but the deployment of these communications was delayed due to a decision to integrate them into the new learner analytics system the University is implementing. The implementation of the Learner Analytics system was delayed until September 2020 - please see learner analytics target (T16b_08) for further details.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We investigated the enhanced functionality of using our learner analytics system to keep in touch with these target groups. This will enable more personalised and targeted communications for students than we would have been able to deliver with our existing student records system.

Target reference number: T16b_08

How have you met the commitments in your plan related to this target?

The University's learner analytics system was configured and ready to be piloted at our Birmingham campus in March 2020. The national lockdown due to the COVID-19 pandemic halted the pilot as although we were able to immediately move teaching into live online streaming, we did not have the ability to capture that data in our learner analytics system at that stage. The pilot instead began in September 2020, with the ability to capture online live streamed teaching data.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We worked with our learner analytics system provider to be able to integrate our live online streaming data into the system.

Target reference number: T16b_09

How have you met the commitments in your plan related to this target?

A detailed cost-benefit analysis of the effectiveness of marketing campaigns in attracting students from disadvantaged and underrepresented backgrounds was undertaken and it was decided to discontinue this target.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The University's Access group instead worked to increase engagements with underrepresented and disadvantaged students through targeted outreach sessions for certain groups such as care experienced and mature students. We introduced more sustained outreach programmes ('Law Live Lecture' series, the Work Experience Programme and the Partnership Programme) as evidence suggests that sustained interventions have a more positive impact than single or ad hoc activities on learners' higher education knowledge and attitudes (NCOP: Two years on). We also invested in a review of our marketing materials to ensure that they complement our outreach work and have added new specific content to our prospectus and website as a result of this review.

Target reference number: T16b_14

How have you met the commitments in your plan related to this target?

The University was unable to deliver the proposed summer internships for underrepresented and disadvantaged students due to the COVID-19 pandemic and national lockdown.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

In response to the inability to deliver the proposed internships, the University launched two schemes: a volunteering programme and an employability opportunities fund. The volunteering programme enabled students from low household income backgrounds to participate in a programme comprising of 1-2-1 careers guidance and skills development sessions, a volunteering placement and a bursary. The opportunities fund enabled students from low household income backgrounds to access a fund for activities that would increase their employability, such as online courses and subscriptions to platforms like business and financial news training.

Annex B: Optional commentary on targets

The University of Law Limited's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	As our numerical milestones for this particular target do not start until the 2020-21 academic year to give time for our activities to take effect, we have self-assessed as 'expected progress'. We are, however, aware that our 2019-20 performance was below our baseline performance from 2016-17. We are taking this into consideration when delivering and reviewing our current activities in order to achieve our 2020-21 milestone.
T16a_10	
T16a_11	
T16a_12	
T16a_13	
T16a_14	
T16a_15	As our numerical milestones for this particular target do not start until the 2020-21 academic year to give time for our activities to take effect, we have self-assessed as 'expected progress'. We are, however, aware that our 2019-20 performance was below our baseline performance from 2016-17. We are taking this into consideration when delivering and reviewing our current activities in order to achieve our 2020-21 milestone.
T16a_16	
T16a_17	
T16a_18	As our numerical milestones for this particular target do not start until the 2021-22 academic year to give time for our activities to take effect, we have self-assessed as 'expected progress'. We are, however, aware that our 2019-20 performance was below our baseline performance from 2015-16. We are taking this into consideration when delivering and reviewing our current activities in order to achieve our 2021-22 milestone.

T16a_19	As our numerical milestones for this particular target do not start until the 2021-22 academic year to give time for our activities to take effect, we have self-assessed as 'expected progress'. We are, however, aware that our 2019-20 performance was below our baseline performance from 2015-16. We are taking this into consideration when delivering and reviewing our current activities in order to achieve our 2021-22 milestone.
T16a_20	As our numerical milestones for this particular target do not start until the 2021-22 academic year to give time for our activities to take effect, we have self-assessed as 'expected progress'. We are, however, aware that our 2019-20 performance was below our baseline performance from 2015-16. We are taking this into consideration when delivering and reviewing our current activities in order to achieve our 2021-22 milestone.
T16a_21	As our numerical milestones for this particular target do not start until the 2021-22 academic year to give time for our activities to take effect, we have self-assessed as 'expected progress'. We are, however, aware that our 2019-20 performance was below our baseline performance from 2015-16. We are taking this into consideration when delivering and reviewing our current activities in order to achieve our 2021-22 milestone.
T16a_22	As our numerical milestones for this particular target do not start until the 2021-22 academic year to give time for our activities to take effect, we have self-assessed as 'expected progress'. We are, however, aware that our 2019-20 performance was below our baseline performance from 2015-16. We are taking this into consideration when delivering and reviewing our current activities in order to achieve our 2021-22 milestone.
T16b_01	
T16b_02	On reviewing this target in 2019-20, the University decided to amalgamate it with target T16b_05 to develop an official 'Partnership Programme'. This partnership programme is designed to achieve both targets, by building a relationship with the school or college and the community surrounding it (T16b_02), and raising attainment of target group students (T16b_05). The Partnership Programme was launched in the 2019-20 academic year and will be developed further in the 2020/21 academic year, with a final target of 16 schools/colleges. 8 of the schools/colleges approached are in POLAR4 Q1 areas, and all 16 are in IMD Q1&2 areas, since analysis of the University's data as part of the 2020 APP process identified that for ULaw IMD is a much more accurate measure of disadvantage than POLAR, especially considering our largest undergraduate campus is based in London. Due to COVID-19 much of the logistical work in finalising the programme was delayed to September 2020 because of pressures on schools/colleges, but the initial identification of schools/colleges and the establishment of relationships took place in 2019-20.
T16b_03	
T16b_04	9 relationships with local third sector organisations were made across the whole University, as well as 4 national ones. In 2020-21 we will work to establish more third sector relationships, especially at campuses where there is currently less representation.

T16b_05	<p>On reviewing this target in 2019-20, the University decided to amalgamate it with target T16b_02 to develop an official 'Partnership Programme'. This partnership programme is designed to achieve both targets, by building a relationship with the school or college and the community surrounding it (T16b_02), and raising attainment of target group students (T16b, 05). The Partnership Programme was launched in the 2019-20 academic year and will be developed further in the 2020/21 academic year, with a final target of 16 schools/colleges. 8 of the schools/colleges approached are in POLAR4 Q1 areas, and all 16 are in IMD Q1&2 areas, since analysis of the University's data as part of the 2020 APP process identified that for ULaw IMD is a much more accurate measure of disadvantage than POLAR, especially considering our largest undergraduate campus is based in London. Due to COVID-19 much of the logistical work in finalising the programme was delayed to September 2020 because of pressures on schools/colleges, but the initial identification of schools/colleges and the establishment of relationships took place in 2019-20.</p>
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	<p>We significantly exceeded our 2019-20 milestone due to the expansion of our Employability Service's provision but also due to the introduction of a new booking system that has simplified the booking process for both staff and students. There was also higher attendance at many events that were changed from a face-to-face format to a virtual one.</p>
T16b_11	<p>Number of students actively supported at one time by our Disability Support and Inclusion Service varies throughout the year. Reported number of 206 taken from January 2020.</p>
T16b_12	<p>The 2019-20 milestone was exceeded in terms of the number of students making appointments. Of the 104 students making appointments, 44 actively engaged with the Counselling Service. Capacity was easily able to meet demand.</p>
T16b_13	<p>The 2019-20 milestone was significantly exceeded due to the expansion of welfare staff to all campuses, as well as student demand for appointments (both face-to-face and virtual).</p>
T16b_14	