BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: Qatar University, College of Law

ADDRESS: Al Tarfa
Doha 2713
Qatar

HEAD OF INSTITUTION: Dr Mohammed Abdulaziz Al-Khulaifi

DATE OF INSPECTION: 18, 20–21 & 24 May 2021

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☐ Re-accreditation awarded for the full four-year period

☒ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation withdrawn

DATE: 8 October 2021

PART A – INTRODUCTION

1. Background to the institution

Qatar University (the University) was founded in 1977. It is a publicly funded, quasi-government body. The University is made up of 11 colleges, including those of arts and science, business and economics, education, health, Islamic studies and law. British Accreditation Council (BAC) accreditation applies only to the College of Law (the College/Institution) and not to the University as a whole. The Institution offers an undergraduate degree in law and postgraduate courses in public and private law and legal studies.

The University campus covers approximately eight square kilometres in the north of the capital city, Doha. At the time of inspection, the Institution occupied premises on the campus, shared with the College of Business and Economics. A new College of Law building has been built and, at the time of inspection, was almost fully completed for official opening later in the academic year.

The College of Law is the only institution providing legal education in Qatar. It aspires to be the premier college of law in the region, in relation to the quality of its academic programmes, the achievements of its staff and graduates, and its service to the local and international community.

The Institution is a semi-autonomous unit within the overall management and governance structure of the University. At College level, the Dean provides overall oversight. The Dean is assisted by three Associate Deans with responsibility for academic affairs, research and graduate studies and student affairs.

The Institution has its origins in the establishment of the University's Department of Legal Education in 1993. The department was part of the College of Sharia and Islamic Studies until 2006, when it became a separate entity as the College of Law.

2. Brief description of the current provision

The Institution offers an undergraduate Bachelor of Laws (LLP) programme, a Graduate Certificate in Legal Studies, a Master of Laws (LLM) in Private Law and an LLM in Public Law. The Institution also provides a Doctor of Philosophy (PhD) in Law programme.

All courses are normally offered in person, but at the time of inspection, all teaching was being delivered remotely online. Most courses are taught in Arabic, with a small minority of modules on the LLB programme taught in English.

At the time of inspection, 2,333 students were enrolled. The Institution has a current capacity for around 3,000 students. All students are full time. The vast majority of students are on the LLP programme.

The vast majority of students are from Qatar and the majority of all students are female. Non-Qatari students are drawn largely from other Arab countries. All students are aged 18 or over.

Enrolment takes place annually. Admission procedures are handled centrally by Qatar University Admission and Registration Office. Students must meet published entry requirements, for example a high school award with a minimum average mark of 70 per cent.

3. Inspection process

The inspection was undertaken remotely over three and a half days by three inspectors, including a student inspector. Inspectors held meetings with the Dean, Associate Deans, the Head of the Legal Skills Department and other senior managers. Meetings were held with groups of undergraduate and postgraduate students, and with academic and administrative staff. Inspectors observed lessons and undertook a virtual tour of the current

premises and the new College of Law building. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully with inspectors before and during the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	22–23 May 2016
Interim	15 October 2017

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1.   The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	☒ Yes ☐ No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	☒ Yes ☐ No
1.3	The link between governance and management is clearly articulated and documented.	☒ Yes ☐ No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	☒ Yes ☐ No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement that is regularly reviewed and updated.	☐ Yes ☒ No
1.6	Effective action is taken by the governing body and senior managers in response to the outcomes of regular risk assessments.	☐ Yes ☒ No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	☒ Yes ☐ No ☐ NA
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff (including those working remotely), students and other stakeholders.	☒ Yes ☐ No

This standard is judged to be: ☐ Met   ☒ Partially Met   ☐ Not Met

Comments

The Institution's organisational structure is clearly defined, organised and documented, including the extent of the authority of the University, along with delegated decision-making authority to the Institution's Dean, Assistant Deans and other senior managers.

The academic affairs committee meets regularly to discuss and approve academic matters and to protect the integrity of academic freedom. The links between the University's governance, the Institution's oversight and overall management are clearly documented and understood by relevant stakeholders.

Policies and procedures are regularly reviewed and approved at both the University and College level. The Institution benefits from the advice and legal expertise of the college advisory board, whose members provide a useful external perspective from the legal community.

The University has clear and formally documented risk management processes and procedures in place. Senior leaders regularly review a range of risk factors that have the potential to impact on the quality of the student experience and the achievement of the University's strategic aims. Senior leaders consider and implement a range of appropriate mitigating measures to reduce the risks at institutional level.

1.5 At College level, risks are managed and monitored informally, although there is no specific formally documented risk assessment process in place.

1.6 Senior managers at the Institution do not currently review the outcomes of regular risk assessments to inform their action-planning, where relevant.

The Institution works with a number of other quality assurance organisations. These relationships are clearly defined.

The use of the Virtual Learning Environment (VLE), regular e-mail communications, and the defined and documented meeting structure provide effective channels of communication to ensure that staff, students and other stakeholders are kept regularly updated and informed.

2. The institution has a clear and achievable strategy

2.1	The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience.	☒ Yes	☐ No
2.2	There is provision for stakeholder input, including that of governors, management, staff and students, to inform the strategic direction of the institution.	☒ Yes	☐ No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	☒ Yes	☐ No
2.4	The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each is measured against strategic targets.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Institution has a clear vision and mission that are informed by the University's four-year strategic development plan. Senior leaders ensure that the Institution's strategic plans reflect the goals of the University, and are supported by appropriate implementation plans and robust financial management.

Key stakeholders are able to contribute to the strategic direction of the Institution via the college advisory board, along with various staff committees and the student representation system. The strategy is clearly documented and disseminated to stakeholders via the Institution's website.

Senior leaders conduct annual effectiveness reviews of performance, measured against a range of performance indicators and targets.

3. Financial management is open, honest and effective

3.1	The institution conducts its financial matters professionally, transparently and with appropriate probity.	☒ Yes	☐ No
3.2	The institution's finances are subject to regular independent external audit.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Institution controls its own devolved budget within the University. The Institution's financial matters are conducted professionally. Financial arrangements are audited annually by the University, to ensure transparency and appropriate probity.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

4.1	The management structure is clearly defined, documented and understood by all stakeholder groups, including governors, management, staff and students.	☒ Yes	☐ No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	☒ Yes	☐ No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.	☒ Yes	☐ No

4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action-planning.	☒ Yes	☐ No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit for purpose.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Institution's management structure is clear, well documented and communicated effectively to all stakeholder groups. There are clear lines of responsibility at all levels that ensure staff are clear about their duties. As a result, the Institution is effectively managed.

An effective range of standing committees is in place to ensure that decisions are made appropriately. Committees include the college advisory board, and committees for academic affairs and student affairs.

Staff are encouraged to sit on a range of committees at University level to represent the Institution. Committee meetings are held regularly, have clear and appropriate terms of reference, and clearly recorded minutes and associated action plans.

The Institution has effective arrangements in place to ensure that its policies, along with published internal and external information, are accurate and fit for purpose.

5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	☒ Yes	☐ No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	☒ Yes	☐ No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	☒ Yes	☐ No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes	☐ No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	☒ Yes	☐ No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	☒ Yes	☐ No
5.7	Students' records are sufficient, accurately maintained and up to date.	☒ Yes	☐ No
5.8	Staff records are sufficient, accurately maintained and up to date.	☒ Yes	☐ No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	☒ Yes	☐ No
5.10	The institution has processes through which it verifies that the student who registers on the programme is the same student who participates on it, and completes and receives the credit.	☒ Yes	☐ No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	☒ Yes	☐ No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	☐ Yes	☒ No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	☒ Yes	☐ No
5.14	There is a policy on the collection of and refund of students' fees that is implemented effectively.	☒ Yes	☐ No

This standard is judged to be: ☐ Met ☒ Partially Met ☐ Not Met

Comments

The Institution has appropriate and effective administrative arrangements in place that are suitable to meet the needs of current students and staff. Administrative support for managers is well documented and clearly defined in a range of suitable policies and procedures that are effectively disseminated and communicated to staff.

Staff and students confirm that classes are scheduled appropriately, and inspection findings confirm this view.

The Institution implements a range of appropriate information management and data-collection systems. A range of online databases and platforms ensures that student and staff records are up to date, securely stored and well maintained, and easily accessible when needed. A range of University and College policies controls and protects the use of personal data, student confidentiality and intellectual property.

The Institution has appropriate arrangements in place to check student identification on enrolment, and for the secure and robust administration of assessments and examinations.

The Institution has appropriate procedures in place for internal moderation at the pre- and post-assessment stage.

5.12 The Institution does not currently make routine use of external moderators and examiners at the post-assessment stage. This means that the Institution is unable to measure its performance against internationally comparable academic standards over time. Senior managers rightly recognise the value of external involvement in supporting the Institution's maintenance of internationally comparable academic standards over time.

Students benefit from easy access to their records and course transcripts through the online information management system. A suitable policy on the collection and refund of student fees is effectively implemented and communicated.

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6. The institution employs and continues to support appropriately qualified and experienced staff

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which are designed to ensure the safety of the students.	☒ Yes ☐ No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes ☐ No
6.3	There are clear and appropriate job specifications for all staff.	☒ Yes ☐ No
6.4	There are effective procedures for the induction of all staff.	☒ Yes ☐ No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	☒ Yes ☐ No
6.6	Staff have access to an appropriate complaints and appeals procedure.	☒ Yes ☐ No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.	☒ Yes ☐ No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution has effective arrangements in place to recruit appropriately qualified and experienced staff. Academic staff are well qualified in their subject area. Administrative staff are appropriately experienced and qualified and understand their roles and responsibilities. Consequently, courses are effectively managed and delivered and the staff administrative requirements of both students and staff are met effectively.

Job descriptions outline the duties and responsibilities for each role. There are clear orientation and induction processes involving a wide range of College and University stakeholders. These arrangements ensure that staff are able to settle quickly into their roles and understand their duties well.

Staff have access to appropriate complaints and appeals procedures and are clear about how to access these. Staff confirm that they are treated fairly and in line with published policies, and no contrary indicators were identified during the inspection.

The Institution operates very clear and robust performance management procedures, including regular review ratings for individual staff against published criteria. Peer observations of teaching staff are regularly conducted. These measures help to ensure a high-quality student experience.

The Continuing Professional Development (CPD) needs of staff are effectively identified through the performance management system. Identified needs are well supported through ongoing training opportunities. For example, the Centre for Teaching and Learning Excellence provides timely support for teaching staff that helps to develop their professional practice and the range of teaching and assessment methods.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution.	☒ Yes	☐ No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	☒ Yes	☐ No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	☒ Yes	☐ No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	☒ Yes	☐ No
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	☒ Yes	☐ No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student-centred learning.	☒ Yes	☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Institution has clear and appropriate policies and procedures in place for the design and validation of its own study programmes. The Institution liaises with the University to ensure that new developments are suitable and aligned with the mission of the Institution to be recognised for distinctive excellence in education and research.

All courses have very clear aims and learning outcomes that are appropriate for the level of study. Outcomes are clearly documented and communicated to students. For example, the innovative law clinic has a number of specific objectives designed to prepare students to understand, interpret, analyse and apply legal rules, developing their ability to practise legal critical thinking and to solve problems.

Academic staff meet regularly to periodically review and update learning programmes to ensure that these are up to date and continue to meet the needs of the sector. A range of clear and systematic processes ensures that academics at all levels consider requests for new programmes and approve changes to existing ones. International law experts are regularly involved in the revalidation of courses, contributing their significant experience and perspective to help shape the content of course syllabi.

Effective procedures are in place for the acquisition of course materials and academic resources to ensure that all programmes are very well resourced, and the learning outcomes can be achieved. Commissioning of learning resources follows clear and established protocols, with appropriate oversight from senior managers at University level.

Administrators ensure that resource requests are appropriately processed and implemented in a timely manner, ensuring that materials meet quality expectations for standardisation and consistency.

Students are regularly consulted about their experience and the suitability of courses and learning resources through the course evaluation process each semester. Students are encouraged to provide ongoing suggestions and feedback to ensure that courses fully meet their needs. Managers recognise and prioritise the value of student-centred learning and have implemented a range of highly experiential programmes to ensure that students take a very active role in their education and skills development.

8. The institution takes reasonable care to recruit and enrol suitable students for its courses

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	☒ Yes	☐ No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	☒ Yes	☐ No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	☒ Yes	☐ No
8.4	All students' application enquiries are responded to promptly and appropriately	☒ Yes	☐ No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	☒ Yes	☐ No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	☒ Yes	☐ No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	☒ Yes	☐ No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	☒ Yes	☐ No ☐ NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes	☐ No ☒ NA

This standard is judged to be:　　　　　　　　☒ Met　　　☐ Partially Met　　☐ Not Met

Comments

Entry requirements are set at an appropriate level and are clearly detailed on the University website, with comprehensive information accessible for applicants. This includes academic and language requirements as well as detailed guidance about documentary requirements.

A formal and effective application process is in place that is well understood by staff and students. Applicants first have to be approved by the University before applying to the Institution. Students have access to a clear application timeline, setting out key dates in the application process. The process is very well implemented and students confirm that admissions enquiries are responded to promptly and appropriately. Inspection findings confirm this view.

Open-day events provide good opportunities for students to gain a better understanding of the programmes available and whether these are suitable and meet their needs. Students' questions are answered and they receive effective advice and guidance to help them make informed choices about their studies.

Students receive effective initial assessments, administered through the admissions department and dedicated University testing centre, to ensure that they are suitable for the programme on which they are enrolling. This ensures that students are recruited to programmes that meet their needs and capabilities.

Clear and accessible information is available for applicants on the website, and in the student guide, which makes clear to students what they are required to submit in order to demonstrate that they are eligible for the programme, and indicates that this is their responsibility.

Appropriate policies are in place for the accreditation of prior learning. Owing to the professional nature of all the Institution's programmes, and national requirements, students admitted to the LLM programme are required to hold an LLB degree. The Institution does not use agents.

9.	**The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**	
9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	☒ Yes ☐ No ☐ NA
9.2	Academic staff are encouraged to engage in research and/or scholarship that informs their teaching.	☒ Yes ☐ No ☐ NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	☒ Yes ☐ No ☐ NA
9.4	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The Institution has a clear commitment and ambition to support and promote research activity. The publishing of academic research is given a high priority, and staff are well supported to ensure that they meet the Institution's high expectations for annual minimum research outputs. A range of financial incentives and the excellence in research awards further promote and encourage staff to engage in regular, ongoing research. As a result, the Institution has a proven track record of publishing high-quality research in both Arabic- and English-indexed journals.

Academic staff are encouraged to focus their research on contemporary national and international legal issues. Lecturers use their research findings to inform their teaching of law topics across the various academic programmes. Student benefit from topical and relevant lecturers, seminars and assessment as a result.

The Institution is proactive in obtaining research grants and external funding, as well as providing internal funding opportunities to staff through the University's research office. A clear online application process is available for staff to access research funds. The transparent research reward programme further supports research productivity and the University's academic ranking.

Professors teach three courses per semester on average, thus ensuring that they have protected time to meet and share the outcomes of research activities. An excellent range of training events and workshops supports and develops the research skills of both staff and postgraduate students. Research exchange seminars and an annual international conference also provide good opportunities for staff to disseminate their research activities more widely. Consequently, the Institution has a clear culture of high-quality research that underpins and complements teaching and learning activities.

10.	**Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**	
10.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	☒ Yes ☐ No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up to date.	☒ Yes ☐ No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	☒ Yes ☐ No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	☒ Yes ☐ No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	☒ Yes ☐ No

This standard is judged to be:	☒ Met	☐ Partially Met	☐ Not Met

Comments

Publicity materials are professional and accurately reflect the Institution's location, premises, facilities and the range and nature of resources. The Institution's website provides useful and accurate information about the programmes available.

However, the level of detail provided is not consistent across all the programmes. The University controls information on the Institution's website and College managers recognise the need to improve the comprehensiveness of course information, including descriptions of electives and information on assessment and progression, and to ensure that there are more effective procedures in place to check the accuracy and relevance of information on a more regular basis.

Students are provided with information that ensures they are informed about the status of the qualification, the awarding institution and the level of the award. In particular, students are aware of the standing of their qualifications within the Qatari legal system as well as within society more generally.

Information on fees for all programmes is clearly stated on the University website. Students confirmed to inspectors that they had been fully informed of the full cost of the programmes.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge and pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	☒ Yes	☐ No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes	☐ No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final examinations or assessments.	☒ Yes	☐ No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	☒ Yes	☐ No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	☒ Yes	☐ No
11.6	Academic staff use a mixture of group and individual activities, to encourage the active participation of all students and support their learning.	☒ Yes	☐ No ☐ NA
11.7	Students are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources, and the institution encourages and supports their use.	☒ Yes	☐ No

This standard is judged to be:	☒ Met	☐ Partially Met	☐ Not Met

Comments

Lecturers are appropriately allocated to courses based on their qualifications, previous teaching experience and their research profile. Teaching staff are very well qualified, holding higher degrees in law, and have appropriate subject knowledge and teaching experience for all the courses on which they teach.

The standard of teaching delivery is effectively monitored through student feedback, both via end-of-module questionnaires and student course representatives, as well as formal and peer lesson observations. As a result, teachers provide a consistently high-quality learning experience to students.

Courses and their modules are appropriately delivered, with teaching sessions being appropriately informed by module descriptors and required learning outcomes. Detailed schemes of work are available for each module and shared with students via the interactive VLE. They are appropriately linked to the intended learning outcomes and planned assessments. Teaching materials are of a high quality and are appropriately linked to intended learning outcomes.

Lecturers are effective in planning and adapting their lessons and the curriculum to meet the needs and learning styles of their students. For example, students benefit from a mix of traditional lectures, legal laboratories and legal skills courses to develop both their theoretical knowledge and understanding and their applied practical skills, such as legal writing, problem-solving and lawyering skills. Students are also able to complete an externship programme, where they can practise and apply their developing legal skills in a real-world environment with legal institutions outside the University.

Most lecturers use a range of experiential learning methods and activities to help ensure that students are engaged in their learning and their individual learning needs and preferences are met. In a small number of lessons, limited teaching methods are used, which slows learning and limits student engagement. Overall, the quality of teaching is appropriate for the level of study and allows students to make good progress.

Teaching staff are effective in encouraging and developing students' independent learning skills. Legal skills courses and the externship programme provide valuable opportunities for students to develop their independence and confidence in applied scenarios and contexts.

Students have access to an impressive range of appropriate learning and study materials, including the VLE, the virtual law library and Qatar's national library.

12.	**Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work**		
12.1	Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.	☒ Yes	☐ No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	☒ Yes	☐ No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	☒ Yes	☐ No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	☒ Yes	☐ No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	☒ Yes	☐ No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Student have access to a detailed online assessment schedule via the VLE. This provides clear assessment and assignment submission dates and examination revision periods. Students confirm that they are fully aware of the nature and timing of the assessment of their course, together with any revision periods.

A wide range of effective assessment strategies, including examinations, quizzes and assignments, is used to ensure that all required learning outcomes are met and that the assessment methods used are relevant to the nature of the student's course.

Assessment strategies ensure that all learning outcomes are met and that student achievement is facilitated. Assessment briefs are detailed and provide clear and well-written tasks that are appropriately linked to learning

outcomes and are at an appropriate level. Tasks allow a full range of grades to be achieved and are clearly linked to the relevant module grading criteria.

Students benefit from comprehensive written feedback. Areas where students have done well and where they could have developed their work more are clearly identified. Lecturers make model answers available to students following formal assessment so that students can see clearly how they could have improved their responses and grades. Student progress and performance are effectively monitored via the VLE, with appropriate action taken where students are not progressing as expected.

Appropriate policies and procedures are in place to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised. Students' assessments are screened for originality using appropriate and effective commercial software, which helps teaching staff to identify any malpractice issues.

Details on how to appeal marks are made available to students, who confirm that they understand what to do if they wish to challenge their marks or claim mitigating circumstances.

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13. **Student materials are appropriate to the medium of delivery and are effective**

13.1	Course materials are designed for a specific and clearly stated level of study.	☒ Yes ☐ No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	☒ Yes ☐ No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes ☐ No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes ☐ No
13.5	The institution makes effective provision for students to access all resources.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Course materials are appropriate for individual courses and level of study. Materials are of a high quality, are well designed and presented, and support students well in achieving their course objectives and learning outcomes.

Course materials are regularly reviewed and reflect current knowledge and contemporary legal issues to ensure that they are up to date and enable students to achieve their chosen programme of study. A broad range of applied scenarios and legal case studies helps students to make effective links between theory and practice.

Students have excellent access to all course materials via the VLE.

INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION

14. **Students receive pastoral support appropriate to their age, background and circumstances**

14.1	There are appropriate staff members responsible for student welfare, who are accessible to all students and available to provide advice and counselling.	☒ Yes ☐ No
14.2	Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT provision.	☒ Yes ☐ No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	☒ Yes ☐ No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☐ Yes ☒ No
14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	☒ Yes ☐ No

14.6	There are effective systems to communicate with students out of class hours.	☒ Yes ☐ No ☐ NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	☐ Yes ☐ No ☒ NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☐ Yes ☒ No

This standard is judged to be: ☐ Met   ☒ Partially Met   ☐ Not Met

Comments

The Institution's staff provide effective academic advice and guidance through the dedicated support department, the Success Oasis. Additional pastoral support, advice and counselling are provided through the University's central services. Students confirm that support is accessible, and it is easy to book appointments when required. Inspection findings confirm this view.

Students benefit from an effective orientation that provides a comprehensive introduction to their studies and the Institution's support services. In addition, individual specialist programmes, such as the externship programme, have their own orientations, to ensure that students are fully informed about the programme's aims and format.

The University website provides comprehensive information on student support, including an out-of-hours emergency support line. A student code of conduct is in place, which addresses academic and non-academic issues, including abusive behaviour, failure to adhere to University regulations and other infractions.

14.4 A brief policy statement on the University website explicitly refers to the prevention of discrimination on the basis of race, gender or religion, but there is no detailed policy in place.

A range of departments is available to support students with prompt and sympathetic assistance in relation to general and technological issues, including IT support. In addition to the emergency out-of-hours telephone number, the Institution operates a mobile application that allows students to submit support requests outside class hours.

The University and College take measures to guard against radicalisation and extremism, such as monitoring students' literature and posters, reviewing external speakers for suitability, and raising awareness about the consequences of extremism.

14.8 However, College managers rightly acknowledge that they do not yet have a specific policy in place, an associated risk assessment or specific training for staff, to further identify and mitigate the dangers from radicalisation and extremism.

15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	☒ Yes ☐ No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	☒ Yes ☐ No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate.	☒ Yes ☐ No
15.4	Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.	☒ Yes ☐ No
15.5	Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.	☒ Yes ☐ No
15.6	The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint.	☐ Yes ☒ No

15.7	Students are advised of BAC's complaints procedure.	☐ Yes ☒ No
15.8	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	☒ Yes ☐ No
15.9	Students with special educational needs and/or disabilities (SEND) are identified so that appropriate support can be provided.	☒ Yes ☐ No

This standard is judged to be: ☐ Met ☒ Partially Met ☐ Not Met

Comments

Students have appropriate access to academic staff outside teaching time to support their progression and receive academic support. Students also benefit from a wide range of services available through the Success Oasis, and the University's academic advising centre, to support their academic development. This includes individual and group tutoring, writing and study skills support, time management, presentation skills and examination preparation guidance. Students reported to inspectors that they were highly satisfied with the support available. Inspection findings confirm this view.

Students' assessment outcomes are closely monitored. Where students are deemed not to be making satisfactory progress, the Institution makes targeted interventions, including peer tutoring and the expert support programme, which focuses on the development of personal competencies.

Students receive appropriate advice and guidance on alternative programmes, where appropriate. For example, the Graduate Certificate in Legal Studies programme provides a valuable bridging programme for those students wishing to secure entry to the LLM programme but who are not yet ready for direct entry.

The University career services centre provides students with effective counselling, training and professional development services to support their next steps and progression goals. The Institution's focus on experiential learning also supports careers progression into the legal sector. Students acquire valuable related skills and knowledge through their participation in the externship programme, as well as the legal empowerment programme and law clinic, which allows them to develop valuable hands-on, practical experience.

The University has a complaints procedure in place that has informal and formal stages. Information on this on the website is clear and comprehensive and includes explicit timeframes. Complaints can be submitted online, and students have access to a helpful guide to illustrate the process.

15.6 The complaints process does not include the right to refer to an external adjudicator.

15.7 The complaints process does not refer to the BAC's complaints procedure.

The University has an inclusion and special needs support centre that provides effective support for a wide range of special needs, including learning difficulties and physical impairments. Students who declare specific needs are appropriately supported, with the necessary reasonable adjustments made to support their progression and achievement.

16. International students are provided with specific advice and assistance

16.1	Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study.	☒ Yes ☐ No ☐ NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	☒ Yes ☐ No ☐ NA
16.3	Information and advice that are specific to international students continue to be available throughout their time at the institution.	☒ Yes ☐ No ☐ NA
16.4	Provision of support takes into account cultural and religious considerations.	☒ Yes ☐ No ☐ NA
16.5	Where possible, students have access to speakers of their own first language.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA

Comments

Prospective international students receive appropriate advice and information about travel, visas and living in Qatar. On arrival, international students are greeted at the airport and transported to their accommodation. They also benefit from a thorough orientation and an induction to the local area. These arrangements help students to settle quickly into their studies and new environment.

The University has a dedicated section on its website for international students to ensure that they receive the information they need throughout their programme. Support takes into account students' cultural and religious considerations. The majority of international students are Arabic speakers and students have access to multilingual teaching and support staff. Students are also able to take Arabic lessons during their studies.

17.	**Student attendance is measured and recorded regularly and effective remedial action is taken where necessary**			
17.1	There is an appropriate, clear and published policy on required student attendance and punctuality.	☒ Yes	☐ No	☐ NA
17.2	There are effective procedures and systems to enforce attendance and punctuality.	☒ Yes	☐ No	☐ NA
17.3	Accurate and secure records of attendance and punctuality, at each session, are kept for all students.	☒ Yes	☐ No	☐ NA
17.4	Data on attendance and punctuality is collated centrally and reviewed regularly, and absences are followed up promptly.	☒ Yes	☐ No	☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Institution makes use of a clear and specific published policy on student attendance. Students understand the attendance and punctuality requirements of their study programmes.

Online systems are used effectively to enforce attendance and punctuality expectations and requirements. Students attending classes are provided with a code that they must enter online, to ensure that attendance records are valid, accurate and reliable.

Attendance data is centrally logged and tracked using the online information system. Support staff regularly review attendance data and take appropriate action when required to address low and non-attendance.

18.	**Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**			
18.1	Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students.	☒ Yes	☐ No	☐ NA
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	☒ Yes	☐ No	☐ NA
18.3	A level of supervision is provided that is appropriate to the needs of students.	☒ Yes	☐ No	☐ NA
18.4	Students are provided with advice on suitable private accommodation.	☐ Yes	☐ No	☒ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA

Comments

All residential accommodation is owned and managed by the University and is located on campus. There is no additional private accommodation. Accommodation is often fully subsidised for scholarship students.

Undergraduate students share a room and bathroom, while postgraduate students have their own en-suite facilities. There are separate male and female residential blocks. Students confirm that residential accommodation is clean, safe

and fit for purpose, and no indicators to the contrary were identified during the inspection. Accommodation is subject to Ministry of Interior and Fire Department regulatory checks.

Security is provided on all residential properties, with the University's housing department providing suitable advice and guidance to deal with any student issues.

19.	**The institution provides an appropriate social programme for students and information on activities in the locality**	
19.1	Students are provided with appropriate information on opportunities for participation in social events and other leisure activities that may be of interest.	☒ Yes ☐ No ☐ NA
19.2	The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability.	☒ Yes ☐ No ☐ NA
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	☒ Yes ☐ No ☐ NA
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	☒ Yes ☐ No ☐ NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA

Comments

Students benefit from a wide-ranging social programme that meets their needs and interests. Activities include research and business clubs, as well as film, language and sports clubs. Students are also able to participate in a range of voluntary projects and events, such as the cultural village, talent festival, national day and theatre day.

Details of social and leisure opportunities are clearly listed on the University's website, including details of activities that are delivered online. Students confirmed to inspectors that they are aware of the social opportunities available to them and are able to provide feedback on their suitability. Inspection findings confirm this view.

The University has suitable risk assessment processes in place, and managers and students confirm that activities are well organised and supervised by responsible and suitably qualified representatives of the Institution. Inspectors found no indicators to the contrary during the inspection.

Both online and in-person student activities are promoted through a variety of channels, including comprehensive sections on the University website, via e-mail and in social media posts. Students have good opportunities to interact with each other.

INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

20.	**The institution has secure possession of and access to its premises**	
20.1	The institution has secure tenure on its premises.	☒ Yes ☐ No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	☒ Yes ☐ No
20.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	☐ Yes ☐ No ☒ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Institution owns its own buildings, including residential accommodation, and has the legal permissions to deliver higher education.

21.   The premises provide a safe, secure and clean environment for students and staff

21.1	Access to the premises is appropriately restricted and secured.	☒ Yes	☐ No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes	☐ No
21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) that are brought to the attention of students, staff and visitors.	☐ Yes	☐ No ☒ NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	☒ Yes	☐ No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	☒ Yes	☐ No
21.6	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	☒ Yes	☐ No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	☒ Yes	☐ No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA

Comments

At the time of inspection, the Institution was sharing a building with the College of Business and Economics, which is suitable to meet the needs of current students and staff. The Institution also has access to a range of additional University buildings for extra classroom and office space if and when required. On-campus security is in place in all areas of the College and University to ensure that access to premises is appropriately secure.

The current College building is fit for purpose and very well maintained in a good state of repair, decoration and cleanliness. A new, dedicated College of Law building has very recently been constructed, and at the time of inspection was in the very final stages of completion. The new building is large, modern and impressive, providing an outstanding range of facilities dedicated to law students and faculty staff.

There are no areas of the Institution's building that pose a particularly higher risk or hazard due to their specialist nature.

Appropriate health and safety rules are clearly displayed in all relevant areas. Appropriate general safety guidance is provided to staff, students and visitors via a range of policies, handbooks and signage throughout the premises.

The current premises provide an effective space for staff and students to work and learn and receive visitors.

Toilets are adequate in number, clean and well maintained.

Staff and students confirm that heating, ventilation and air conditioning are all appropriate. No indicators to the contrary were identified during the inspection.

22.   Classrooms and other learning areas are appropriate for the programmes offered

22.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	☒ Yes ☐ No ☐ NA
22.2	Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme.	☒ Yes ☐ No ☐ NA
22.3	There are facilities suitable for conducting assessments such as examinations.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA

Comments

Classrooms are well resourced and support learning effectively. They are available in a range of different sizes to accommodate larger lectures or smaller seminars and tutorials. Classrooms are appropriately equipped to meet the requirements of current courses.

The new College of Law building has an excellent range of learning facilities and spaces, including a full moot court facility and legal simulation areas, designed to support students' applied lawyerly and legal skills.

The Institution has a number of suitable areas in which to conduct examinations. Mid-term examinations are completed in regular classrooms, with final examinations scheduled by the University's examination department in suitable rooms to meet the capacity requirements for each assessment.

23.   There are appropriate additional facilities for students and staff

23.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	☒ Yes ☐ No ☐ NA
23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	☒ Yes ☐ No ☐ NA
23.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes ☐ No ☐ NA
23.4	Students and staff have access to secure storage for personal possessions where appropriate.	☒ Yes ☐ No ☐ NA
23.5	There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No ☐ NA
23.6	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The current premises and facilities provide students with sufficient space to carry out their studies, either individually or as part of a group. Academic and administrative staff have access to appropriate offices to undertake their duties, as well as spaces for preparing lessons and meeting with students. The Institution is able to make good use of the University's additional office spaces when needed, if the College building's capacity is reached.

Students have good access to a range of social areas for relaxation and the consumption of food, for example cafeterias and coffee shops that provide a range of fast food, hot meals, drinks and snacks.

Students have access to lockers for storage or personal belongings. Large, modern and attractive student and faculty lounges are available in the new College building to support staff and students' well-being.

A number of appropriate rooms and offices are available for academic staff and managers to hold meetings.

The current premises offer both staff and students a suitable and effective space for study and work.

24.   The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body

24.1	There is sufficient provision of learning materials, including books, journals and periodicals and online materials.	☒ Yes ☐ No
24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	☒ Yes ☐ No
24.3	The library has sufficient space for students' independent study and group working.	☒ Yes ☐ No ☐ NA

24.4	There is a well-organised lending policy.	☒ Yes	☐ No	
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	☒ Yes	☐ No	☐ NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	☒ Yes	☐ No	☐ NA

This standard is judged to be:　　　　　☒ Met　　　☐ Partially Met　　☐ Not Met

Comments

Students benefit from access to a broad range of learning materials to support their law studies via a dedicated section in the main University library. This includes over 3,000 books written in Arabic, English and other languages, as well as a large number of books focusing on Islamic law. The online virtual law library provides students with access to an additional range of online and electronic resources to support their studies.

A large, impressive, dedicated law library has been constructed in the new College building, designed to accommodate a significant collection of specialist law resources, to be curated by a dedicated law librarian with their own office facilities.

The Institution has appropriate arrangements in place for the acquisition of all learning resources, including book stock. Students have access to appropriate spaces for study and group work. The library is professionally run and managed and operates a suitable and appropriate lending policy.

The current library is staffed and managed by appropriately qualified and experienced staff. The library has extended opening hours and is available six days a week, with a good range of complementary services, such as a photocopying and reprographics centre. The library provides a good range of facilities and resources to support students' independent study skills.

25.	**The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body**			
25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	☒ Yes	☐ No	
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student, and enhance instructional and educational services.	☒ Yes	☐ No	☐ NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes.	☒ Yes	☐ No	☐ NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	☒ Yes	☐ No	
25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely.	☒ Yes	☐ No	
25.6	The institution makes effective provision for students to access conventional and online resources.	☒ Yes	☐ No	

This standard is judged to be:　　　　　☒ Met　　　☐ Partially Met　　☐ Not Met

Comments

Students have reliable access to learning technologies and complimentary internet access to support their studies. The professional and well-developed VLE provides students with good access to a broad range of course materials and online lessons, as well as discussion boards, blogs, online forums and chat rooms, which supports their studies well.

All technology resources are centrally managed by a dedicated support team to ensure they are available, effective and provide a fit-for-purpose resource for students. Hardware and software are regularly updated as required.

A dedicated IT helpdesk is available for staff and students to ensure that any technical issues and problems are quickly resolved. The helpdesk provides effective and responsive support by e-mail and telephone. Students are able to access conventional resources when the campus is open. Online resources are always available to meet students' flexible study patterns and individual needs.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

26. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary

26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.	☒ Yes	☐ No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	☒ Yes	☐ No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	☒ Yes	☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution regularly gathers the views of a range of stakeholders via questionnaires, group meetings and representation at relevant committees. Feedback is appropriately recorded, analysed and evaluated. Where necessary and appropriate, managers take action in response to stakeholder feedback.

The Institution regularly invites feedback from academic scholars with significant experience in legal and law education from a range of other universities, to provide constructive feedback on the course curriculum. Their feedback is used by managers to inform curriculum design-planning during course review and revalidation.

Student feedback is obtained through anonymous end-of-module questionnaires, as well as in tutorials and via student representatives. Stakeholders are informed of the Institution's response to their feedback through meetings and the student representative system.

27. The institution has effective systems to review its own standards and assess its own performance

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	☐ Yes	☒ No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	☒ Yes	☐ No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	☐ Yes	☒ No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	☐ Yes	☒ No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☒ Yes	☐ No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	☒ Yes	☐ No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	☐ Yes	☒ No

27.8	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	☐ Yes	☒ No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	☐ Yes	☒ No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	☒ Yes	☐ No
27.11	Review and revalidation of programmes on a regular basis involve external assessors as appropriate.	☒ Yes	☐ No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	☒ Yes	☐ No

This standard is judged to be: ☐ Met   ☒ Partially Met   ☐ Not Met

Comments

A range of quality assurance mechanisms are in place at College and University levels, designed to help the Institution review its own standards and assess its own performance. Mechanisms include written reports which provide an analysis of student course evaluation feedback, students' distance education experience, faculty satisfaction data, and detailed, individual teacher evaluations.

Many of the reports are prepared by the University's institutional research and analytics department, which provides a range of data to help College managers review performance, plan for improvement and take strategic decisions.

27.1 However at College level, quality assurance policies and procedures are not clearly documented or disseminated to ensure all College staff understand the mechanisms require to maintain and improve the student experience.

27.3 27.4 Quality assurance processes at the College level are not fully embedded or systematic to allow managers to regularly review performance against clearly specified and appropriate performance indicators.

Managers compile a number of general performance reports that present the results of the Institution's reviews, for example the annual assessment report for the LLB programme, which includes an action plan for future improvement. Managers pay particular attention to the student experience, collecting and analysing a range of student feedback to ensure that students are satisfied with their studies and are treated fairly.

New teaching staff are formally observed during the first semester of delivery to ensure that minimum expectations for the quality of education are maintained. Teaching staff also engage in peer observations to share ideas and examples of good practice. Grade inflation reports are regularly processed and analysed to ensure that assessment decisions are fair and equitable.

27.7, 27.8 27.9 There is currently a lack of specific and formal reporting at individual course and programme level to present a clear analysis of year-on-year results relating to student outcomes, achievement levels, completion rates and progression to further study or employment.

The Institution invites knowledgeable and experienced legal academics to be involved in the review and revalidation of academic programmes when required.

Managers review the outcomes of the various quality assurance reports against statistical benchmarks, and use these to inform action-planning. However, developmental actions plans do not always include specific success criteria or clear dates for monitoring and review by named individuals.

28.	**The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision**

28.1	Good practice is effectively identified and disseminated across the institution.	☒ Yes ☐ No
28.2	End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	☐ Yes ☒ No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	☐ Yes ☒ No

This standard is judged to be:　　　　　　　☐ Met　☒ Partially Met　☐ Not Met

Comments

There are some effective ways through which good practice is identified and disseminated across the Institution. For example, teaching and learning days are used to showcase good practice and allow lecturers to develop additional skills and practise different teaching methods.

28.2 While an annual report is compiled for the main LLB undergraduate programme, annual programme reports do not currently provide a summary of performance across all courses and programmes to highlight key strengths and future areas requiring improvement.

28.3 Quality improvement action plans, arising from consideration of performance reports, are not fully implemented and reviewed for all programme to enhance the quality of provision over time.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

29.　The institution has suitable staff to ensure the successful delivery of online and distance learning

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	☒ Yes ☐ No ☐ NA
29.2	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques and the use of appropriate instructional technology.	☒ Yes ☐ No ☐ NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No ☐ NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No ☐ NA
29.5	Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently.	☒ Yes ☐ No ☐ NA

This standard is judged to be:　　　　　　　☒ Met　　☐ Partially Met　☐ Not Met　☐ NA

Comments

Teaching staff are experienced in, and have a good understanding of the requirements of online, distance and blended learning (ODBL) delivery.

Lecturers receive regular and appropriate training on the use of the VLE. Learning is well supported by the lecturers' use of the VLE and other online study resources and platforms. Teachers understand the challenges and demands of ODBL and manage these effectively.

Clear requirements for students to have a specified level of digital literacy are stated for relevant programmes. Appropriate guidance on how to study and use the online materials is made available to assist students to learn effectively and efficiently.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated　　　　　　　☒ Yes　☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The Institution has a clear guiding mission and vision that is appropriately shaped by the University's strategic priorities.	
Actions required	**Priority H/M/L**
1.5 The Institution must implement an explicit procedure for risk management.	☐ High ☒ Medium ☐ Low
1.6 Senior managers must regularly review risk assessments to inform action-planning, where relevant.	☐ High ☒ Medium ☐ Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

Managers prioritise the value of student-centred learning and have implemented a range of highly experiential study programmes to ensure students take an active role in their education and skills development. The Institution has a clear culture of high-quality research activity that underpins and complements teaching and learning.	
Actions required	**Priority H/M/L**
5.12 Managers must implement effective procedures for external moderation at the post-assessment stage.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Students benefit from an effective blend of traditional lectures, legal laboratories and legal skills courses to develop their applied knowledge, understanding and skills. The externship programme provides students with valuable opportunities to develop their understanding of the legal profession in practice.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Students receive comprehensive support that ensures they make effective progress in their academic programmes. The Success Oasis support department provides highly effective advice and guidance that develop students' study skills, confidence and independence well. Students benefit from a rich programme of work-related experiences, which prepares them well for their next steps in the legal sector.	
Actions required	**Priority H/M/L**
14.4 The Institution must publish a specific policy detailing how discrimination is avoided and prevented.	☐ High ☒ Medium ☐ Low

14.8 The Institution must implement appropriate measures to mitigate the risks from radicalisation and extremism.	☐ High ☒ Medium ☐ Low
15.6 The complaints policy must permit students to refer their complaint to an external adjudicator.	☐ High ☒ Medium ☐ Low
15.7 The complaints policy must reference students' right to submit a complaint to the BAC.	☐ High ☒ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Students benefit from a comprehensive range of learning resources that support their research and study skills very well.
The new College of Law building has been designed to a very high standard, providing students and staff with an excellent range of dedicated, experiential learning facilities and resources.

Actions required	Priority H/M/L
None.	☐ High ☐ Medium ☐ Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The performance of individual faculty staff is comprehensively and regularly reviewed, to ensure that standards for the quality of education are maintained.

Actions required	Priority H/M/L
27.1 Quality assurance policies and procedures must be clearly documented and disseminated at the College level.	☐ High ☒ Medium ☐ Low
27.3 & 27.4 Managers must embed regular and systematic performance reviews against clearly specified and appropriate performance indicators.	☐ High ☒ Medium ☐ Low
27.7, 27.8 & 27.9 Course and programme leaders must produce formal performance reports for all courses that include an analysis of year-on-year results relating to student outcomes, achievement levels, completion rates and progression to further study or employment.	☐ High ☒ Medium ☐ Low
28.2 Managers must ensure that annual programme reports for all courses identify further areas requiring enhancement.	☐ High ☒ Medium ☐ Low
28.3 Senior leaders must implement and review formal quality improvement action plans for all courses.	☐ High ☒ Medium ☐ Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

The professional and established VLE provides students with access to a broad range of learning resources and opportunities to communicate and interact with other students and staff, supporting their studies very well.

Actions required	Priority H/M/L
None.	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the Institution's website includes more comprehensive information for applicants, including descriptions of all courses and available electives, as well as detailed assessment and progression information.

Managers should consider implementing additional mechanisms for teaching staff to share best practice in using a range of engaging teaching methods.

The Institution should expand and extend the current discrimination statement, developing a clear policy to further prevent and protect against discrimination.

Managers should consider enhancing existing programme action plans to include more specific success criteria and clear milestones for monitoring progress and completion, by named individuals.

COMPLIANCE WITH STATUTORY REQUIREMENTS