

Context

The Law Department is one of the largest departments within college, consisting of 109 students studying AS Level Law and 98 students at A2 Level during 2012/2013. The department is headed by a dynamic and experienced Head of Department, having established the department in 2000. There were four members of experienced staff, many of whom share additional college wide responsibilities, adding to the versatility & experience of the department. All have worked at NEW College for a number of years, being an established department. In addition, this year, maternity cover has been provided by an NQT who has just commenced a PGCE qualification. This member of staff is an ex-student of the department, who has worked extremely hard and added value to the department overall.

- **Lisa Guest** – Head of Department / Senior College Manager: Performance Coach
- **Leon Riley** – Vice Principal
- **Alison Spawton** – Tutor of Law (Maternity)
- **Carol Swain** – Tutor of Law
- **Robina Holmes** (NQT)

Many of the staff examine / have examined for the board, namely OCR, which ensures that staff maintain up-to-date knowledge of the course requirements & marking criteria. The Head of Department previously held examiner responsibilities for both A2 papers and was Team Leader for the main Criminal Law paper. Carol Swain is an experienced AS Law examiner, having marked both AS papers since 2005. In addition, Leon Riley was a senior examiner within the Sources of Law AS module until 2011.

During 2012/2013, there were 14 groups of Law in total; 8 at AS Level and 6 at A2 Level. There are no specific additional entry requirements for students of Law, other than the college entry criteria of 5 A-C grades at GCSE Level. The average point score of Law students at AS was 5.7, which was slightly inferior of the college average at 5.9. At A2, the average point score was 6.0, which was slightly above the college average of 5.9. There are a greater number of female students studying Law at NEW College than male students, for example, at A2 Level there were 77 female students & 34 males who enrolled in September 2011. At AS, 111 females students enrolled onto the qualification, whereas there were 87 male students commencing the course. However, this was representative of the overall cohort college wide at AS & A2 in 2012/2013.

Due to the success of the department during the previous academic year 2011/2012, Law was exempt from the SPR quality assurance process.

Self-assessment Grade:

1

Moderated Grade:

Quality Improvement Plan 2012/2013 Updated

Area for improvement	Action required	Outcome expected	Progress Review/Key milestones	Responsibility	Update
<ul style="list-style-type: none"> ▪ AS success, retention & rates of achievement require improvement above benchmark. 	<ul style="list-style-type: none"> ▪ Dedicated sessions for lower ability students within access periods (weekly) ▪ Differentiated materials for lower ability students issued to Study Support Staff & utilised in access periods. ▪ Viability review of the introduction of the BTEC Law 	<ul style="list-style-type: none"> ▪ Increase in outcomes in order to exceed national figures ▪ Success – 75% ▪ Retention – 89% ▪ Achievement – 85% ▪ Students with a skill set aimed at coursework success rather than examination success will be placed on an appropriate pathway of BTEC Law. 	<ul style="list-style-type: none"> ▪ Review February 2013 – midway point in order to ascertain current position on results on Firefly. ▪ Decision on the BTEC will be made by Feb 2013. 	<ul style="list-style-type: none"> ▪ LDG ▪ CLS ▪ RH ▪ LPR 	<ul style="list-style-type: none"> ▪ All achieved! ▪ Success rate ▪ 82.9% (73% BM revised) ▪ Retention ▪ 93.2% (89.5% BM) ▪ Achievement ▪ 89% (81.5% BM revised)
<ul style="list-style-type: none"> ▪ The gender gap requires improvement. ▪ At AS, males underperform when compared with females in terms of success, retention, achievement & high grades ▪ At A2, males underperform the females in respect of high grades 	<ul style="list-style-type: none"> ▪ Males' underperformance pilot scheme commencing in November 2012 with the nominated lead LMM. ▪ Dedicated additional sessions for underperforming males at AS & A2. ▪ Greater competition injected into assessment practices. ▪ Male & Female student of the group award – posters. 	<ul style="list-style-type: none"> ▪ Increase in outcomes so that males hit or exceed the benchmark figures. ▪ AS ▪ Success – 71.3% ▪ Retention – 89.2% ▪ Achievement – 79.9% ▪ High grades – 31.1% ▪ A2 ▪ High grades – 47.8% 	<ul style="list-style-type: none"> ▪ Review February 2013 as above. 	<ul style="list-style-type: none"> ▪ LDG ▪ CLS ▪ RH ▪ LPR ▪ LMM 	<ul style="list-style-type: none"> ▪ The Male Underperformance Pilot Scheme was a success! ▪ Male performance increased across all areas. ▪ A2 Law 2012 – ▪ High grades ▪ 76.3% F ▪ 38.2% M ▪ A2 Law 2013 – ▪ High grades – ▪ 75% F ▪ 60.5% M ▪ AS Law ▪ Success rate 2012 ▪ 77.7% F / 62.5% M ▪ Success rate 2013 ▪ 85.3% F / 78.6% M ▪ Retention rate 2012 ▪ 90.2% F / 86.4% M ▪ Retention rate 2013 ▪ 93.3% F / 92.9% M ▪ Achievement 2012 ▪ 86.1% F / 72.4% M ▪ Achievement 2013 ▪ 91.4% F / 84.6% M ▪ High grades 2012 ▪ 46.5% F / 22.4% M ▪ High grades 2013 ▪ 40% F / 25.6% M ▪ All figures for males significantly exceed benchmark data except male high grades.

Outcomes for Learners

Key Strengths	Evidence
<ul style="list-style-type: none"> ▪ A2 results are outstanding, which represents a 3 year rolling trend for high grades & ALPS ▪ The Nick Allen data demonstrates that high grades and attendance at A2 were outstanding ▪ AS results are outstanding in terms of ALPS, success and achievement ▪ High grades at AS are considered good, displaying a 	<ul style="list-style-type: none"> ▪ ALPS – Grade 2 (ALPS 3 last year and graded 2 for at least the 5 years prior to this) ▪ High Grades 70.4% (BM 45.5%) ▪ Achievement 98% (BM 97.5%) ▪ A – C – 88% ▪ A* - 23 students gained an A* out of the 104 achieved across college in 2013 – (Target A*/A in Law – 2 students) ▪ A* - Law students have achieved 134 A*'s over a 4 year period ▪ 44 (45%) of students achieved A or A* (target 11% to achieve A or A*) ▪ The A Level results rank within the top 10% of Law Departments nationally in value added terms (ALPS 2). Given the large scale of the department, this amounts to a very large amount of students achieving in excess of their target grade. ▪ Overall, 88 students achieved or exceeded their target grade meaning that 90% of the student cohort reached or exceeded their target grade, sometimes by 2 or more grades. ▪ Both the high grade and attendance data feature within the top 16% nationally of sixth form colleges. ▪ ALPS – Grade 3, which is deemed to be within the top 25% of providers nationally ▪ Success rate – 82.9% (BM 73%) – Figures significantly above national data ▪ Achievement – 89% (BM 81.5%) ▪ Nick Allen – This report identifies that the achievement & success rates at AS Law were in the top 16% of providers nationally. ▪ High grades – 35.8% (BM 32.1%)

<p>3 year rolling trend</p> <ul style="list-style-type: none"> ▪ Retention figures are good at AS. ▪ Attendance – This is strong at both AS and A2 Law ▪ Progression rates from A Level Law to studying the subject at university & entering the legal profession are strong. ▪ Students are well prepared for the world of work regarding development of their skills of literacy & numeracy ▪ Progression rates from AS to A2 are strong, showing high numbers elect to transfer the subject across to A2. 	<ul style="list-style-type: none"> ▪ 36.2% - 2012 ▪ 36.1% - 2011 ▪ Nick Allen – Demonstrates that AS high grades were in the top 25% of sixth form colleges. ▪ Retention – 93.2% (BM 89.5%) ▪ This displays a 3 year significant increase in the data from 79.4% in 2011, 88.5% in 2012 to 93.2% this year – demonstrating the capacity to improve within the department. ▪ Nick Allen – Highlighted that retention at AS was within the top 25% of national data ▪ Nick Allen – This report notes that attendance at A2 was within the top 16% nationally, whereas, attendance at AS was within the top 25% of colleges. ▪ Applications to study Law at university represent a popular choice of degree throughout the college, being in the top 3 of directly related destinations. In the previous 3 years, Law has produced the highest number of degree applications across college, for example, 36 students progressed onto a Law degree in 2012. In 2013, 28 successful applications were made to read Law at university. Furthermore, 3 students gained employment within the legal field during following completion of their A Level in Law. ▪ Staff ensure that all opportunities to clarify complicated legal terminology are effectively exploited, in order that students are better prepared for the examinations and wider employment. ▪ In Law, grammar, punctuation and spelling are closely monitored and challenged, following the submission of written work. ▪ Students practise their numeracy skills on a weekly basis, regarding marking activities using the exam criteria and mark / level point system. Furthermore, students are expected to learn and accurately apply detailed sections of various Acts of Parliament in preparation for the examinations. ▪ Although, the vast majority of students switch from a 4 subject AS programme to a 3 subject A2 programme, progression rates remain high in Law. ▪ 2012/2013 – the overall transfer rate of all students across college, completing AS and transferring to A2 was 88.3%. In Law, 65.5% continued onto A2 showing that high numbers enjoyed the subject hence wanted to progress further. ▪ There is a 5 year rolling trend, as follows – ▪ 2008/2009 – college transfer rate 87.8% & Law 75.5%
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- **Students achieve very well in terms of economic & social well-being, and therefore increasing potential for progression.**

- **Gender – At AS, Law have significantly narrowed the gap between male and female performance, which now exceed benchmark data**

- 2009/2010 – college transfer rate 88.5% & Law 67.0%
- 2010/2011 – college transfer rate 85.9% & Law 70.9
- 2011/2013 – college transfer rate 85.0% & Law 60.5%
- 2012/2013 – college transfer rate 88.3% & Law 65.5

- During lessons & through the implementation of extra-curricular activities, Law students are given the opportunity to develop skills and embrace experiences, which increase their employability potential. During learning walks, students were observed working effectively within teamwork situations, whilst being able to work well on an individual basis. Students displayed excellent skills of communication, whilst developing good problem solving skills when working upon legal scenarios.
- Furthermore, elements of the scheme of work ensure that students study the entrance to & the roles involved within the legal profession. This in turn aids the potential of Law students in pursuing a legal career hence developing their future employability.
- As part of the course, the AS students visit a local Magistrates or Crown Court and observe the legal profession in practice.
- Finally, the Law Department has developed a working partnership with Leeds University on the Pathways to Law Scheme, run by the university in conjunction with key external legal partners.

- **AS Law**
- **Success rate 2012**
- 77.7% F
- 62.5% M
- **Success rate 2013 – BM 73%**
- 85.3% F
- 78.6% M
- **Retention rate 2012**
- 90.2% F
- 86.4% M
- **Retention rate 2013 – BM 89.5%**
- 93.3% F
- 92.9% M
- **Achievement 2012**
- 86.1% F

- **Gender – At A2 Law, males significantly exceed the benchmark figures for high grades**

- **The quality of student work is strong at AS & A2 and significantly improves throughout the academic year.**
- **Learner outcomes are strengthened & developed by a process of highly effective, critical analysis of learner feedback**

- 72.4% M
- **Achievement 2013 – BM 81.5%**
- 91.4% F
- 84.6% M

- **A2 Law 2012 –**
- High grades
- 76.3% F
- 38.2% M
- **A2 Law 2013 – BM 45.5%**
- High grades –
- 75% F
- 60.5% M
- High grades benchmark is 45.5%

- Tutors of Law regularly & fastidiously check all student files.
- Files checked are recorded and timely objectives are set for those files requiring improvement.
- Prior to the exam, all students have a thoroughly checked and highly effective set of notes, maximising potential performance.
- The student surveys conducted in the summer term are utilised by the department in order to inform the process of critical analysis of the provision.
- The Head of Department sets rigorous objectives across the department, in order to drive an improvement in outcomes. During 2012/2013, the HoD set objectives for the implementation of weekly closed file recaps & summary gapped charts for all topics throughout AS & A2 Law
- Progression & development of the targets are strictly monitored & reviewed throughout the year with student feedback, in addition to regular learning walks. Progress is gauged at the end of the course, making reference to the SPOC report data (student perception).

Issues/Areas for Development	Evidence
<ul style="list-style-type: none"> ▪ At A2, both success & retention rates require improvement ▪ At AS Law, males significantly underperform females regarding high grades 	<ul style="list-style-type: none"> ▪ Success rate – 93.2% (BM 94.5%) ▪ 2012 – 99.1% ▪ 2011 – 96.0% ▪ Retention rate – 95.1% (BM 96.9%) ▪ 2012 – 99.1% ▪ 2011 – 98.4% ▪ Three out of the six A2 groups were taught by an NQT without a teaching qualification, covering for maternity leave. Although this teacher achieved good outcomes overall, there was an unusual loss from A2 which compromised both success and retention. The year was an anomalous one, which is unlikely to be repeated again. ▪ High grades 2012 ▪ 46.5% F ▪ 22.4% M ▪ High grades 2013 – BM 32.1% ▪ 40% F - Outstanding ▪ 25.6% M – Inadequate ▪ Overall 35.8% - Good

Quality of Teaching, Learning and Assessment

Key Strengths	Evidence
<ul style="list-style-type: none"> ▪ The quality of the teaching, learning & assessment in Law at AS & A2 is outstanding 	<ul style="list-style-type: none"> • Lessons are taught within contemporary accommodation, which has excellent facilities including ready access to computer suites, laptop cart & projectors installed in every room, conducive for outstanding rates of learning & progress within classes. • In lessons, students are given challenging resources, covering the syllabus, learning skills, assessment / guidance materials and reading lists. Classroom resources are fastidiously linked to the demands and requirements of the examination criteria, whilst being devised in a clear and logical manner, maximising examination potential. • At AS, students work through comprehensive modulated booklets, which cover each section of the syllabus and contain a section dedicated to differentiated activities and materials. At A2, lessons centre on high quality gapped hand-outs, which are logically structured for ease of use. The schemes of work for AS & A2 courses were revised during 2012/2013, in order to fully encapsulate all potential areas to promote Equality & Diversity, whilst fully embracing the relevant promotion of literacy, numeracy & language. Indeed, there are various areas of the course where E&D has been successfully embedded, such as, gender bias within the legal profession, physical & mental disabilities within criminal law, plus, inequality regarding access to justice. • During learning walks conducted throughout the year, various strong positives were witnessed regarding the teaching of Law. Staff displayed an excellent professional standard of subject knowledge; were clear, confident and animated within their teaching; promoted skills based learning embedding the exam board assessment objectives; lesson objectives made clear; and, overall students were motivated and confident with great rapport between staff & students. It is evident that staff enthuse & engage their learners, whilst upholding the highest of expectations, which in turn encourages, motivates & supports the students to learn, progress and develop their learning. • Lesson Observation – Graded outstanding for a number of years, the department have been exempt from the Subject Performance Process. However, the NQT in Law has undertaken a number of lesson observations during 2012/2013. The most recent observation report was graded good with outstanding features, demonstrating good examination focus, challenging Q&A and good use of extension activities. • Assessment in Law is rigorous & differentiated; frequently undertaken by all students and fastidiously linked to the examination assessment objectives. The assessment structure is a significant driver in ensuring that students make outstanding progress in their learning of law. The scheme of work identifies weekly / fortnightly ten point tests and all essays are conducted under test conditions, in order to maximise student potential in the exam. Student feedback has identified that students felt that the test essays are very useful for examination practice and timing. Furthermore, students agree that the test essays proved the best method of achieving success. The weekly / fortnightly ten-point tests were rated highly by students, as it ensured that they revised their notes and helped them feel successfully throughout the course. Students also agreed that the level of homework & assessment

given was set at an appropriate level. All essays are returned with an evaluation sheet attached to returned work and students are expected to reflect upon their assessed piece and record how to improve & develop their learning next time. During learning walks, tutors were observed in lessons making excellent use of the examination criteria, frequently referring to the assessment objectives developing technique. Ultimately, the Firefly data on assessment is scrutinised heavily by the department in order to inform teachers as to the progress of the learners and determine the next step in their programme of learning.

- **Student Performance Management** – The Head of Department ensures that all staff fastidiously monitor the learning, attendance & progress of students throughout the academic year, making highly effective annotations to the system, whilst implementing rigorous & robust interventions in order to drive improvement in performance so students at least hit their target grade, if not above. In terms of attendance, tutors carefully check the data online and make highly effective interventions in order to re-engage learners, making purposeful use of the pastoral support system.
- **Homework Policy** – Staff in Law have high expectations of students outside classes, setting regular and challenging pieces of work. Students are expected to review their notes on a weekly basis and this is rigorously checked via closed file recapping. Non-compliance & submission of homework is closely followed up and challenged.
- **Study Support** – The staff in Law have formulated a variety of tailored resources in order to assist Study Support Staff in their work to develop the learning & progress of nominated students, subject to support needs. Further to this, staff have created a set of additional summarised resources, which complement the regular booklets. These booklets and hand-outs are utilised for students at risk of failing the course, aiming to maximise their potential to achieve a D or at least an E in the subject.
- **Student Support** – Workshop provision – All staff have committed to the provision of weekly one-to-one support sessions in order to ensure that the needs of all students are met. Further to this, rigorous revision programmes are undertaken in preparation of any re-sit modules, for example, the programme for G154 Special Study conducted March - May 2013, in addition to sessions carried out during study leave. All staff carry out weekly support classes over and above their normal timetabled sessions. For example, at A2, all 98 students attended an extra hour of Law per week from February 2013 until the end of the course. This gave the students extra support and ensured that student examination performance was maximised.
- **E-learning** in Law via the Moodle system has significantly enhanced the teaching & learning of students at AS Law, inside & outside the college. The members of the department have developed a programme of resources for learning & assessment, in collaboration with the E-Learning Manager, in order to drive student progress in areas of weakness. The programme was impact assessed during the summer terms and a plan of action set in place for further improvement. Implementation of the objectives will commence in September 2013.
- Lessons in Law are enhanced with **key external partners**, such as the Magistrates Association, universities and the Police, whom have delivered seminars. The AS students also took part an assignment based upon the courts, whereby they visited a local Magistrates or Crown Court during October half-term. Rigorous risk assessment reports are undertaken with respect all visits and

- **The student feedback in Law is highly positive and is fastidiously utilised in order to drive an improvement in provision of the T, L & A.**

- **The Student Perception of the Course results was very strong for both AS & A2.**

student responsibilities made clear, indicating the significant importance of health and safety.

- Teachers in Law have a significant amount of teaching experience (Including the Vice-Principal & Senior College Manager: Performance Coach) and are fully qualified with a degree & Post-Graduate Certificate in Education, bar the NQT. Staff are keen to increase their **professional development** and have undertaken regular inset training during 2012/2013 - Moodle/E-learning training & additional Learner Support Training including visual impairment. Throughout the year all staff have undertaken various internal teaching and learning courses, including E&D sessions, male underachievement, in addition to literacy & numeracy. The Head of Department attended a two day course delivered by an Ofsted Inspector, which informed the department in terms of improving the impact and quality of T, L & A. Furthermore, as Senior College Manager: Performance Coach, the HoD was responsible for sharing good practice for middle leaders in a number of training sessions named 'Leading Change'.
- Furthermore, in 2012, one member of staff was an **OCR examiner** and has therefore received regular training via the standardisation process. The experience gained is disseminated within the department via regular peer observation and 'mock' standardisation sessions conducted within the team. The knowledge & experience gained is embedded within every resource at AS & A2.

- Feedback is gained from the student cohort via student questionnaires, which provides invaluable information that has been utilised in order to drive improvements in teaching, learning & assessment. For example, A2 students requested the greater use of case charts & summarised AO2 grids within all areas in preparation of all assessments. These will be put in place for all topics and had a very positive effect on student performance in tests and test essays.

- **The SPOC Results 2013** – The results overall for every question at AS was above or significantly above the college benchmark figure. Furthermore, at A2, 12 out of the 13 questions asked also gained a result in excess of the college average benchmark. As the questionnaires are conducted within the pastoral system in an objective manner, the feedback proves to be strongly significant.
- The results demonstrate that students are confident on their learning and the skills required for success in this subject, whilst knowing clearly how to improve & progress further. Students feel highly stretched and consider teaching materials to be very effective.

- **The results are as follows:**
 - Q.1 – Students agree that lessons are varied & interesting – AS 1.34, A2 1.68 – College average 1.78
 - Q.2 – My teacher welcomes feedback on ways to improve my experience – AS 1.33, A2 1.48 – CA 1.71
 - Q.3 – I find Moodle resources useful – AS 2.03, A2 2.63 – CA 2.24
 - Q.4 – My lessons are planned and take into account my prior progress – AS 1.24, A2 1.43 – CA 1.71
 - Q.5 – I am told what & why I am learning in each lesson – AS 1.35, A2 1.36 – CA 1.66
 - Q.6 – I am encouraged to develop skills necessary for success in Law – AS 1.27, A2 1.24 – CA 1.59

	<ul style="list-style-type: none"> • Q.7 – I get regular feedback on my work – AS 1.2, A2 1.28 – CA 1.64 • Q.8 – I am given clear guidance on how to achieve TG or above – AS 1.25, A2 1.19 – CA 1.65 • Q.9 – Deadlines for my work are clearly stated – AS 1.26, A2 1.3 – CA 1.59 • Q.10 – My lessons include opportunities to extend & stretch work – AS 1.38, A2 1.5 – CA 1.72 • Q.11 – Course materials help make my learning effective – AS 1.51, A2 1.75 – CA 1.87 • Q.12 – I feel that I am meeting course expectations outside lesson – AS 1.40, A2 1.54 – CA 1.8 • Q.13 – I know how to get individual help – AS 1.18, A2 1.40 – CA 1.54 <p>Conclusion – The very positive feedback the department has received from the student cohort across both AS & A2 demonstrates that the quality of the learning process and progress taking place is outstanding</p>
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Issues/Areas for Development	Evidence
<ul style="list-style-type: none"> ▪ Develop strategies for improved performance regarding AO2 skills at AS Level Law. ▪ Moodle at A2 – greater inclusion of e-learning. 	<ul style="list-style-type: none"> ▪ Although the outcomes at AS were largely outstanding, HG need to be developed from good to outstanding. Critical analysis of the OCR results breakdown indicates that students are stronger at AO1 recall but weaker at AO2 skills of evaluation & analysis. ▪ SPOC survey 2013 - ▪ Q.3 – I find Moodle resources useful – AS 2.03, A2 2.63 – CA 2.24 ▪ <i>*However, since the survey, Moodle for A2 Law has been developed and now has presence within the course.</i>

Effectiveness of Leadership and Management

Key Strengths	Evidence
<p>The Head of Department possesses a strong vision for the department, ensuring that good practice is regularly shared, whilst challenging all areas of underperformance.</p>	<p>The Head of Department is strongly driven and has a philosophy of driving continuous improvement in terms of effective provision. The leadership and management of the department are outstanding. Teaching, learning & assessment across the whole cohort, at AS and A2, is both consistent and highly effective. Staff utilise standardised resources, materials and methods of assessment, which means that students receive a consistent level of excellent provision, whilst being accessorised by individual teaching styles & learning strategies. Resources are continually reviewed and new methodologies are developed with each aspect of the course, in order to keep lessons fresh, highly relevant and interesting. The learning & progress of all students is at the core of all the initiatives & strategies set and employed by the department. The Head of Department sets rigorous targets in order to ensure that all aspects of teaching, learning & assessment are reviewed on a yearly basis, whilst maintaining a strong examination focus.</p> <p>Staff have regular informal meetings on a weekly basis in addition to formal meetings and briefing sessions, which have proved beneficial in developing best practice. Furthermore, the meetings ensure that all team members are clear on departmental policy, such as the homework & assessment policy. Teamwork is excellent amongst the staff, which makes planning and organisation highly effective.</p> <p>Due to maternity leave in 2012/2013, the HoD trained and developed a full time NQT within one year, which resulted in grade 2 provision overall (with some outstanding data). Without a teaching qualification, this was a fantastic accolade to achieve and was done so with close monitoring of the HoD. The HoD ran one-to-one support sessions with the NQT several times per week and created an effective package of training and support to ensure that the learning & progress of all students still reached a high standard.</p> <p>Staff are ambitious in Law and have undertaken wider roles within college such as personal tutoring and adopting additional subjects, which demonstrates the interest and enthusiasm they have in teaching. Two staff members also hold senior roles within college, namely, Vice Principal & Senior College Manager: Performance Coach. As Performance Coach, the HoD had the responsibility of creating and delivering a package of training for all middle leaders under the heading of 'Leading Change'. The aim of this programme was to develop the challenge of underperformance and thereby develop the learning & progress of all learners across college, irrespective of the teacher delivering the subject.</p> <p>Furthermore, three members of staff have / continue to examine for OCR on both AS & A2 modules. The additional expertise of the team has had a positive effect with regard developing resources and new methodologies. During staff meetings and standardisation sessions, the department share their expertise within teaching, learning & assessment. CPD activities are shared & disseminated amongst all staff, for example, exam board & Ofsted updates received from the two day training event attended by the HoD in October 2012.</p>

The Head of Department strives to improve teaching, learning & assessment in Law and ensure that resources support learning & progress, promote Equality & diversity and aim to narrow the achievement gap.

Further to this, the Head of Department gathers feedback from the learner voice, learning walks & lesson observations in order to highlight and share areas of best practice, whilst rigorously challenging underperformance. The same approach of fastidiously challenging underperformance applies to the learner cohort. Staff follow up issues and liaise with the pastoral resources within college, whilst making contact with parents in order to support the student. The Head of Department sets in place strict interventions, such as subject support contracts in order to eradicate underperformance.

Ultimately, both demanding and aspirational targets are set for all staff & students, historically leading to high levels of performance. The Head of Department sets challenging targets for all staff & all learners, which is an important tool in fostering success. For example, at A2, the pass mark for all 10-point tests is 80%! All learners irrespective of target grade can access this mark and therefore the target ensures that students remain focused throughout the course. Target setting for reports is conducted carefully in conjunction with the benchmark data and each individual's target grade. The Head of Department stipulates that initiatives are put in place for both weaker & higher ability students. Lists are supplied to the Head of Department, whilst individual team members provide a scheme of extra work / workshops dedicated to pushing those students.

The Head of Department ensures that all aspects of teaching, learning & assessment are reviewed and updated on a yearly basis, making sure that provision meets the needs of all students in terms of their learning and progress.

Learner voice activities involve SPOC questionnaire and feedback gained during lessons observations & learning walks. The SPOC statistics & feedback received from the student cohort have been significantly positive throughout the year. Overall, a high level of student engagement was maintained throughout the year.

The learner voice information is given careful consideration by the department and objectives for implementation are set and published. The students made a number of highly useful proposals, as follows; increased strategies on AO2, alternative re-tests for optimum challenge and further use of gapped case charts. All of these recommendations have now been successfully implemented within the department.

Equality & diversity is an important part of the curriculum, having direct relevance to many aspects of the subject as evidenced by the scheme of work. For example, resources involve discussion on areas such as; gender inequality within the legal profession; discrimination within the police regards arrest & stop and search; access to justice; inequality within the social classification of the judiciary; homophobia in the criminal law; disabilities & the criminal law. Furthermore, during the Equality & Diversity Week, the department displayed posters and carried out activities promoting the theme. General displays within the department promote significant females & ethnic minorities, who have achieved successful within the legal profession.

	<p>In relation to the narrowing of the achievement gap, the department has made a significant effort in supporting & enabling students of all abilities. This is particularly evident within the results seen at A2, whereby 70% achieved A* / A / B despite the targets grades being significantly less than this figure (32% of students possessed a TG of A*/A (2%), A (9%) and B (20%). There were 23 A*s, whereas only 2 students possessed a target of A* / A. Also, 45% of students achieved A or A* (target 11% to achieve A*/A or A) In addition, 16 students gained an A* despite having a target of a grade B or B/C. Ultimately, 88% of students achieved A-C demonstrating that all students in Law have the potential to succeed, irrespective of their target grade. These results are facilitated with the use of workshops & provision of additional work tailored specifically for the needs of different students with differentiated target grades, ensuring all learn and make good or outstanding progress.</p> <p>The disparity between male and female achievement has been significantly narrowed during 2012/2013, demonstrating that both males and females learn and progress highly effectively, achieving largely outstanding outcomes. The HoD introduced an initiative intended to increase male outcomes in 2012, whilst also taking part in a pilot study dedicated to increasing male performance at A2 Level. At AS, as detailed above, with the exception of high grades the department successfully & significantly narrowed the gap between male and female outcomes. Development at A2 has proved outstanding regarding high grades! (A2 Law 2012 – HG 76.3% F & 38.2% M to 2013 – HG 75% F & 60.5% M).</p>
Issues/Areas for Development	Evidence
N/A	

Quality Improvement Plan 2013/2014

Area for improvement	Action required	Outcome expected	Progress Review/Key milestones	Responsibility
<ul style="list-style-type: none"> ▪ A2 success rates and retention rate require improvement 	<ul style="list-style-type: none"> ▪ Use of differentiated materials for those at risk of failing ▪ Tight interventions for those at risk of leaving college ▪ Work closely with NQT regarding A2 students for support 	<ul style="list-style-type: none"> ▪ Increase outcomes so that the BM figures are exceeded ▪ BM ▪ Success rate – 94.5% ▪ Retention – 96.9% 	<ul style="list-style-type: none"> ▪ Review February 2014 – midway point in order to ascertain current position on results on Firefly. 	<ul style="list-style-type: none"> ▪ LDG ▪ RH ▪ AS
<ul style="list-style-type: none"> ▪ AS rates of high grades for males 	<ul style="list-style-type: none"> ▪ Identification of underperforming males at AS ▪ Dedicated additional sessions for these ▪ Greater competition injected into AS ▪ AO2 skills – devise strategies of increasing evaluation skills. 	<ul style="list-style-type: none"> ▪ Increase male high grades to at least BM ▪ BM ▪ High grades bench 32.1% 	<ul style="list-style-type: none"> ▪ Review January 2014 after the AS mock exams. 	<ul style="list-style-type: none"> ▪ RH ▪ AS
<ul style="list-style-type: none"> ▪ BTEC Law – Certificate & Subsidiary Diploma ▪ Setting up for Year 1 & 2 of the course 	<ul style="list-style-type: none"> ▪ Using external links and other BTEC providers within colleges to ascertain best practice ▪ Devise scheme of work ▪ Creation of BTEC assignments 	<ul style="list-style-type: none"> ▪ Successful outcomes to exceed BM ▪ Pass rate – 100% ▪ High grade – 65% 	<ul style="list-style-type: none"> ▪ Review point after submission of unit one – January 2014 ▪ Second review point after unit two – Easter 2014 	<ul style="list-style-type: none"> ▪ AS ▪ LPR
<ul style="list-style-type: none"> ▪ AO2 skills at AS – Development of resources & activities to support increased outcomes – High grade potential. 	<ul style="list-style-type: none"> ▪ Create interactive AO2 resources to engage learners inside & outside the classroom environment ▪ Stretch & challenge activities for AO2 	<ul style="list-style-type: none"> ▪ High grades at AS to significantly exceed the benchmark ▪ High grades bench 32.1% ▪ High grades in Law 2013 - 35.8% 	<ul style="list-style-type: none"> ▪ Review HG profile after the December mock exam – January ▪ Review March 2013 – ¾ position assessing FF data. 	<ul style="list-style-type: none"> ▪ AS ▪ RH

Capacity to Improve

The Law Department consists of a solid & experienced group of staff, who have worked for the college a number of years, historically gaining some of the college's most successful outcomes. Further to this, the department has gained an NQT, who is highly qualified and extremely keen to work with the department and raise standards. There is a great capacity to improve within the department and this was demonstrated most evidently within the AS results during 2013. Staff have worked hard in order to develop a steady & significant increase in the success rates from 70.9% to 82.9% (BM 73%) over a three year period. Similarly, the retention at AS has increased from 79.4% to 93.2% (BM 89.5%) since 2010, whilst maintaining good / outstanding rates of achievement, ALPS and high grades. At A2, the capacity to improve was most evident within the narrowing of the gender gap by significantly increasing male performance regarding high grades from 38.2% to 60.5% from 2012 to 2013. The Law department are fully aware of the increasing rigour and demands of the changing A Level system and have implemented measures to overcome the removal of the January examinations. The introduction of BTEC Law in September 2013 will enhance the current provision within the Law Department, ensuring that outstanding levels of learning and progress take place for all students, irrespective of their preferred styles of teaching, learning & assessment. All resources and teaching strategies have been revised this year, and as a result, there is a clear vision for improvement in outcomes for 2014. Ultimately, the entire department are dedicated and committed to driving an increase in performance this year and are confident that the strategies put in place will prove to be highly successful.

Link Managers Reflection on the Capacity to Improve

This is a strong department with a track record of outstanding results. Introduction of BTEC Law will strengthen this provision and provide students who find the A level examination course unsuitable an alternative route.

The department has clear goals and strategies to improve its retention and success rates and the performance of males at AS particularly HG. Although the staffing last year was disrupted slightly, the staff are exceptional and a new NQT has proved herself with some impressive results in her first year.