Annual Report on Quality and Standards

This report is delivered to the Board in accordance with the duty under section 3.4 of the Terms of Reference of the Programme Committee:

"To provide an annual report on quality and standards to the Board, such report to include a summary of comments made by any external examiners."

In preparing this report, the Programme Committee have considered:

- Programme Evaluation Reports
- Outcome of Examinations Report
- Minutes of the Programme Committee
- Approval and/or Periodic Review Reports
- External Examiner Reports

1 Executive Summary

This is the fourth annual report on the quality and standards of the curriculum and its delivery and covers the period from 1 July 2024 to 30 June 2025. It includes both the LLM in Legal Practice programme (LLM) and modules within that programme which have been taken on a standalone basis, and the Graduate Diploma in Law programme.

The College uses several sources of evidence to monitor and review and monitor quality, reliable standards, and positive outcomes for all students. The objective of this report is to provide assurance about the College's quality assurance framework within which the College takes all reasonable steps to ensure a high quality academic experience, effective, valid and reliable assessment, and credible awards which reflect sector-recognised standards.

A common theme across both programmes and the standalone modules continues to be the refining of programme delivery and administrative processes to improve teaching and learning. Part of this process involves addressing the impact of increased student numbers to ensure a streamlined and consistent approach is taken.

Student engagement and motivation lies at the core of many of the observations and initiatives in this report. Equally, there is an acknowledgement that many students on the standalone modules have no intention of taking the summative assessment and there is a proposal to re-classify the standalone module as a non-credit bearing.

For the academic year 2024-25, this report indicates that standards continue to be secure, that students received a high quality academic experience, and that the College remains focused on the relevant conditions of its registration, in particular the B Conditions of its probationary NDAPs status.

2 Programme and Module Delivery

2.1 Student Recruitment

2.1.1 LLM in Legal Practice

Table 1: Summary of Part-Time LLM Enrolments

Year	Apps	Enrolments[1]	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2022/23	108	82	76%	42	17	1	22
2023/24	178	145	83%	89	29	2	25
2024/25	229	180	79%	99	34	0	47
Total	**515**	**407**	**79%**	**230**	**80**	**3**	**94**

Table 2: Summary of Full-Time LLM Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2022/23	70	43	61%	25	9	2	7
2023/24	152	100	66%	55	12	8	25
2024/25	213	120	56%	59	16	7	38
Total	**435**	**263**	**61%**	**139**	**37**	**17**	**70**

Student recruitment onto the LLM Programme continues to increase year on year with the part time programme proving more popular than the full time programme. However, the proportion of active students following enrolment is lower on the part time programme. Both observations may be explained by the fact most part time students are balancing their studies alongside employment.

2.1.2 Standalone modules (non-degree)

The tables below provide enrolment information for the standalone versions of the Solicitors Legal Knowledge and the Solicitors Legal Skills modules. These modules are taken for the purpose of preparation for SQE and represent the bulk of the College's standalone provision.

The College has also offered standalone versions of the LLM elective modules. These have much smaller enrolment figures so are not included in this section, as it is challenging to draw conclusions from the datasets. Enrolment data for these modules can be found in the appendices data tables.

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[1] Enrolments: this is the total number of enrolments at any point onto the module. Students who are enrolled, withdrawn, and re-enrolled onto the same module will count as two enrolments (except for where enrolments were made in error). The number of enrolments will equal the sum of the active, deferred, transferred, and withdrawn categories.

Active students: this is the number of students in a cohort who have completed (for historic courses) or are currently enrolled (for ongoing courses).

Deferrals: students who transfer to a later cohort but remain on the same mode of study.

Transfer outs: students who transfer to another mode of study (i.e. full-time to part-time) or change programmes.

Withdrawals: students who have withdrawn from the programme entirely, either before starting study or partway through.

Table 3:   Standalone Solicitors Legal Knowledge Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn[2]	Deferred
2022/23	306	242	79%	177	65	
2023/24	484	390	81%	298	92	
2024/25	484	333	69%	243	81	9
Total	**1274**	**965**	**76%**	**718**	**238**	**9**

Table 4:   Standalone Solicitors Legal Skills Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn	Deferred
2022/23	154	134	87%	86	48	
2023/24	206	167	81%	121	46	
2024/25	197	141	72%	91	43	7
Total	**557**	**442**	**80%**	**298**	**137**	**7**

The Solicitors Legal Knowledge (SLK) standalone module continues to be the most popular module offered by the College. However, unlike the LLM programme (within which both these modules are also available), there is a dip in student enrolments of approximately 15% on both modules compared to the previous year.

In contrast, the singular intention behind studying a standalone module, namely to prepare for the SQE, may account for the higher proportion of students who remained active on both standalone modules compared to the LLM programme.

2.1.3   Employer-specific modules

These modules were offered to specific groups of students in partnership with their employer and therefore were not available for general admission.

Year	Enrols
2022/23	129
2023/24	141
2024/25	119
Total	**389**

2.2   Graduate Diploma in Law

Table 5:   Full-Time GDL Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2023/24	76	52	69%	31	4	1	12
2024/25	173	109	60%	60	6	7	36

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[2] Withdrawals: due to the way Salesforce is configured, deferral/transfer status is not readily available for students on a DLP enrolment (except for those withdrawing due to a LOA) and currently determining this status would require manual review. Therefore, withdrawal figures for 2022/23 and 2023/24 represent students who have fully withdrawn (either before or during the module), but also include those who transferred to a later cohort, or who have switched study modes. There will also be a small number of students contributing to inflated figures, who were withdrawn and re-enrolled onto the same module to apply a retrospective discount.

Total	**249**	**161**	**64%**	**91**	**10**	**8**	**48**

Table 6:   Part-Time GDL Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2023/24	69	51	72%	35	4	0	10
2024/25	207	150	68%	100	15	6	29
Total	**276**	**201**	**70%**	**135**	**19**	**6**	**39**

The GDL enrolment numbers have doubled on the full time study mode and trebled on the part time study mode. This increase may reflect the College's recommendation that students with a non-law background, a third class result or who have not studied recently complete the GDL prior to commencing the SLK module to raise their levels of legal knowledge. There is also an increased general awareness of the challenges of the SQE and the need to have a firm grasp of basic legal knowledge.

2.3   Programme Delivery

2.3.1   LLM and Standalone modules

During the period covered by this report and following the implementation of the recommendations from the periodic curriculum review, the programme has developed and matured. Alongside these changes, further adjustments have been made on a regular basis to enhance the student experience and effectiveness of the programme.

These improvements have been informed by student and academic team feedback together with the training sector's better understanding of the SRA's SQE assessment specification and the challenges SQE poses. While we have an increasing amount of data on how our students perform on SQE, it does not provide a full picture due to the reliance on students self-reporting. However, the data is more reliable for those students sponsored by an employer.

Turnitin, which is software to detect plagiarism, has been introduced and training provided to students and supervisors. While it can detect similarity effectively, it may not be keeping up with the use of AI which is evolving very quickly. This is a challenge that all education providers are grappling with, and the College has set up an AI working group to monitor and advise on the matter.

During the reporting period, further partnerships have been entered into with universities to deliver SQE prep modules. Each partnership has different requirements around content, delivery and expectations which are managed between the different teams within the College.

2.3.2   Graduate Diploma in Law

The GDL has continued to grow as a successful and high performing part of the College's provision. Student feedback has been excellent and no significant issues have been reported by students or the staff team. The quality of teaching and level of support provided by supervisors are areas identified by students as key to their positive experiences.

Improvemnts have been carried out, such as replacement and updating of some templates, new exemplars for students and the introduction of module leader drop in sessions.

While the rapid increase in numbers is a positive development, the workshop group sizes and the ability to meet assessment deadlines may require the delivery structure to be reviewed.

2.4   Assessments

Both the LLM and GDL programmes met or exceeded the target 65% completion rate which is a key performance indicator under Condition B3 of the Office for Students (OfS).

As in previous years, lower completion rates were seen in standalone module cohorts. While excluded from official OfS completion metrics, they represent a significant segment of the student body, so these modules have been monitored.

External examining took place as expected and as set out in the College's Quality Assurance and Assessment Regulations, including external examiner scrutiny of the assessments, internal moderation of examination results, external examination review of the moderation process and approval of marks the module panels.

2.5   Resources

Student numbers on both programmes have increased substantially from the previous reporting period. This has required academic and administrative processes to be reviewed and adjusted regularly to improve efficiency including around assessments where the impact of reasonable adjustments, multiple resits and leave of absences are far reaching.

During the period, the role of Programme Leader was disbanded and the new role of Programme Operations Manager was created to address the increased academic administration and the need to streamline processes.

Teaching continues to be delivered by permanent members of the academic team and freelance external supervisors. This model is responsive and flexible as student numbers increase.

3   Equality, Diversity, and Inclusion Monitoring

The tables below show admissions by students across all programmes, split by protected characteristics. Data split by programme is available in the appendices.

Table 7:   Admissions by gender identity

	Male			Female			Other/non-binary			Prefer not to say		
Year	Apps	Enrols	Conversion	Apps	Enrols	Conversion	Apps	Enrols	Conversion	Apps	Enrols	Conversion
2022/23	228	176	74%	445	340	75%	3	3	100%	5	2	63%
2023/24	444	324	70%	793	623	78%	2	2	100%	33	24	61%
2024/25	553	366	66%	971	667	69%	1	1	100%	47	18	41%
Totals	**1225**	**866**	**70%**	**2209**	**1630**	**74%**	**6**	**6**	**100%**	**85**	**44**	**55%**

Table 8:   Admissions by disability status

	Disability Declared			No Disability		
Year	Apps	Enrols	Conversion	Apps	Enrols	Conversion
2022/23	67	57	85%	630	476	73%
2023/24	167	132	80%	1105	841	72%
2024/25	241	165	68%	1331	887	67%
Totals	**475**	**354**	**78%**	**3066**	**2204**	**71%**

It is noted that female students outnumber male students by a considerable margin.

Table 9:   Admissions by ethnic origin

	White			Black or Black British			Asian or Asian British			Mixed			Other			Not known		
Year	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2022/23	296	252	84%	122	71	58%	176	134	73%	28	23	83%	31	24	73%	28	17	58%
2023/24	558	470	81%	243	166	69%	297	203	65%	56	43	74%	57	41	67%	60	50	77%
2024/25	697	530	75%	318	177	58%	337	212	61%	82	54	66%	68	40	67%	70	39	56%
Totals	**1551**	**1252**	**80%**	**683**	**414**	**62%**	**810**	**549**	**67%**	**166**	**120**	**74%**	**156**	**105**	**69%**	**158**	**106**	**64%**

Table 10:   Admission by sexual orientation

	Bisexual			Gay or lesbian			Heterosexual			Other			Prefer not to say		
Year	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2022/23	32	27	80%	19	15	74%	557	433	75%	13	8	61%	60	38	74%
2023/24	71	52	69%	43	35	78%	1008	779	74%	12	10	79%	138	97	72%
2024/25	91	57	63%	48	31	65%	1220	825	68%	14	11	72%	199	128	64%
Totals	**194**	**136**	**71%**	**110**	**81**	**72%**	**2785**	**2037**	**72%**	**39**	**29**	**71%**	**397**	**263**	**70%**

Table 11:   Admissions by religion

	Declared a religion			Declared no religion			Prefer not to say		
Year	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2022/23	413	302	71%	202	168	83%	67	51	69%
2023/24	400	283	69%	157	122	77%	1040	803	74%
2024/25	588	388	66%	302	217	70%	1291	867	62%
Totals	**1401**	**973**	**68%**	**661**	**507**	**77%**	**2398**	**1721**	**68%**

The College continues to attract a diverse range of students with almost half being from a minority ethnic background. It is noted from the Outcome of Examinations Report that minority ethnic students are less likely to pass the SLK module than their White peers.

4   Curriculum Development

4.1   New programme validation

There were no new programmes validated within the reporting period.

A new module called Solicitors Legal Knowledge (Plus) was validated for a university partnership that required this module to be level 7 rather than level 6.

4.2   Periodic review

There was no periodic curriculum review within the reporting period.

The periodic review of the LLM programme which took place in April 2024 has been fully implemented. The changes introduced continue to be monitored, although initial indications are positive.

4.3   Learning and Teaching Initiatives

Over the reporting period, various routine aspects of the curriculum delivery have been reviewed and standardised by module leaders to underpin consistency as student and supervisor numbers increase.

An analysis of the performance of students on SLK who went on to pass SQE1 was undertaken. These students generally achieve marks above 60% in the formative assessments from the mid-way point onwards as well as the summative assessment. Given they can have unlimited attempts at the summative assessments, this provides compelling evidence that repetition promotes success. This evidence is being used by module leaders and supervisors to motivate students to engage with the materials and test themselves from the outset.

Consideration was given to deploying AI within the curriculum to provide more detailed formative feedback to students. Resource implications and wider considerations around AI have meant the initiative has not been progressed.

Exploring and enhancing the performance analytics within Canvas is ongoing with TLD. We believe the amount and quality of analytics that students and supervisors can access on the SQE prep modules will promote engagement and motivation by allowing students to analyse their performance to pinpoint their own strengths and weaknesses at any given stage, inform revision and compare their performance to that of the entire cohort. It will also allow personal supervisors to provide more tailored support.

4.4   Programme and Module Modifications

The format of assessing on the GDL was modified whereby the issues element which comprises 25% of the summative assessment was replaced with MCQs. This change is intended to prepare students for progression onto SLK. This was a minor modification made during the reporting period and ahead of the September 2025 intakes.

There were no major modifications during the reporting period.

5   Student Engagement and Feedback

5.1   Student engagement

Student engagement continues to be varied with the inbuilt flexibility of the programmes reframing the nature and timing of engagement. However, we know from Canvas analytics

that students who engage fully with the materials do well and this message is conveyed at every opportunity.

The systematic monitoring and recording of student engagement which included pulling student data at the mid-point of the SLK module was trialed. However, it proved to be overwhelming on resources across teams and needs to be revisited. In the meantime, personal supervisors follow up students who miss their supervision sessions and then flag them to Student Services for a safe and well check if they miss more than two sessions.

5.2   Student feedback

Student feedback continues to be given through formal and informal routes. Formal routes include student evaluations completed by individual students at the end of each module and the conclusion of a programme. These evaluations are reviewed and responses captured in the annual Module Review and Programme Evaluation Reports.

During the reporting period, an additional student member was appointed to the Programme Committee to increase the student voice.

6   Outcome of Examinations

6.1   Completion

Table 12:   LLM Module Completion

Year	Enrolments	Pass	Fail	Fail due to non-attempt	Results not available	Pass rate %	% of students not attempting assessments
2022/23	87	57	14	4	12	66%	5%
2023/24	329	265	16	16	32	81%	5%
2024/25	603	406	100	92	0	67%	15%
Totals	**1019**	**728**	**130**	**112**	**44**	**71%**	**8%**

It is noted that completion rates on the LLM Programme remain above the 65% threshold.

Table 13:   Standalone Module Completion

Year	Enrolments	Pass	Fail	Fail due to non-attempt	Results not available	Pass rate %	% of students not attempting assessments
2022/23	157	69	20	47	21	44%	30%
2023/24	317	148	30	119	20	47%	38%
2024/25	437	196	54	186	0	45%	43%
Totals	**911**	**413**	**104**	**352**	**41**	**45%**	**37%**

On the stand alone SLK and SLS modules, just under half the students have not attempted the summative assessment. This data may highlight the primary aim of these students who are prioritising their study efforts and timings to succeed in SQE rather than acquire credit from a stand alone module.

Given the transactional focus on the part of these students, we are moving towards making standalone modules non-credit bearing. This will align more closely with the College's goal of providing flexible, affordable legal education. It will also have the advantage of allowing administrative resources to be targeted elsewhere, and provide an opportunity to adjust our approach to student engagement and motivation.

Table 14: Employer-specific Module Completion

Year	Enrolments	Pass	Fail	Fail due to non-attempt	Results not available	Pass rate %	% of students not attempting assessments
2022/23	36	32	1	0	0	89%	0%
2023/24	130	128	1	0	1	98%	0%
2024/25	194	187	4	3	0	96%	2%
Totals	360	347	6	3	1	95%	1%

These modules are run for closed cohorts of students from specific employers, and as such students may not be representative of our 'typical' cohorts.

The pass rate for employer-specific modules is exceptionally high. This may be due to several factors including the support and motivation provided by an employer notwithstanding the corresponding pressure to succeed.

Table 15: GDL Module Completion

Year	Enrolments	Pass	Fail	Fail due to non-attempt	Results not available	Pass rate %	% of students not attempting assessments
2023/24	153	130	2	5	16	85%	3%
2024/25	949	876	30	39	4	92%	4%
Totals	1102	1006	32	44	20	89%	4%

The pass rates for the GDL are exceptionally high compared to other modules. The level of support within the curriculum and the quality of teaching identified by students may be a reason for achieving such a good pass rate.

6.2 Quality assurance of marking

Internal quality assurance processes took place as expected. These processes are functioning efficiently and are helping to uphold the standards of assessment across programmes.

6.3 External Examining

External examining took place as expected and set out in the College's Quality Assurance and Assessment Regulations, including external examiner scrutiny of the assessments, internal moderation of examination results, external examination review of the moderation process and approval of marks at the relevant Module Panel and the Award & Progression Panel.

A new Award External Examiner role has been introduced to enhance oversight of the Progression and Awards Panel processes. This role should provide valuable assurance and further strengthen the College's quality and assurance framework.

On the LLM Programme, the external examiner comments noted that they were very impressed by the breadth and structure of the feedback process undertaken on the relevant programmes and that it showed very good practice . It was recommended that consistency in the approach to student feedback could be improved along with a request to meet some students for their reflections on the student experience.

On the GDL programme, the external examiner's comments were very positive noting that the teaching, learning and assessment activities are well designed, and are conducted fairly and rigorously. No recommendations were made.

7   Probationary Degree Awarding Powers

The College provides the OfS with regular updates on progress towards implementing its New DAPs plan during the extended probationary period. Progress has remained steady and focused and the College remains committed to achieving all required milestones within the probationary period.

8   Governance

The Programme Committee works effectively which includes bringing diverse voices and scrutiny to the quality and standards process.

9   Action Planning

9.1   Progress against actions from the previous report

	Issue / Enhancement	Action Required	Success Criteria	Action by whom	Action by when	Completion comments
1	Understand and improve completion rates for non-white students	Commission a working group	Group established	Head of Curriculum	April 2025	On hold pending more complete data to inform the terms of reference.
2	Academic integrity	Final decision on use of Turnitin	Implementation of Turnitin and the ability to identify plagiarism in submitted work	Chief Executive Officer/Chief of Operations/ Head of Curriculum	February 2025	Completed. Use and effectiveness being monitored.
3	Fully implement LLM Periodic Curriculum Review	Implementation of all enhancements outlined in the review	All enhancements implemented	Head of Curriculum / PL / PM	February 2025	Completed. Ongoing monitoring of changes
4	Engagement policy and monitoring	Engagement monitoring processes to	Monitoring of issues arising from high	Head of Curriculum/	July 2025	Ongoing.

	processes to be kept under review in context of rapidly increasing student numbers.	be kept under review to assess continued suitability of methods with increasing student numbers	student numbers by module leader, discussion and consideration in academic and curriculum meetings. Actions identified where required	ML/PL/ Registry		More efficient but cost effective methods of monitoring student engagement have been and continue to be explored.
5	Assessment planning	Improve assessment planning to streamline processes and workflow to enable the publication of module panel dates well in advance	Publication of module results well in advance	Registrar / Academic Team	By December 2024	Complete. Panels are occurring regularly and are planned ahead.

9.2 Action plan for the upcoming year

	Issue / Enhancement *Identified through any feedback mechanism included above or EE comment*	Action Required *What needs to happen to resolve or minimalise the issue, or implement the enhancement*	Success Criteria *What should happen if the action were successful, how will this be evidenced?*	Action by whom *Person identified to lead on the action*	Action by when *Date for completion (within 12 months)*	Completion comments *For reporting progress against actions to Programme Committee*
1.	Improve completion rates of Student Evaluation Surveys	Identify obstacles to completing evaluations	More student evaluations will be completed	Programme Operations Manager/ Module leaders	30 June 2026	
2.	Assessment planning	Create calendar of academic and administrative actions to be taken for assessments	Calendar created	Programme Operations Manager	31 January 2026	
3.	SQE Attainment	Improve Canvas analytics for students and supervisors to enhance user experience and support engagement	Improved Canvas analytics	Head of Curriculum/Chief Operations Officer/TLD	30 June 2026	

4.	Introduction of MCQs to GDL assessments and corresponding workshop adjustments	Introduce MCQs to the assessments and amend workshop materials	Changes are made to assessments and materials	Head of Curriculum/Module leader	31 January 2025	
5.	Engagement policy and monitoring processes to be kept under review	Engagement monitoring processes to be kept under review to assess continued suitability of methods with increasing student numbers	Monitoring of issues arising from high student numbers by module leader and Student Services	Head of Curriculum/ ML/ Registry/Student Services Manager	30 June 2026	
6.	Create non-credit bearing standalone SLK module	Seek stakeholder approval	Approval obtained and new module launched	HoC/ Registry/TLD	30 April 2026	

10 APPENDICES: ADDITIONAL DATA TABLES

10.1 LLM in Legal Practice Enrolments

Table 16: Part-Time Enrolments (August LLM intake)

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2022/23	49	37	75%	14	9		14
2023/24	70	61	87%	37	16		8
2024/25	128	98	77%	48	28		22
Totals/Averages	**247**	**196**	**80%**	**99**	**53**	**0**	**44**

Table 17: Part-Time Enrolments (February LLM Intake)

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2022/23	59	45	76%	28	8	1	8
2023/24	108	84	78%	52	13	2	17
2024/25	101	82	81%	51	6		25
Totals/averages	**268**	**211**	**78%**	**131**	**27**	**3**	**50**

Table 18: Full-Time Enrolments (September LLM Intake)

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2022/23	35	22	62%	10	6	2	4
2023/24	85	58	68%	27	7	7	17
2024/25	142	80	56%	38	15	6	21
Totals/Averages	**262**	**160**	**62%**	**75**	**28**	**15**	**42**

Table 19: Full-Time Enrolments (March LLM Intake)

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2022/23	35	21	60%	15	3		3
2023/24	67	42	63%	28	5	1	8
2024/25	71	40	56%	21	1	1	17
Total	**173**	**103**	**60%**	**64**	**9**	**2**	**28**

10.2 Standalone Module Enrolments

Table 20: Standalone Acquisitions and Finance Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn	Deferred
2022/23	5	1	20%	1		
2023/24	12	9	75%	6	3	
2024/25	6	2	33%	2		
Total	**23**	**12**	**43%**	**9**	**3**	**0**

Table 21: Standalone Commercial Law Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn	Deferred
2022/23	8	2	25%		2	

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn	Deferred
2023/24	8	4	50%	1	3	
2024/25	7	1	14%	1		
Total	**23**	**7**	**30%**	**2**	**5**	**0**

Table 22:   Standalone Commercial Property Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn	Deferred
2022/23	2	2	100%	1	1	
2023/24	10	7	70%	7		
2024/25	5	3	60%	3		
Total	**17**	**12**	**77%**	**11**	**1**	**0**

Table 23:   Standalone Dispute Resolution Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn	Deferred
2022/23	6	4	67%	3	1	
2023/24	8	3	38%	3		
2024/25	5	1	20%	1		
Total	**19**	**8**	**42%**	**7**	**1**	**0**

Table 24:   Standalone Employment Law Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn	Deferred
2022/23	3	1	33%	1		
2023/24	7	6	86%	3	3	
2024/25	9	1	11%	1		
Total	**19**	**8**	**43%**	**5**	**3**	**0**

Table 25:   Standalone Family Law Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn	Deferred
2022/23	5	2	40%	1	1	
2023/24	10	5	50%	3	2	
2024/25	18	4	22%	3	1	
Total	**33**	**11**	**37%**	**7**	**4**	**0**

Table 26:   Standalone Intellectual Property Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn	Deferred
2022/23	2	1	50%	1		
2023/24	11	10	91%	9	1	
2024/25	4	1	25%	1		
Total	**17**	**12**	**55%**	**11**	**1**	**0**

Table 27:   Standalone O-Shaped Skills Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn	Deferred
2022/23	9	6	78%	3	3	
2023/24	39	30	77%	13	17	
2024/25	8	6	75%	2	4	
Total	**56**	**42**	**77%**	**18**	**24**	**0**

Table 28:   Standalone Personal Injury Enrolments

Year	Apps	Enrolments	Conversion Rate	Active Students	Withdrawn	Deferred
2022/23	3	1	33%		1	
2023/24	2	0	0%			
2024/25	6	0	0%			
Total	**11**	**1**	**11%**	**0**	**1**	**0**

10.3 Graduate Diploma in Law Enrolments

Table 29:   Part-Time Enrolments (January GDL Intake)

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2023/24	23	15	65%	8	3		4

Table 30:   Full-Time Enrolments (January GDL Intake)

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2023/24	36	27	75%	17	1	1	6

Table 31:   Part-Time Enrolments (March GDL Intake)

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2023/24	46	36	78%	27	1		6
2024/25	83	63	70%	42	6	2	13
Total	**129**	**99**	**74%**	**69**	**7**	**2**	**19**

Table 32:   Full-Time Enrolments (March GDL Intake)

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2023/24	40	25	63%	14	3		6
2024/25	74	50	63%	31		2	17
Total	**114**	**75**	**63%**	**45**	**3**	**2**	**23**

Table 33:   Part-Time Enrolments (September GDL Intake)

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2024/25	124	87	65%	58	9	4	16

Table 34:   Full-Time Enrolments (September GDL Intake)

Year	Apps	Enrolments	Conversion Rate	Active Students	Deferrals	Transfer Out	Withdrawn
2024/25	99	59	56%	29	6	5	19

10.4 Employer-specific module enrolments

Table 35:   Employer-specific Solicitors Legal Knowledge Enrolments

Year	Total Enrolments	Active Students	Withdrawn
2024/25	18	18	-

Table 36:   Employer-specific Solicitors Legal Skills Enrolments

Year	Total Enrolments	Active Students	Withdrawn
2024/25	23	22	1

Table 37:   Employer-specific Capstone Enrolments

Year	Total Enrolments	Active Students	Withdrawn
2022/23	26	22	4
2023/24	17	17	-
2024/25	14	9	5
Total	**57**	**48**	**9**

Table 38:   Employer-specific Legal Business Skills Enrolments

Year	Total Enrolments	Active Students	Withdrawn
2022/23	27	27	-
2023/24	37	34	3
2024/25	18	18	-
Total	**82**	**79**	**3**

Table 39:   Employer-specific Dispute Resolution Enrolments

Year	Total Enrolments	Active Students	Withdrawn
2022/23	23	19	4
2023/24	29	28	1
2024/25	19	18	1
Total	**71**	**65**	**6**

Table 40:   Employer-specific Corporate Finance Enrolments

Year	Total Enrolments	Active Students	Withdrawn
2022/23	23	19	4
2023/24	29	29	-
Total	**52**	**48**	**2**

Table 41:   Employer-specific Private Acquisitions Enrolments

Year	Total Enrolments	Active Students	Withdrawn
2022/23	19	19	-
2023/24	29	28	1
2024/25	45	42	3
Total	**93**	**89**	**4**

Table 42:   Employer-specific O-Shaped Skills Enrolments

Year	Total Enrolments	Active Students	Withdrawn
2022/23	11	11	-
Total	**11**	**11**	**1**

10.5 Admissions by gender identity

Table 43:   LLM admissions by gender identity

Year	Male			Female			Other/non-binary			Prefer not to say		
	Apps	Enrols	Conversion	Apps	Enrols	Conversion	Apps	Enrols	Conversion	Apps	Enrols	Conversion
2022/23	67	45	67%	109	78	72%	1	1	100%	1	1	100%
2023/24	125	82	66%	199	158	79%	1	1	100%	5	4	80%
2024/25	164	102	62%	268	193	72%	0	0	-	10	5	50%
Totals	**356**	**229**	**65%**	**576**	**429**	**74%**	**2**	**2**	**100%**	**16**	**10**	**77%**

Table 44:   GDL admissions by gender identity

Year	Male			Female			Other/non-binary			Prefer not to say		
	Apps	Enrols	Conversion	Apps	Enrols	Conversion	Apps	Enrols	Conversion	Apps	Enrols	Conversion
2023/24	83	53	64%	56	43	77%	0	0	-	6	1	17%
2024/25	169	116	69%	196	136	69%	1	1	100%	14	6	43%
Totals	**252**	**169**	**66%**	**252**	**179**	**73%**	**1**	**1**	**100%**	**20**	**7**	**30%**

Table 45:   Standalone admissions by gender identity

Year	Male			Female			Other/non-binary			Prefer not to say		
	Apps	Enrols	Conversion	Apps	Enrols	Conversion	Apps	Enrols	Conversion	Apps	Enrols	Conversion
2022/23	161	131	81%	336	262	78%	2	2	100%	4	1	25%
2023/24	236	189	80%	538	422	78%	1	1	100%	22	19	86%
2024/25	220	148	67%	507	338	67%	0	0	-	23	7	30%
Totals	**617**	**468**	**76%**	**1381**	**1022**	**74%**	**3**	**3**	**100%**	**49**	**27**	**47%**

10.6 Admissions by disability status

Table 46:   LLM admissions by disability status

	Disability Declared				No Disability			
Year	Apps	Enrols	Conversion		Apps	Enrols	Conversion	
2022/23	22	16		73%	156	109		70%
2023/24	51	42		82%	279	203		73%
2024/25	77	58		75%	365	242		66%
Totals	**150**	**116**		**77%**	**800**	**554**		**70%**

Table 47:   GDL admissions by disability status

	Disability Declared				No Disability			
Year	Apps	Enrols	Conversion		Apps	Enrols	Conversion	
2023/24	22	18		82%	123	79		64%
2024/25	68	42		62%	312	217		70%
Totals	**90**	**60**		**72%**	**435**	**296**		**67%**

Table 48:   Standalone admissions by disability status

	Disability Declared				No Disability			
Year	Apps	Enrols	Conversion		Apps	Enrols	Conversion	
2022/23	33	29		88%	470	367		78%
2023/24	94	72		77%	703	559		80%

2024/25	96	65	68%	654	428	65%
Totals	223	166	77%	1827	1354	74%

10.7 Admission by ethnic origin

Table 49: LLM admissions by ethnic origin

	White			Black or Black British			Asian or Asian British			Mixed			Other			Not known		
Year	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2022/23	73	59	81%	46	27	59%	37	25	68%	6	5	83%	6	4	67%	10	5	50%
2023/24	139	112	81%	82	56	68%	65	47	72%	23	16	70%	10	6	60%	11	8	73%
2024/25	196	153	78%	99	60	61%	77	41	53%	33	23	70%	20	14	70%	17	9	53%
Totals	408	324	80%	227	143	63%	179	113	64%	62	44	74%	36	24	66%	38	22	59%

Table 50: GDL admissions by ethnic origin

	White			Black or Black British			Asian or Asian British			Mixed			Other			Not known		
Year	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2023/24	42	32	76%	40	28	70%	37	20	54%	10	6	60%	6	4	67%	10	7	70%
2024/25	153	107	70%	71	47	66%	102	66	65%	20	13	65%	15	14	93%	19	12	63%
Totals	195	139	73%	111	75	68%	139	86	59%	30	19	63%	21	18	80%	29	19	67%

Table 51: Standalone admissions by ethnic origin

	White			Black or Black British			Asian or Asian British			Mixed			Other			Not known		
Year	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2022/23	223	193	87%	76	44	58%	139	109	78%	22	18	82%	25	20	80%	18	12	67%
2023/24	377	326	86%	121	82	68%	195	136	70%	23	21	91%	41	31	76%	39	35	90%
2024/25	348	270	78%	148	70	47%	158	105	66%	29	18	62%	33	12	36%	34	18	53%
Totals	948	789	84%	345	196	58%	492	350	72%	74	57	78%	99	63	64%	91	65	70%

10.8 Admissions by sexual orientation

Table 52: LLM admissions by sexual orientation

	Bisexual			Gay or lesbian			Heterosexual			Other			Prefer not to say		
Year	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2022/23	10	7	70%	3	2	67%	151	105	70%	5	3	60%	9	8	89%
2023/24	26	20	77%	13	8	62%	270	199	74%	3	3	100%	18	15	83%
2024/25	28	19	68%	15	10	67%	350	240	69%	2	1	50%	47	30	64%
Totals	64	46	72%	31	20	65%	771	544	71%	10	7	70%	74	53	79%

Table 53: GDL admissions by sexual orientation

	Bisexual			Gay or lesbian			Heterosexual			Other			Prefer not to say		
Year	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2023/24	7	4	57%	5	4	80%	110	75	68%	2	1	50%	21	13	62%
2024/25	28	19	68%	18	11	61%	268	187	70%	6	5	83%	60	37	62%
Totals	35	23	63%	23	15	71%	378	262	69%	8	6	67%	81	50	62%

Table 54: Standalone admissions by sexual orientation

Year	Bisexual			Gay or lesbian			Heterosexual			Other			Prefer not to say		
	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2022/23	22	20	91%	16	13	81%	406	328	81%	8	5	63%	51	30	59%
2023/24	38	28	74%	25	23	92%	628	505	80%	7	6	86%	99	69	70%
2024/25	35	19	54%	15	10	67%	602	398	66%	6	5	83%	92	61	66%
Totals	**95**	**67**	**73%**	**56**	**46**	**80%**	**1636**	**1231**	**76%**	**21**	**16**	**77%**	**242**	**160**	**65%**

10.9 Admissions by religion

Table 55: LLM admissions by religion

Year	Declared a religion			Declared no religion			Prefer not to say		
	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2022/23	114	75	66%	49	41	84%	16	9	56%
2023/24	228	166	73%	82	63	77%	20	16	80%
2024/25	268	177	66%	144	106	74%	30	17	57%
Totals	**610**	**418**	**68%**	**275**	**210**	**78%**	**66**	**42**	**64%**

Table 56: GDL admissions by religion

Year	Declared a religion			Declared no religion			Prefer not to say		
	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2023/24	101	65	64%	32	24	75%	12	8	67%
2024/25	229	154	67%	110	80	73%	41	25	61%
Totals	**330**	**219**	**66%**	**142**	**104**	**74%**	**53**	**33**	**64%**

Table 57: Standalone admissions by religion

Year	Declared a religion			Declared no religion			Prefer not to say		
	Apps	Enrols	Conv	Apps	Enrols	Conv	Apps	Enrols	Conv
2022/23	299	227	76%	153	127	83%	51	42	82%
2023/24	457	339	74%	268	238	89%	70	52	74%
2024/25	408	240	59%	267	207	78%	75	46	61%
Totals	**1164**	**806**	**70%**	**688**	**572**	**83%**	**196**	**140**	**73%**