

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	LLB (Hons)
<b>Teaching Institution</b>	Leeds City College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	September 2016
<b>Next revalidation</b>	September 2021
<b>Credit points for the award</b>	360 credits for LLB (Hons)
<b>UCAS Code</b>	2R11
<b>Programme start date</b>	September 2017
<b>Underpinning QAA subject benchmark(s)</b>	Subject Benchmark - Law (2015)
<b>Other external and internal reference points used to inform programme outcomes</b>	
<b>Professional/statutory recognition</b>	
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	Full Time and Part Time
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	July 2016

#### 2.1 Educational aims and objectives

The Bachelor of Laws aims to:

- Deliver a rigorous education experience in the discipline of law and inculcate the highest standards in clarity, integrity and objectivity
- Enable students to develop an understanding of the nature of law and the theoretical and multi-disciplinary influences on its development
- Develop students' analytical, problem-solving and critical skills in relation to the creation, interpretation, application and development of law
- Provide the opportunity to study a wide range of challenging and vocationally relevant law modules and engage in extended research and study specialist law modules

- Provide the opportunity to study professional Chartered Institute of Legal Executives modules and the Graduate Fast Track Diploma, leading to a fully certified legal practitioner after a three-year programme of study.
- Produce graduates who are equipped for training and employment in the legal profession and in other fields of employment or to undertake postgraduate study

## **2.2 Relationship to other programmes and awards**

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

None

### 3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding		
Learning outcomes:		Learning and teaching strategy/ assessment methods
<b>K1</b>	Choose, plan and manage a negotiated, extended and self-directed piece of work which requires research, retrieval and evaluation of information from a range of sources including primary legal sources	<p>A range of teaching and learning methods are employed as appropriate to the level and topic to develop the required knowledge base and skills base.</p> <p>Whole cohort lecture sessions will be predominantly used to deliver information and develop students' knowledge and understanding of the law and legal concepts being covered. These sessions will often be used to introduce new topics and consolidate main principles and may be supplemented through on-line materials and activities on Google Classroom. The content of lectures will be reinforced by a variety of methods, for example, students will be expected to supplement lectures by additional reading, research and preparation for seminars. Different modules utilise different combinations of these methods. Lectures provide an overview framework of the area of study and of the key issues and arguments. The knowledge base is then further developed through directed and self-directed reading of primary and secondary source materials.</p> <p>Various teaching methods will be used to enhance the experience and enjoyment of the modules. For example, presentations, peer assessment of</p>
<b>K2</b>	Demonstrate a systematic, comprehensive and detailed knowledge of aspects of substantive law, informed by legal doctrine, current thinking and developments in an institutional, social, national and global context	
<b>K3</b>	Appraise, synthesise and critically evaluate substantive law in depth to draw justified conclusions	

### 3A. Knowledge and understanding

presentations and written answers, case notes, mock exam questions and interactive activities will be used in Tort. Feedback and feedforward will be given on all activities. Moots, quiz activities and students reporting back on the findings of visits will be used in the Legal Foundations module. The visits will be to the Magistrates Court, Crown Court, Combined Courts, Employment Tribunal and Coroners Court. Student-led tutorials will also be used and these will consist of action learning activities, discussion groups and report-back sessions that will allow students to develop research, communication and teamwork skills. Guest speakers will also be used in the module to further expand on the students' awareness of the legal sector. These will be local practitioners in both civil and criminal litigation. Other examples of the different teaching and learning methods include the use of debates in Criminal law and European Law, multiple choice questions and role play activities in Contract law and Oscola activities in Criminal law and Legal Research Method and Skills. Academic debates and discussions will be used at Level 6 as a forum to allow the students to develop and display their verbal analytical skills, research skills and their independence. The Dissertation will also allow students to evaluate an area of law or the legal sector which is of interest to them, further emphasising their ability to be autonomous and independent.

The aim is to develop the power to locate, select and analyse legal and non-legal materials and resources such as Westlaw are fundamental. The students will have the confidence and skills to use varied sources at Level 6, this will be displayed in all Level 6 modules, as will the ability to evaluate.

IT induction will be provided for students and training and certification offered in the use of Westlaw.

3A. Knowledge and understanding		

3B. Cognitive skills		
Learning outcomes:		Learning and teaching strategy/ assessment methods
<b>C1</b>	Objectively consider established legal principles, case law and legislation using balanced, logical and supported argument	Seminars and tutorials provide an opportunity to test knowledge and understanding of key substantive areas and clarify any areas of uncertainty. In seminars students build on the knowledge and understanding acquired in lectures and develop their skills of analysis and critical evaluation. They are intended to extend the students and allow them to progressively develop their ability to analyse, evaluate and apply law in a variety of different ways. Seminars will also provide the opportunity to develop a number of other skills depending on the module and the exercises undertaken. They may work in teams in tackling problem solving activities, they may present their work to the group orally or peer review a colleague's. Some of the sessions may adopt a practical workshop approach which will give the opportunity to focus on skills based learning, in particular skills of advocacy, interviewing, research and legal writing. Formative assessments will be used in seminars and feedback and feedforward given so as to facilitate progressive development.
<b>C2</b>	Demonstrate intellectual flexibility and openness to new ideas, including an ability to deal with ambiguity and uncertainty in the law	
<b>C3</b>	Analyse, interpret, challenge, and critically evaluate a range of complex data, including textual, numerical and statistical	
<b>C4</b>	Competently utilise knowledge, tools and methods to offer justified conclusions to complex hypothetical or actual scenarios	

3C. Practical and professional skills		
Learning outcomes:		Learning and teaching strategy/ assessment methods
<b>P1</b>	Competently act autonomously with limited supervision within agreed guidelines	There is a compulsory 40 credit dissertation module at Level 6 and the other modules available allow for some element of choice while still covering the

<b>3C. Practical and professional skills</b>		
<b>P2</b>	Analyse and critically evaluate the impact of a contemporary legal, ethical, and economic issues that are relevant and applicable to UK law within the social, national and global context	<p>programme learning outcomes. Modules can be chosen which will allow for the completion of the Chartered Institute of Legal executives Graduate Fast Track Diploma, these modules will also be assessed in programme. The additional Chartered Institute of Legal Executives assessments will not affect the assessment and consequent grading of the degree, but the scheme does aim to develop the practice based skills of the cohort.</p> <p>In addition to module tutorials which focus on academic work, in some modules pastoral tutorials which focus more on support and guidance will be offered. Group tutorials are also provided for all students.</p>

<b>3D. Key/transferable skills</b>		
<b>Learning outcomes:</b>		<b>Learning and teaching strategy/ assessment methods</b>
<b>T1</b>	Plan, manage and critically evaluate own learning, using appropriate planning and record keeping and reflective practice	<p>Summative assessment methods will vary according to the needs of the different modules and the level at which they are being taught. Assessment methods include examinations (seen and unseen, open and closed book), coursework, moot, project, academic discussions and presentations. A wide variety of assessment methods will suit a number of different learning styles and assess relevant skills necessary for one of the many varied careers in law. The focus will be firmly on progression and the development of all learners.</p> <p>Formative assessment, with high quality and prompt feedback, is integral to the modules and there will be a number of opportunities for formative assessment and feedback and feedforward in all law modules, examples</p>
<b>T2</b>	Communicate clearly, fluently and effectively in a range of styles appropriate to the context of assessment and audience, in an oral and written context	
<b>T3</b>	Demonstrate the ability to engage with professional/academic skills within the context of the legal sector and the ability to effectively work in a collaborative manner	

### 3D. Key/transferrable skills

include scenario questions, timed questions, discussion boards, presentations and mock examinations.

In-course and end course assignment work weighted according to the level and module includes: essay production of varying word length, problem solving tasks of increasing complexity, case notes, presentations, discussion boards, written and oral, with and without appropriate aids, individual and group prepared. Examinations are weighted appropriately and range from incorporating seen and compulsory questions through pre released case study based examinations and prior indication of topics to traditional unseen restricted choice papers. Examinations will include a range of essay and problem based questions of varying lengths and complexity. The varied approach ensures the appropriate assessment of both knowledge and understanding and the skills elements of the programme.

The learning process is designed to be developmental with the expectations of achievement at each level. There is a focus on progressive development of legal skills, including research, analysis, critical evaluation and employability skills. The development will culminate in Level 6 students displaying independence in their learning.

The opportunities for eLearning within the college are strong with a background in the use of VLEs and the introduction of Google Classroom. The eLearning team support staff in the use of this and there are eLearning Mentors specifically for the support of Law and Legal Services. Staff have made good use of this VLE and there have been positive comments from students about how it has enhanced their learning. The aim is to ensure all students have access to technology to enhance and manage their learning with appropriately skilled staff. Elearning is integrated within the curriculum where

<b>3D. Key/transferable skills</b>		
		<p>appropriate and will be used to enhance teaching, learning and assure academic standards. The use of elearning is increasing and is evident in the use of multiple choice questions in the Contract module, Oscola activities in Criminal law and Legal Research Method and Skills, interactive activities in Land law and Tort and Discussion Boards in Criminal law and Equity and Trusts. Google Classroom support and activities is also part of the programme.</p>

**Stage Outcomes (Undergraduate Awards only)**

**Key:** K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
<b>K1</b>	Choose, plan and manage a negotiated, extended and self-directed piece of work which requires research, retrieval and evaluation of information from a range of sources including primary legal sources	n/a	n/a
<b>K2</b>	Demonstrate a systematic, comprehensive and detailed knowledge of aspects of substantive law, informed by legal doctrine, current thinking and developments in an institutional, social, national and global context	Demonstrate a detailed knowledge of aspects of substantive law, informed by doctrine, current thinking and developments in an institutional, social, national and global context	Identify, explain and apply key elements of substantive law and developments in an institutional and national context
<b>K3</b>	Appraise, synthesise and critically evaluate substantive law in depth to draw justified conclusions	Analyse, apply and interpret principles of law, legislation and case law	Identify, explain and apply principles of law, legislation and case law
<b>C1</b>	Objectively consider established legal principles, case law and legislation using balanced, logical and supported argument	Objectively construct logical and coherent argument supported by legal research and legal principles in problem based scenarios and essays	Draw justified conclusions supported by legal research and legal principles in problem based scenarios and essays
<b>C2</b>	Demonstrate intellectual flexibility and openness to new ideas, including an ability to deal with ambiguity and uncertainty in the law	Demonstrate a development towards intellectual flexibility and openness to new ideas, including an ability to deal with ambiguity and uncertainty in the law	Examine appropriate legal content and recognise the development of law
<b>C3</b>	Analyse, interpret, challenge, and critically evaluate a range of complex data, including textual, numerical and statistical	Analyse, challenge and evaluate complex textual, numerical and statistical data and link to given legal problems and essays	Identify and interpret complex textual, numerical and statistical data and link to given legal problems

<b>C4</b>	Competently utilise knowledge, tools and methods to offer justified conclusions to complex hypothetical or actual scenarios	Show a development towards utilising knowledge, tools and methods to offer justified conclusions to complex hypothetical or actual scenarios	Identify key areas of legal problems and apply legal principles to the actual or hypothetical problem
<b>P1</b>	Competently act autonomously with limited supervision within agreed guidelines	Develop autonomy and independence with a limited need for supervision	Show a development towards working with limited autonomy under direction or supervision
<b>P2</b>	Analyse and critically evaluate the impact of a contemporary legal, ethical, and economic issues that are relevant and applicable to UK law within the social, national and global context	Consider current legal and ethical issues within the legal sector	Identify current legal and ethical issues within the legal sector
<b>T1</b>	Plan, manage and critically evaluate own learning, using appropriate planning and record keeping and reflective practice	Methodically reflect on own performance and development	Identify own learning strengths and areas for development using feedback/feedforward from formative and summative assessments
<b>T2</b>	Communicate clearly, fluently and effectively in a range of styles appropriate to the context of assessment and audience, in an oral and written context	Select the appropriate format for responses to assessments and audience, in an oral, written or electronic context	Prepare and produce a piece of work in the format prescribed by the assessment and audience in an oral and written or electronic context
<b>T3</b>	Demonstrate the ability to engage with professional/academic skills within the context of the legal sector and the ability to effectively work in a collaborative manner	Adopt a range of roles within a team and contribute to the effective collaborative working of the team	Engage in team activities to enhance a collaborative approach to learning and working

#### 4. Programme Structure

##### Level 4

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Compensatable</b>
Criminal Law (core)	20	Yes
Citizen and the State (core)	20	Yes
Law of Contract (core)	20	Yes
Legal Foundations (core)	20	Yes
Law of Tort (core)	20	Yes
Professional Development (core)	20	Yes

Students wishing to exit at the end of year 1, having achieved 120 credits can be awarded a Cert HE Law

##### Level 5

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Compensatable</b>
Equity and Trusts (core)	20	Yes
Human Rights (core)	20	Yes
Legal Research Methods and Skills (core)	20	Yes
Work Related Learning (core)	20	Yes
Land Law (core)	20	Yes

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Compensatable</b>
European Union Law (core)	20	Yes

Students wishing to exit at the end of year 2, having achieved 120 credits at level 4 and 120 credits at level 5 can be awarded a Dip HE Law

### Level 6

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Compensatable</b>
Criminal Justice (option)	20	Yes
Family and Child Law (option)	20	Yes
Commercial Law (option)	20	Yes
Client Care (option)	20	Yes
Civil Litigation (option)	20	Yes
Criminal Litigation (option)	20	Yes
Immigration Law (option)	20	Yes
Dissertation (core)	40	No

### Exit Award:

For students wishing to exit with a BA Law (without honours) they would need to achieve the following:

- 120 credits at level 4
- 120 credits at level 5
- 60 credits at level 6 – any 3 of the optional modules

## **Programme Structure**

Overview of structure of the modules across the academic year.

All modules at levels 4 and 5 are core modules, with level 6 being a combination of core and option, and will be studied on a semester basis. Each academic year is split in to two semesters and assessments will take place within the semester. The exception to this is the dissertation module, which, as a 'double credit' module, will be taught through the third year. The modules and order have been devised to allow development and progression through each academic year and each level and have been devised after discussion within the team and with local solicitors, Fellows of the Institute of Legal Executive practitioners and existing and past students.

The full time provision is as detailed below.

### **Level 4**

The Semester 1 modules are: Professional Development, Legal Foundations and Criminal Law. They serve as an introduction to the legal system , origins of law , and the foundations in terms of knowledge , skills and techniques for the study and application of law in general and to two of the foundation civil law subjects. Professional Development will introduce and develop knowledge of the legal sector and the skills required, as well as reflection, research and personal development. Criminal Law will allow an appreciation of the differences between civil and criminal law.

The semester 2 modules are:, Law of Contract, Citizen and the State and Law of Tort serve to introduce and develop an understanding of law in a wider context. Citizen and the State will develop an understanding of Constitutional and Administrative Law as well as introducing the European Convention on Human Rights and the operation of the Human Rights Act and their impact on all other areas of law and which will be relevant throughout the award. Contract law provides an introduction to civil obligations, which is further developed in Law of Tort.

### **Level 5**

Semester 1 modules are: Work Related Learning, Land Law and European Union Law and provide a solid basis for development of knowledge and skills and study at the level. The first module will allow an in depth study of contemporary legal and ethical issues. Skills and knowledge will be further developed in the other two modules.

Semester 2 modules are: Legal Research Method and Skills, Equity and Trusts and Human Rights. The first module introduces and develops more sophisticated research, analysis and communication skills with the aim of preparing students to undertake a dissertation at Level 6 and the other two modules will further develop civil obligations.

### **Level 6**

The compulsory Dissertation module will build on, and further develop, the knowledge and skills acquired in the Level 5 Legal Research Method and Skills module. Other modules will be optional and allow the students to further develop their individual interests, knowledge and understanding and enhance their employability skills. For example, the modules Civil Litigation, Criminal Litigation and Client Care will also allow the students to take the additional Chartered Institute of Legal Executives Level 6 examinations. The benefit of this choice of modules is that it will allow the completion of the Chartered Institute of Legal Executives Graduate Fast Track

Diploma qualification whilst on programme. This then negates the need for additional exams and a training contract to qualify. This will be piloted in the first two years of the programme and no additional tuition fees will be charged for the additional qualification. The Chartered Institute of Legal Executives modules will be delivered on a Wednesday evening, the students will join the existing Graduate Fast Track Diploma students. As the modules are already being delivered to the Graduate Fast Track Diploma students, no additional tuition fees will be charged to the Bachelor of Laws students. This will be as part of a pilot scheme for the first two years of the Level 6.

The other options have been chosen because of student interest and comments. The source being students who have completed the Foundation Degree Legal Studies over the past few years and who have progressed to a Bachelor of Laws Degree in addition to the LLB students. Student feedback has been carefully monitored over the past three years to gauge the suitability and popularity of the modules. Particular interest was shown in an Immigration Law module as a number of the students have wanted to become Immigration Officers and it is envisaged this trend will continue. Responding to feedback from current and past LLB students has led to a number of changes in structure and assessment.

Internal progression to National Association of Licensed Paralegals Level 7 will be possible after successfully completing the LLB (Hons).

Whilst the aim is to offer a wide spread of modules at Level 6 so as to enhance the student experience and exposure to challenging and vocationally relevant modules, modules will only run if viable in terms of student experience. This will be assessed by the Curriculum Area Manager on an individual basis. Small numbers choosing the Civil Litigation, Criminal Litigation and Client Care modules can be accommodated and the student experience maintained as those students will infill in to the CILEx Graduate Fast Track Diploma cohort.

The students will receive guidance and support on their option choices, especially if choosing the practice modules of Civil Litigation, Criminal Litigation and Client Care as these modules require attendance on one evening a week and some Saturdays (in addition there will be day time support via tutorials). The students will initially choose the options which best reflect their interests and intentions however, they will be aware that only viable options will run. The practice modules will run as the LLB students will infill into the Graduate Fast Track Diploma course (unless there are viable numbers for a separate group for the LLB students). If numbers are low on the day time modules then the option in each semester with the highest number will run. That is, either Criminal Justice or Family and Child Law will run in semester 1 and either Commercial Law or Immigration Law will run in semester 2. This process will have been clearly explained to the students.

<b>LEVEL 4 – all core modules</b>	
<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
Legal Foundations	Law of Contract
Professional Development	Law of Tort
Criminal Law	Citizen and the State

<b>LEVEL 5 – all core modules</b>	
<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
Work Related Learning	Legal Research Method and Skills
Land Law	Equity and Trusts
European Union Law	Human Rights

<b>LEVEL 6</b>	
<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
Dissertation (Core)	
Criminal Litigation (option)	Civil Litigation (option)
Criminal Justice (option)	Client Care (Option)
Family and Child Law (option)	
Commercial Law (option)	
Immigration Law (option)	

The delivery of the modules will be slightly different in the part time evening provision so as to allow comparable progression and development. Three Saturday sessions in both Semester 1 and Semester 2 will form an important aspect of the modules and will supplement the delivery, as will Google Classroom support. The compulsory dissertation module will be completed in Semester 3.

LEVEL 4

PART TIME SCHEDULE

WEEK	SEMESTER 1	Saturday	SEMESTER 2	Saturday
1	Legal Foundations.	Introduction to all modules	Professional Development	Introduction to all modules
2	Contract/ Tort		Criminal Law/ Citizen and the State	
3	Contract/ Tort		Criminal Law/ Citizen and the State	
4	Legal Foundations	Communication of legal content	Professional Development	Professional Development
5	Contract/ Tort		Criminal Law/ Citizen and the State	
6	Contract/ Tort		Criminal Law/ Citizen and the State	
7	Legal Foundations		Professional Development	
8	Contract/ Tort		Criminal Law/ Citizen and the State	
9	Contract/ Tort		Criminal Law/ Citizen and the State	
10	Legal Foundations		Criminal Law/ Citizen and the State	
11	Contract/ Tort	Legal Foundations/ Contract/ Tort	Criminal Law/ Citizen and the State	Professional Development/ Criminal law/ Citizen and the State
12	Contract/ Tort		Criminal Law/ Citizen and the State	
13	Legal Foundations		Professional Development	
14	Contract/ Tort		Criminal Law/ Citizen and the State	
15	Review all modules		Review all modules	

LEVEL 5

PART TIME SCHEDULE

WEEK	SEMESTER 1	Saturday	SEMESTER 2	Saturday
1	Work Related Learning (WRL)	Introduction to all modules	Legal Research Method and Skills (LRMS)	Introduction to all modules

2	Human Rights/ Land Law		Equity and Trusts/ European Union Law (EU Law)	
3	WRL	WRL	LRMS	LRMS
4	Human Rights/ Land Law		Equity and Trusts/ EU Law	
5	Human Rights/ Land Law		Equity and Trusts/ EU Law	
6	Human Rights/ Land Law		Equity and Trusts/ EU Law	
7	Human Rights/ Land Law		Equity and Trusts/ EU Law	
8	WRL		LRMS	
9	Human Rights/ Land Law		Equity and Trusts/ EU Law	
10	Human Rights/ Land Law		Equity and Trusts/ EU Law	
11	WRL	WRL/ Human Rights/ Land Law	LRMS	LRMS/ Equity and Trusts/ EU Law
12	Human Rights/ Land Law		Equity and Trusts/ EU Law	
13	Human Rights/ Land Law		Equity and Trusts/ EU Law	
14	EXAMS		EXAMS	
15	Review all modules		Review all modules	

LEVEL 6

PART TIME SCHEDULE

<b>SEMESTER 1</b>			
Week	Tuesday	Wednesday	Saturday
1	Criminal Justice/Family and Child law	Civil Litigation/Criminal Litigation	
2	Criminal Justice/Family and Child law	Client Care	
3	Criminal Justice/Family and Child law	Civil Litigation/Criminal Litigation	Workshops for all modules

4	Criminal Justice/Family and Child law	Civil Litigation/Criminal Litigation	
5	Criminal Justice/Family and Child law	Client Care	
6	Criminal Justice/Family and Child law	Client Care	
7	Criminal Justice/Family and Child law	Civil Litigation/Criminal Litigation	Workshops for all modules
8	Criminal Justice/Family and Child law	Civil Litigation/Criminal Litigation	
9	Criminal Justice/Family and Child law	Client Care	
10	Criminal Justice/Family and Child law	Civil Litigation/Criminal Litigation	
11	Criminal Justice/Family and Child law	Client Care	Workshops for all modules
12	Criminal Justice/Family and Child law		
13	EXAMS		
14	Review	Review	
15	Feedback	Feedback	

**SEMESTER 2**

Week	Tuesday	Wednesday	Saturday
1	Commercial Law/Immigration Law	Civil Litigation/Criminal Litigation	
2	Commercial Law/Immigration Law	Civil Litigation/Criminal Litigation	
3	Commercial Law/Immigration Law	Client Care	Workshops for all modules
4	Commercial Law/Immigration Law	Client Care	

5	Commercial Law/Immigration Law	Civil Litigation/Criminal Litigation	
6	Commercial Law/Immigration Law	Civil Litigation/Criminal Litigation	
7	Commercial Law/Immigration Law	Client Care	Workshops for all modules
8	Commercial Law/Immigration Law	Client Care	
9	Commercial Law/Immigration Law	Civil Litigation/Criminal Litigation	
10	Commercial Law/Immigration Law	Civil Litigation/Criminal Litigation	
11	Commercial Law/Immigration Law	Civil Litigation/Criminal Litigation	Workshops for all modules
12	Review	Civil Litigation/Criminal Litigation	
13	Feedback	Civil Litigation/Criminal Litigation	
14		EXAMS	
15		Review Feedback	

NB We cannot guarantee that all option modules will be available every year.

<b>SEMESTER 3</b>	
Week	Tuesday
1	Dissertation
2	Dissertation
3	Dissertation tutorials
4	Dissertation tutorials
5	Dissertation Proposals
6	Dissertation tutorials
7	

		Dissertation tutorials
8		Dissertation tutorials
9		Dissertation tutorials
10		Dissertation tutorials
11		Dissertation tutorials
12		Dissertation tutorials
13		Dissertation tutorials
14		Dissertation tutorials
15		Review Feedback

#### **Distinctive features of the programme structure**

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

There are certain aspects of the award which are quite distinctive and which further enhance the student experience and opportunities.

One significant feature of the award is the size of the cohort. The target size is 20 students and this will allow for a very high level of individual support and guidance and lectures and seminars with a very high level of interaction.

The award offers a contemporary approach to the delivery of law and facilitates the development of personal and professional development and knowledge of work and employment within the legal sector. There is a strong vocational aspect to the award where employability skills and reflection are embedded in a number of the modules, for example, Legal Foundations, Personal Development, Law of Tort, Land Law and Work Related Learning. The use of expert guest speakers who are local practitioners further enhances the student experience.

The development of advocacy skills by the team and local practitioners and an assessed moot in the Legal Foundations module are distinctive features of the award and further enhance the experience and enjoyment of the module and programme.

Westlaw training and certification is offered in the Legal Foundations module in Semester 1 at Level 4. This can then be further developed by the students and they can undertake further certification.

An agreement is now in place with Advice Leeds, Citizens Advice Bureau, where work experience will be offered to a number of students each year. It is hoped this could be around 10 each year and a number may wish to undertake training in Level 2 Certificate in Supporting Legal Advice and Level 3 Award in Providing Legal Advice.

An important aspect of the course is the emphasis on work related learning and preparation for work in the legal sector. The degree provides a combination of options at Level 6 that will allow completion of the Chartered Institute of Legal Executives Graduate Fast Track Diploma. This will further enhance employability. There is also the opportunity to study Immigration Law as an option at level 6 which will further enhance employability skills.

An additional internal progression route after completion of the LLB would be to the National Association of Licensed Paralegals Level 7 Diploma in Paralegal Studies.

One other distinctive feature is the professional networking of the team. One member has just completed a PGCE and is a solicitor, one is conducting further research into a completed Masters Dissertation, one is an examiner at the College of Estate Management at Reading University, one is a consultant on the running of a legal practice and one other is currently Chair of Chartered Institute of Legal Executives West Yorkshire Branch. This varied experience and expertise further adds to the student experience and contemporaneity of the team's knowledge and networking opportunities for the students.

The team is also very experienced in the delivery of the Chartered Institute of Legal Executives Level 6 programme and the Chartered Institute of legal Executive Graduate Fast Track Diploma and this has allowed for the offer of the specialist practice modules at Level 6.

## **6. Support for students and their learning**

One of the very positive features of the programme will be the amount of individual help and support offered to each student on programme. The relatively small numbers, where there is a target of 20, and dedication of the team allow a high level of support and it is noted and greatly appreciated by the students who are, and have been, on the Foundation Degree Legal Studies. The help and support is not only offered in each module but also in tutorials and is also evident in the 'open door policy' of the team. As long as tutors are available, students know they can ask for further help, guidance and support. Where appropriate, students can also make use of the wider college network for guidance and support in successfully completing their studies. The wider college network is introduced to the students in the Induction programme and then support is offered throughout the degree.

Support is offered in each module where feedback and feedforward is given for all activities and seminars and, for general participation. Students appreciate comments as to whether they

have performed well, even in a conventional lecture where discussion does take place, and what they need to focus on for further development. All summative and formative assessments give the team the opportunity to discuss performance with students individually, both verbally and in writing. Positives are praised and areas for further development constructively discussed. The Draft Submission Policy also allows students to gain support and guidance in their assessments.

Tutorials are offered to each student and again, this helps in development and progression. Pastoral help is available in the tutorials, as well as academic guidance and support.

A common theme of student feedback in the curriculum area is the importance of the help and support offered by the team. Many students have given feedback to say that they have confided in the team, admitted it has aided their development, stopped them from withdrawing and motivated them to continue and achieve. On occasion, and as necessary, the wider college network is involved so as to be able to best help and guide. This ranges from diagnosing disabilities or learning difficulties to counselling and guidance on personal issues and problems. Many students do not disclose the need for additional support when they apply, either through being unwilling to disclose or being unaware, and so the team need to be careful and yet vigilant in identifying needs and then guiding supportively, discretely and carefully.

Students need help and support both academically and on a personal level and the team are very mindful of the need to support students on all levels. It is a key feature of the award that students feel supported.

Additional support is offered to students not only by the programme team, but also through the College Central Services. Representatives of the wider college network meet the students as part of the induction programme to explain all the services and facilities available and students are reminded, regularly, through tutorials. Examples include Careers Guidance, Financial and Welfare Guidance and Support and Counselling.

## **7. Criteria for admission**

The minimum offer is 2 X D at A level or a merit/merit profile in a BTEC National Certificate qualification.

We welcome applications from mature candidates who may not have met the academic criteria, but can demonstrate experience in their chosen field. Candidates in this category will be interviewed to assess their suitability for the course and asked to demonstrate relevant work experience, including work in a voluntary advisory capacity. Students applying for the part time course will be assessed on an individual basis.

All successful candidates will have the required literacy skills to complete the course. Students who do not have GCSE grade Cs in Maths and English may need these in finding employment, and will be given the opportunity to gain these whilst on programme. The course structure actively supports claims for Accreditation of Prior Learning (APL).

International qualifications will be assessed against these criteria. Speakers of other languages will need to possess an IELTS band score of 6.0 (with no-less than 5.5 in any one element) or a recognised English Level 2 qualification

Candidates wanting to progress from a law foundation degree onto year 2 of the LLB need to achieve at least a 50% average in level 4 modules.

#### **8. Language of study**

English

#### **9. Information about assessment regulations**

The LLB (Hons) is a qualifying law degree (QLD) and as such is subject to the Solicitors Regulatory Authority (SRA) and Barristers Standards Board (BSB) who define the following exceptions to normal awarding body academic regulations:

- There is a general rule that the maximum time limit for completion of a QLD is 6 years and a QLD that falls outside this period may very exceptionally be recognised.
- A QLD provider institution may compensate or condone a single marginal failure of a foundation subject where the following requirements are satisfied:
  1. The provider institutions assessment regulations permit condonation and/or compensation; and
  2. There are exceptional circumstances in the student's case that are likely to have impacted on the student's performance; and
  3. The mark actually attained by the student in the subject to be condoned or compensated is not less than 35%; and
  4. There is evidence of the student's academic strength across the entire degree programme.

The foundation Subjects are as follows:

Legal Foundations  
Law of Contract  
Criminal Law  
Law of Tort  
Citizen & The State  
Human Rights  
Equity & Trusts  
Land Law  
EU Law

- In order to align with the Qualifying Law Degree regulations, students may be offered a third re-sit of each assessment in accordance with the current BSB and SRA regulations.

In addition the Dissertation module at Level 6 is non compensatable.

#### **10. Methods for evaluating and improving the quality and standards of teaching and learning.**

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

- Peer Review
- Annual Planning
- Peer Observation
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings
- Pathway Committee meetings
- Student Pathway meetings

**Stage Outcomes (Undergraduate Awards only)**

**Key:** K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
<b>K1</b>	Choose, plan and manage a negotiated, extended piece of work applicable to the legal sector	n/a	n/a
<b>K2</b>	Demonstrate a systematic, comprehensive and detailed knowledge of aspects of substantive law, informed by legal doctrine, current thinking and developments	Demonstrate a detailed knowledge of aspects of substantive law, informed by doctrine, current thinking and developments	Identify, explain and apply key elements of substantive law
<b>K3</b>	Appraise, synthesise and critically evaluate principles of law, legislation and case law to draw justified conclusions	Analyse, apply and interpret principles of law, legislation and case law	Identify, explain and apply principles of law, legislation and case law
<b>C1</b>	Objectively consider established legal principles, case law and legislation using balanced, logical and supported argument	Objectively construct logical and coherent argument supported by legal research and legal principles in problem based scenarios and essays	Draw justified conclusions supported by legal research and legal principles in problem based scenarios and essays
<b>C2</b>	Demonstrate intellectual flexibility and openness to new ideas in relation to law and the legal sector	Demonstrate the ability to evaluate appropriate legal content and consider the development of the law	Examine appropriate legal content and recognise the development of law
<b>C3</b>	Analyse, interpret, challenge, and critically evaluate a range of complex data, including textual, numerical and statistical	Analyse, challenge and evaluate complex textual, numerical and statistical data and link to given legal problems and essays	Identify and interpret complex textual, numerical and statistical data and link to given legal problems
<b>C4</b>	Select and accurately use established techniques of application in complex actual or hypothetical legal problems	Identify key areas of legal problems and accurately choose appropriate legal principles to resolve the issues	Identify key areas of legal problems and apply legal principles to the issues

<b>P1</b>	Competently act autonomously with limited supervision within agreed guidelines	Develop autonomy and independence with a limited need for supervision	Show a development towards working with limited autonomy under direction or supervision
<b>P2</b>	Analyse and critically evaluate the impact of a contemporary legal, ethical, and economic issues that are relevant and applicable to UK law within the social, national and global context.	Consider current legal and ethical issues within the legal sector	Identify current legal and ethical issues within the legal sector
<b>T1</b>	Plan, manage and critically evaluate your own learning, using appropriate planning and record keeping and reflective practice.	Methodically reflect on their own performance and development	Identify own learning strengths and areas for development using feedback/feedforward from formative and summative assessments
<b>T2</b>	Communicate clearly, fluently and effectively in a range of styles appropriate to the context of assessment and audience, in an oral and/or written sense	Prepare and produce a piece of work in the format proscribed by the assignment	Prepare and produce a piece of work in the format proscribed by the assignment
<b>T3</b>	Demonstrate the ability to engage with professional/academic skills within the context of the legal sector, e.g. reflective practice and the ability to effectively work in a collaborative manner	Engage with group work and methodically reflect on their own performance and development	Identify own learning strengths and areas for development using feedback/feedforward from formative and summative assessments

Appendix 1 – Curriculum Map

Module	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3
<b>Criminal Law</b>	Y			Y		Y				Y	
<b>Citizen &amp; The State</b>	Y	Y		Y	Y					Y	
<b>Law of Contract</b>	Y		Y			Y				Y	
<b>Legal Foundations</b>	Y				Y		Y	Y	Y		Y
<b>Law of Tort</b>	Y	Y	Y							Y	Y
<b>Professional Development</b>				Y			Y	Y	Y		Y

Level 5

Module	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3
Work Related Learning					Y		Y	Y	Y		
Human Rights	Y		Y	Y		Y					
Land Law	Y	Y		Y		Y				Y	Y
Equity & Trusts	Y	Y	Y			Y				Y	
European Union Law	Y			Y		Y					Y
Legal Research Methods & Skills	Y				Y		Y	Y	Y		Y

**Level 6**

<b>Module</b>	<b>K1</b>	<b>K2</b>	<b>K3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>P1</b>	<b>P2</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Client Care</b>			Y						Y			Y
<b>Criminal Justice</b>		Y			Y	Y					Y	
<b>Civil Litigation</b>		Y	Y				Y	Y	Y			
<b>Immigration Law</b>		Y		Y	Y							
<b>Dissertation</b>	Y	Y	Y	Y		Y		Y		Y		Y
<b>Criminal Litigation</b>		Y					Y				Y	
<b>Commercial Law</b>		y	Y				Y			Y	Y	

Family and Child Law		Y			Y					Y			
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## Appendix 2 – MAP OF TEACHING AND LEARNING METHODS

Level: 4

Year: 1

Module Titles	Lectures	Seminars	Tutorials	Moot	Case Studies	Group activities	Guest speakers	Independent/ E-learning/ Online forums
Criminal Law	✓	✓			✓	✓		ü
Citizen and the State	✓	✓			✓	✓	✓	
Law of Contract	✓	✓			✓	✓		ü
Legal Foundations	✓	✓	✓	✓		✓	✓	ü
Law of Tort	✓	✓	✓		✓	✓		
Professional Development	✓		✓			✓	✓	ü

Level: 5

Year: 2

Module Titles	Lectures	Seminars	Tutorials	Case Studies	Group activities	Guest speakers	Independent/E-learning/ Online forums
Equity and Trusts	✓	✓		✓	✓		
Human Rights	✓	✓		✓	✓	✓	
Legal Research Method and Skills	✓	✓	✓			✓	ü
Land Law	✓	✓		✓	✓		
European Union Law	✓	✓		✓	✓		
Work Related Learning	✓		✓			✓	ü

Level: 6

Year: 3

Module Titles	Lectures	Seminars	Tutorials	Case Studies	Group activities	Guest speakers	Independent/E-learning/Online forums
Dissertation			✓				ü
Client Care	✓		✓		✓	✓	
Civil Litigation	✓		✓			✓	ü
Criminal Litigation	✓		✓	✓	✓	✓	ü
Criminal Justice	✓	✓	✓	✓	✓		
Family and Child Law	✓	✓	✓		✓	✓	
Commercial Law	✓	✓	✓	✓	✓		
Immigration Law	✓	✓	✓		✓	✓	

**Appendix 3 – MAP OF ASSESSMENT METHODS**

Level 4														
Module Title	Diarised Log	Written Assignment	Professional Discussion	Examination	Class-Based Assessment	Portfolio/Project	Presentation	Discussion Board with memo	Group Discussion	Case Note	Case Study	Group resenatation with written reflection	Research proposal	Dissertation
Criminal Law		1500 words 50%					15 minutes 50%							
Citizen and the State		1800 words 60%					15 minutes 40%							
Law of Contract			15 minutes 50%		3 hours 50%									
Legal Foundations										600 words 20%		20 minutes with 500 words reflection 80%		
Law of Tort				2 hours 50%				1500 words 50%						

Professional Development	1500 words 50%								15 minutes 50%					
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Module Title	Diarised Log	Written Assignment	Professional Discussion	Examination	Class-Based Assessment	Portfolio/ Project	Presentation	Discussion Board with memo	Group Discussion	Case Note	Case Study	Role Play	Research proposal	Dissertation
Work Related Learning						4000 words 100%								
Land Law									20 minutes 50%		2000 words 50%			
Human Rights					3 hours 60%			2000 words 40%						
Legal Research Method & Skills		2800 words 70%					15 minutes 30%							
European Union Law					2 hours 50%				20 minutes 50%					

Equity & Trusts		2000 words 50%		2.5 hours 50%										
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Level 6														
Module Title	Diarised Log	Written Assignment	Professional Discussion	Examination	Class-Based Assessment	Portfolio/Project	Presentation	Discussion Board with memo	Group Discussion	Case Note	Case Study	Role Play	Research proposal Presentation	Dissertation
Client Care		3500 words 70%										15 minutes 30%		
Criminal Justice					2 hours 60%		15 minutes 40%							
Immigration Law		2500 words 50%	20 minutes 50%											
Civil Litigation						5000 words 100%								
Dissertation													10 minutes 20%	8000 words 80%

Family & Child Law				2 hours 50%			20 minutes 50%							
Commercial Law		2500 words 50%	20 minutes 50%											
Criminal Litigation		2500 words 50%		3 hours 50%										