Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	LLM/PGDip Legal Studies
Course Code(s)	5192; 5195; 5193; 5196; 3680; 5191; 5194
Course Director	John Koo
Shared Modules?	None

We are looking forward to seeing all of our students for face to face teaching as soon as possible. In the meantime, we have adapted our delivery for semester 1 to provide you with extensive online resources in addition to any on-campus activities.

Changes to the mode of delivery and course composition

Subject to Government advice and in line with our commitment to the safety of our staff and students, from September we are planning the following:

- *On-campus time for regular small group seminars, especially to prepare for assessments*
- *Online and remote alternatives to lectures during the first semester, for example recorded lectures and interactive online activities*
- *Regular live online seminars during the first semester with your lecturer and a group of other students to discuss the topics covered in the lectures*
- *Weekly readings and other material on our virtual learning environment, Moodle*
- *Weekly access to module teaching teams and personal tutors via email and virtual office hours*

Importantly, we will ensure that we provide equivalent resources and support to students who are unable to join us on campus for these sessions.

Your overall amount of contact will the same as if it were delivered fully on campus.

Changes to assessment strategy

On-campus assessments replaced by carefully adapted alternatives that can be undertaken online (eg, take-home exams, essays and computer-based tests.

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information				
Final award title(s)	LLM/Post-graduate Diploma in Legal Studies (and Common Professional Exam)			
Intermediate exit award title(s)	Graduate Diploma in Legal Studies			
UCAS Code		**Course Code(s)**	5191 5194 5192 5195 5193 5196	
	London South Bank University			
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☒ LSS			
Division	Law			
Course Director	John Koo			
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify			
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify			
Length of course/start and finish dates				

Mode	Length years	Start - month	Finish - month
Full time	1	September	September For LLM top-up: following January)
Full time with placement/ sandwich year			
Part time	2		September For LLM top-up: following January)
Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.
Approval dates:	Course(s) validated / Subject to validation	April 2014
	Course specification last updated and signed off	April 2014
Professional, Statutory & Regulatory Body accreditation	Joint Academic Stage Board Bar Standards Board Solicitors Regulation Authority	
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features	
Distinctive features of course	Students who successfully complete the Post Graduate Diploma are additionally awarded the Common Professional Exam qualification which is a pre-requisite for non-English law graduates who wish to enrol on the professional vocational courses (BVC (SOON TO BE BPTC), LPC) which are requirements for those seeking to qualify as a Barrister or a Solicitor Students who successfully complete the Post Graduate Diploma are entitled to submit a dissertation for the award of an LLM Exceptionally, students who do not achieve the outcomes of the Post Graduate Diploma but who achieve the outcomes required for a pass at Level 6 are entitled to an award of a Graduate Diploma in Legal Studies and the Common Professional Examination qualification
Course Aims	The LLM/Post Graduate Diploma in Legal Studies (CPE) aims to provide graduates from disciplines other than English Law (LLB) with a systematic knowledge and understanding of key aspects of English Law, particularly of the core academic legal subjects, the essential legal concepts, doctrines and principles and the relevant intellectual, practical

	and transferable skills required to be studied by the Bar Standards Board and the Solicitors Regulation Authority for completion of the Academic stage of qualification as a Barrister or Solicitor. In addition, it aims to develop students' ability to analyse and evaluate legal problems and law reform proposals and to engage in independent scholarship and research, so that they may become independent and reflective legal practitioners, able to contribute to public debate on legal issues as well as offering legal services to individual clients. It aims to develop student's ability to analyse, reflect and act on their own study and training needs, so that they become effective life-long learners. The Aims and Outcomes of the Programme are informed by the following reference points: - the academic stage of legal education as jointly prescribed by the Joint Academic Stage Board Bar Standards Board, Solicitors Regulation Authority, - the QAA Framework for HE Qualifications & Guidance - the QAA Benchmark for Law, and - the SEEC Credit Level Descriptors
Course Learning Outcomes	**A Students will have knowledge and understanding of:** **A1** English Legal System **A2** Obligations I (Contract) **A3** Obligations II (Tort) **A4** Public Law **A5** Property Law **A6** Equity and the Law of Trusts **A7** Criminal Law **A8** The Law of the EU **A9** Land Law **A10** A legal topic of the student's choosing (being a topic not otherwise studied or taught in depth on the programme) **B Students will develop their intellectual skills such that they are able to:** **B1** Independently solve complex legal problems by analysing complex and unpredictable fact situations and identifying,

locating, selecting and applying the law from primary and secondary sources

B2 Independently analyse and critically evaluate conflicting interpretations of primary sources of law, applying legal reasoning, the principles of statutory interpretation and the doctrine of precedent

B3 Independently analyse and critically evaluate the law and proposals for its reform, applying appropriate theoretical perspectives, in a variety of contexts including social, economic, political and moral contexts

B4 Argue cogently about legal problems and issues, evaluating conflicting judicial and academic authorities, evaluating the available evidence and offering reasoned opinions supported by evidence and/or authority

C **Students will acquire and develop practical skills such that they are able to:**

C1 Conduct effective legal research,

C2 Read and understand complex technical legal materials,

C3 Orally communicate complex legal concepts and reasoning, making appropriate and effective use of professional and academic language

C4 Communicate complex legal ideas and reasoning in writing, making appropriate and effective use of professional and academic language and presenting their written work in a clear manner, using appropriate layout, style and referencing of sources

(IT Skills)

C5 Produce word-processed documents,

C6 Communicate by e-mail,

C7 Conduct on-line research.

D **Students will acquire and develop transferrable skills such that they are able to:**

D1 Independently identify research questions and formulate an appropriate and effective research strategy to assist the analysis and critical evaluation of problems and issues, using both paper and electronic media,

D2 Independently plan, review and undertake extended study with minimal guidance,

	D3 Independently plan and manage competing study and assessment priorities,
	D4 Independently reflect and act upon their study and training needs.

C. Teaching and Learning Strategy

A1 An intensive introduction to the English Legal System is given in the Induction to the programme and ELS pervades the other subjects.

A2-A8 are studied through large group lecture-style classes, directed reading, independent research and supporting small group classes in seminar format partly on a topic/problem assigned by the tutor in advance and partly determined by student questions/requests.

A9 is by self-directed study with guidance from an assigned supervisor/tutor following induction sessions focussing on the task and research techniques.

 By directed independent research and study, as for A above, with an emphasis on small group work, specifically through modelling skilled practice and selecting in-class exercises to promote engagement with the skills, rendering the techniques explicit and requiring rigour in argument and explanation.

 Providing feedback upon in-course assignments and the project.

C1 through classes conducted in the library by the specialist librarian.

C1-4 through the process of preparing, discussing with supervisor and presenting the project and dissertation.

C2-4 through practice and feedback upon in-course assessment and the project.

C2 & 3 through practice in preparation for and participation in small group sessions, with feedback, from peers and tutor.

C5 -7 Promote IT literacy training available through LIS/LRC.

C5 Require in-course assignments, project and dissertation be word-processed.

C6 Personal tutors encourage contact through email and project/dissertation supervisors require that drafts and agendas are submitted to them by email prior to an appointment.

C7 Project and Dissertation.

D1-4 Principally via the Project and the Dissertation. Involving independent research and preparation, meetings with supervisor for guidance, review of and feedback on progress and, ultimately, presentation of final written report/dissertation.

D1-4 Highlighting, where possible, the transferable nature of skills derived from the study of the first discipline

D. Assessment

A1 An initial assessment in this subject is required by the JASB as a pre-requisite for continued study on the programme but does not contribute to the final assessment of the award.

A1-9 by combination of in-course written assignments and timed, unseen written examination.

A10 by extended written project and the dissertation.

A combination of in-course written assignments, unseen written exam, the extended written project report and the dissertation.
By Coursework, Project and Dissertation.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry onto the LLM/Post-graduate Diploma in Legal Studies applicants must normally possess an undergraduate degree of Lower Second Class Honours or better from a UK or Irish Higher Education Institution or have been granted a Certificate of Academic Standing or a Partial Exemption Certificate from the Bar Standards Board or the Solicitors Regulation Authority. Applicants for whom English is not their first language must have achieved an IELTS score of 6.5 or equivalent.

The University shall confer the award of Post-graduate Diploma in Legal Studies upon a student who has successfully accumulated 120 credits on the programme (with at least 90 credits at M level/ Level 7 and no more than 30 credits at H level/Level 6) within the applicable period of registration.

The University shall confer the award of Graduate Diploma in Legal Studies upon a student who has successfully accumulated 120 credits on the programme (but has less than 90 credits at M level/Level 7 and more than 30 credits at H level/Level 6) within the applicable period of registration.
Students who have been conferred the award of Post-graduate Diploma in Legal Studies or the award of Graduate Diploma in Legal Studies are additionally entitled to the award of Common Professional Exam, provided they have passed the induction assessment in English Legal System as required by the Joint Academic Stage Board.

The University shall confer the award of LLM Legal Studies upon a student who has successfully submitted a 60 Credit LLM Dissertation following the award of Post-graduate Diploma in Legal Studies.

For students who do not complete the programme, the University shall confer the award of Post-graduate Certificate in Legal Studies upon a student who has successfully accumulated at least 60 M level/Level 7 credits on the programme or the award of Graduate Certificate in Legal Studies upon a student who has successfully accumulated at least 60 H level/Level 6 credits on the programme.

The maximum period of registration for the Post-graduate Diploma in Legal Studies and the Graduate Diploma in Legal Studies is normally three years for a full-time student and four years for a part-time student.

Students will normally submit their LLM Dissertation in the semester following the award of a Post-graduate Diploma in Legal Studies

G. Course structure(s)

Full time

	Semester 1		Semester 2	
Level 7	PGD_7_ELS : English Legal System	0 CAT	PGD_7_CRL : Criminal Law PGD_7_EUL : The Law of the European Union PGD_7_PRJ : Project PGD_7_PUL : Public Law	15 CAT
	PGD_7_CON : Obligations 1: Contract Law PGD_7_EQT : Equity and Trusts PGD_7_LNL : Land Law PGD_7_TOR : Obligations 2: Law of Torts	15 CAT		
Level 7	PGD_7_DIS : Dissertation			60 CAT

Part time

	Semester 1		Semester 2	
Year 1	PGD_7_ELS : English Legal System	15 CAT		
	PGD_7_CON : Obligations 1: Contract Law PGD_7_TOR : Obligations 2: Law of Torts	15 CAT	PGD_7_EUL : The Law of the European Union PGD_7_PUL : Public Law	15 CA
Year 2	PGD_7_EQT : Equity and Trusts PGD_7_LNL : Land Law	15 CAT	PGD_7_CRL : Criminal Law PGD_7_PRJ : Project	15 CA
Year 3	PGD_7_DIS : Dissertation			60 CA

Placements information

H. Course Modules

Module Code	Module Title	Level	Semester	Assessment
PGD_7_CRL	Criminal Law	7	15	Coursework and exam
PGD_7_EQT	Equity & Trusts	7	15	exam
PGD_7_EUL	EU Law	7	15	Coursework and exam
PGD_7_LNL	Land Law	7	15	Coursework and exam
PGD_7_CON	Obligations 1 (Contract)	7	15	Coursework and exam
PGD_7_TOR	Obligations 2 (Tort)	7	15	exam
PGD_7_PUL	Public Law	7	15	Coursework and exam
PGD_7_ELS	The English legal System	7	15	Coursework
PGD_7_PRJ	Project	7	15	Coursework
PGD_7_DIS	Dissertation	7	60	Dissertation

I. Timetable information

Full time: three days each week of teaching terms: 10am-5pm
Part time: two evenings each week of teaching terms: 6-9pm and one Saturday session for each module (10am-4pm)
In addition there may be extra sessions at the beginning of each year for induction and for launching the course.

J.   Costs and financial support

Course related costs

- Fees cover all classes and tuition; in addition, access to key books through on line database

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link-https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: PDP
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Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Units			Programme outcomes																									
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
	Induction ELS assessed for CPE purposes	Not a unit	TA									T	T	T	T	T	T	T	T	D	D	T	T	T	D	D
M	Obs 1 (Contract)		TA	TA						TA		DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA			DA	D
M	Obs 2 (Tort)		TA		TA					TA		DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA			DA	D
M	Public Law		TA			TA				TA		DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA			DA	D
M	Land Law		TA				TA			TA		DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA			DA	D
M	Equity & Trusts		TA					TA		TA		DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA			DA	D
M	Criminal Law		TA						TA	TA		DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA			DA	D
M	EU Law		TA							TA		DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA			DA	D
M	Project										DA		DA	DA	DA	TA	DA	DA	DA	DA	DA	DA	TA	TA	DA	DA

| M | Dissertation | | | | | | | | | | DA | | DA | DA | DA | DA | DA | DA | DA | DA | DA | DA | DA | DA | DA | DA |

Appendix B: PDP: Personal Development Planning

Approach to PDP	Level 7	
1 Supporting the development and recognition of skills through the personal tutor system.	Induction programme includes input on skills development Individual tutorials with academic supervisor for project Personal tutors are allocated early in the course and keep weekly office hours	
2 Supporting the development and recognition of skills in academic modules/units.	Intellectual and transferable skills are integrated into all the core units and are addressed in the SGS programme All units identify the skills to be assessed in the unit in the unit guide	
3 Supporting the development and recognition of skills through purpose designed modules/units.	Induction Project (8th subject) Pervasive	
4 Supporting the development and recognition of skills through research projects and dissertations work.	Project and dissertation programmes covers research skills, plagiarism and referencing Feedback is provided on in-course assessments (coursework)	
5 Supporting the development and recognition of career management skills.	Students are introduced to the range of careers support available within the University's Careers and Employability Unit A programme of talks by practitioner alumni and others is available relating to careers in law and the vocational stage On-line resources including self-assessment and developmental support are available for Career Management Skills	
6 Supporting the development and recognition of career management skills through work placements or work experience.	Not possible on the full-time mode P-T students are directed to placement schemes, mini-pupillages etc	

	Students are encouraged to attend events hosted by LSBU in conjunction with the South London Law Society and to meet local practitioners	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Student Law Society talks and events Internal and external Mooting competitions (LUMS, OUP, Blackstones, ESU, NLS & U Salford (last two for speed mooting) County Court advice Legal Advice Clinic training ll subject to places and vailability	
8 Supporting the development of the skills and attitudes as a basis for CPD.	Project & Dissertation are largely self-directed and aim to develop autonomy in learning Law Department hosts regular CPD events for local solicitors which students are encouraged to attend	
9 Other approaches to PDP.	Study skills materials from Student Services and the LLR. Students are encouraged to form study groups for mutual support and to exchange experience in a team-working context	
10 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	▪ Project proposal (paper based) requires student to submit outline ▪ Formative feedback from tutor encourages reflection ▪ A self-assessment instrument must be submitted with the project regarding the experience of research and preparation identifying strengths & weaknesses Moodle VLE	

Appendix C: Terminology

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
PDP	PDP describes a structured process undertaken by a learner to reflect upon their learning, performance and/or achievement and
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions