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)	LLB (Hons) Law (FT) LLB (Hons) Law (PT) LLB (Hons) Business Law (FT) LLB (Hons) Criminal Law (FT) LLB (Hons) Entertainment & Media Law (FT) LLB (Hons) Family Law (FT) LLB (Hons) Human Rights (FT) LLB (Hons) Law with Criminology (FT)
Course Code(s)	4; 277; 4204; 4206; 4208; 4210; 4202; 3522
Course Director	Alan Birbeck
Shared Modules?	Yes within these courses

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.

Original Course Specification

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)	LLB Criminal Law (Honours)		
Intermediate exit award title(s)	[Certificate of Higher Education in Law -mirrors main LLB]		
UCAS Code	**M100**	**Course Code(s)**	4206 FT [277 PT for LLB]
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☒ LSS		
Division	LAW		
Course Director	Alan Birbeck		
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	3	September	June
Full time with placement/ sandwich year	n/a	n/a	n/a
Part time	n/a	n/a	n/a
Part time with Placement/ sandwich year	n/a	n/a	n/a

Is this course generally suitable for students on a Tier 4 visa?	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	2011/12
	Course specification last updated and signed off	For 2019/20 (06/08/19)
Professional, Statutory & Regulatory Body accreditation	Bar Standards Board; Chartered Institute of Legal Executives; Solicitors Regulatory Authority } Qualifying Law Degree Status	
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	• Offers innovative teaching and assessment with an emphasis on creating confident and effective independent legal scholars and practitioners; • Strong emphasis on legal education for professional practice and the enhancement of professional career prospects; • A specific module dedicated to employability skills, placements and volunteering (working in the Law) supports and encourages students to take advantage of career placement and volunteering opportunities made available through partnerships with local authorities, local law centres and law firms and the LSBU Legal Advice Centre • Encourages students to develop an analytical and critical approach to the content and operation of the law, as well as an appreciation of its wider social, economic, political and moral context • Encourages students to think critically and reflect upon the underlying aims of the law division to promote human rights, the rule of law and social justice. • Enables students to acquire and develop essential legal, intellectual, practical and transferable skills to prepare them for further education and training in the field of legal professional practice or for entry into a broad range of careers; • Satisfies the requirements for a 'Qualifying Law Degree' that covers the 'foundations of legal knowledge' as required by the legal professional bodies to enable graduates to apply for further professional study with a view to qualifying as a barrister or a solicitor; • Through certain student pathways chosen by the student can satisfy the requirements for the Institute of Legal Executives (ILEX) 'Fast Track' to membership, entitling students to become Graduate Members of ILEX on graduation without further study or assessment; • Offers flexible modes of engagement with the programme (Full-time and Part-time) supported by pervasive online learning resources; • Offers frequent opportunities to learn from legal practitioners, particularly our Visiting Fellow and Professors, who contribute guest lectures and support the South London Law Society CPD programme which we host
Course Aims	The course aims to engage, support and enable every student to develop intellectually and personally through the acquisition of legal knowledge and professional skills and attitudes which will equip them to become critical practitioners and life-long learners able to achieve their goals of further study and employment, including professional qualification as a barrister, legal executive or solicitor, in a continually changing world of employment. This programme is intended for students interested in the study of law at degree level. It prepares students for a broad range of legal and non-legal careers, including Graduate Membership of the Institute of Legal Executives and entry onto the professional law courses leading to qualification as a Barrister or a Solicitor.

Course Learning Outcomes	**A Students will have knowledge and understanding of:** **A1** the fundamental doctrines, principles and values which underpin the law of England & Wales and of the European Union; **A2** the specific application of the law of England & Wales and the European Union in particular areas of law chosen by the student; **A3** the sources of English law and how it is created and developed; **A4** the institutions and personnel who administer and practise the law and the professional standards and ethical values to which they subscribe; **A5** the function and limits of law in achieving individual and policy goals; **A6** the significance of law's social, political, economic and moral contexts. **B Students will develop their intellectual skills such that they are able to:** **B1** analyse and solve legal problems by selecting and applying primary sources of law and other legal materials to complex factual situations; **B2** analyse and evaluate conflicting interpretations of statutes and cases, applying the rules of statutory interpretation and the doctrine of precedent; **B3** analyse and evaluate the law and law reform proposals in their social, political, economic and moral contexts. **B4** reason critically and argue effectively about legal issues, recognising alterative points of view and offering reasoned opinions supported by authority or evidence; **Definitions** **Analyse:** to identify and examine the simpler, constituent parts of a more complex concept, rule or set of facts. **Evaluate:** to assess authority and/or evidence by reference to given criteria of value reviewing its reliability, validity and significance. **Reason critically and argue effectively:** offer an opinion with reasons, based on criteria of value consistently applied towards a given purpose.

	C Students will acquire and develop practical skills such that they are able to: **C1.** communicate ideas effectively and appropriately, both orally and in writing; **C2.** read and understand complex legal materials; **C3.** employ the communication techniques and strategies appropriate for different situations such as advocacy, interviewing, mediation and negotiation; **C4.** interact effectively within a team; **C5.** produce word-processed documents; **C6**. use ICT to store, retrieve and communicate information; **C7**. undertake research using electronic media; **C8.** use the VLE including where required for the submission and/or completion of assessment; **C9**. use, present and evaluate information provided in numerical or statistical form. **D** Students will acquire and develop transferrable skills such that they are able to: **D1.** identify research questions and carry out research using a variety of media; **D2.** plan their research, including setting priorities in terms of relevance and importance; **D3.** plan and manage their work, including setting priorities in terms of importance and deadlines; **D4.** work autonomously by completing an extended programme of independent study; **D5.** reflect and act upon their study and training needs recognising personal strengths and development needs; **D6.** identify and acknowledge issues of culture, disability and diversity; **D7**. Comply with standards of scholarly practice.

C. Teaching and Learning Strategy

Overall the course is delivered by a blend of scheduled large group sessions (LGS) and small group sessions (SGS), guided independent study and assessment. Student learning is directed and supported principally via contact in-class with tutors and peers and the use of internally and externally produced print and online materials and exercises, using the VLE as a central facility to support independent study.

The sequencing of classes, guided study, self-directed study, assignments and assessments is designed across the programme and within each module, including in relation to pervasive skills and attitudes, to align in a constructive, cumulative and formative manner to enable each student's development to achieve the module, level and programme outcomes with regard to learning, skills and development.

Students are introduced to legal study and the aims of the degree through intensive induction programmes at the commencement of each level.

Modules attracting 20 credits require students to engage in 200 hours of study and are taught and assessed over the period of 15 weeks (one semester). This study time typically comprises 4 hours of scheduled class meetings per week for 12 weeks, totalling 48 hours, and a further 152 hours of independent study outside the class meetings in the form of guided study, self-directed study and assessment. Independent study time comprises approximately 9 hours per week in teaching weeks and 13 hours in the remaining 3 revision and assessment weeks.

Class meetings (4 hours per week[1]) divide into meetings between the teaching team and the large group sessions (LGS) and small group sessions (SGS) and meetings between the student and tutors.

There will be two meetings of the whole group (WGM) in a weekly cycle. The first meeting will be 2 hours generally in expository lecture-style format offering an overview of the topic terrain in context, pointing up issues and referencing sources. The format may vary according to group size and the aims of the session and can be varied, within limits, to include student participation and activities (buzz groups, peer-marked writing assignments, voting via Turning Point etc). The second weekly whole group meeting is 1 hour workshop during which the student will have the opportunity to engage in work assigned at the first whole group meeting. This second whole group meeting provides an opportunity to focus more deeply on novel, difficult, or contentious issues in the topic and underlying concepts and to prepare for the related SGS.

The third and final meeting of the cycle, the SGS, is conducted in small groups of approximately 25 students or less meeting normally for one hour weekly or for some optional modules two hours fortnightly, where students have the opportunity to participate with the tutor and one another in discussing, questioning, explaining and exploring the topic to clarify, extend and consolidate knowledge and understanding and to practice key skills such as analysis, evaluation, research and advocacy. The SGS is the culmination of each learning cycle and delivers regular, extensive feedback on student learning and performance at every stage through self-reflection and both peer and tutor responses.

Independent study
(9 hours per week per module) comprises a variety of activities including reading, researching, examining, recording, thinking, reflecting, preparing, writing etc. This element of the overall study model forms a significant part of the integrated whole encompassing class meetings, independent study and assessment.

For each LGS and SGS the teaching team will offer on-line guidance and direction as to how independent study time should be used, providing assigned tasks and suggesting further reading and research. Typically, directed self-study time will be in the form of e-tivity[2] assignments. E-tivities will be delivered via the VLE where there is a dedicated site for each module which includes materials, resources, links, group spaces, assessment material etc.
E-tivities include opportunities for short formative online self-assessment. Several publishers offer online support materials including self-assessment MCTs and we will exploit this as suitable.
Gradually through level 5 and more completely by level 6, guidance and e-tivities will shift responsibility for selecting study activities and determining the disposition of independent study time from the tutor to the learner.

Materials
It is intended to supply recommended books via our VLE (specifically online library resources such as Oxford University Press Law Trove Library; Westlaw and Lexis). In-house materials to support the class meetings will be produced in both hard-copy and online formats. Online materials will be located within the VLE alongside, as appropriate, Adobe Presenter and PowerPoint presentations, further reading (including relevant extracts from published works digitally scanned or embedded by the library) and links to any online sources.
These supplementary materials will support consolidation, extension and revision of learning and allow students catch up easily should they miss a taught session.

Skills Strategy The skills strategy for the LLB focuses on the development of different skills at different levels of the programme.

- Level 4 focuses on the development of intellectual and study skills,
- Level 5 focuses on professional and employability skills
- Level 6 focuses on research and independent learning skills.

Specialist modules (3LS, Working in the Law, the Pool A options and the Project) direct and support skills learning at each level, while the planned reinforcement of skills development is integrated into all other modules.

Support for learners

The University places a high priority on providing support for learners. This support is provided by a combination of services, both centrally in the University and at the programme level. Much of the support focuses on developing learners' skills to enhance their performance on the programme and to facilitate their progression with current employment or transition into future employment.

Programme level support

Personal Tutors
Every learner is assigned a Personal Tutor throughout the period of his/her LLB studies. The personal tutor helps the learner review and plan academic progress on the course. The

[1] Exceptionally, 3LS in Year 1/Level 4 has 5 hours of contact per week

[1] E-tivity is a learning model created by Gilly Salmon whereby, in response to some striking focus of interest accompanied by full explanation of the purpose of the exercise and the learning outcomes, student learners are required to do something (reading, commenting, researching, observing, analysing, comparing and/or evaluating sources, undertaking self-assessment e.g. by MCT etc) and to reflect and report on their experience (report in class, present findings, write, share with peers, e.g. by blog etc).

personal tutor is the first point of contact for any academic or personal problems which impact on the learner's ability to learn/continue with his/her studies. Where personal problems are concerned, the personal tutor's role is limited to directing the learner to appropriate professional advice, often within Learner Services (central support).

Office Hours

The Law Division has led on an innovative system of 'office hours'. All full time academics advertise during teaching term time at least three hours spread over two days of availability to be booked via the VLE

Details of telephone numbers and email addresses are given to students.

The specialist law librarian team is involved in course delivery by her engagement in the research skills sessions and is known and available to students to assist with queries or difficulties.

Course Administrator, Module Leaders, Director of Studies and Course Director

Problems or questions about the course are directed depending on their nature
-administrative and results related to the Course Administrator
-module related to the module leader or module team
-level related to the Director of studies for each year
-course, options, appeals, interruptions, withdrawal and retention related to the Course Director

Personal Development Planning: (see appendix 1).

Personal Development Planning (PDP) is a *process* that all learners in Higher Education are required to participate in. The main aims of PDP are to help the learner to reflect on their learning; performance and achievements; and to help them prepare effectively for their career beyond university by planning their own personal, educational and career development goals.

Personal Development Records (PDRs) are the *product* of the PDP process; in most cases this will be a portfolio of materials that the learner will use as evidence of their personal development.
PDRs record:

- personal growth and achievements;
- reflections by the learner on their progress;
- areas the learner has identified for improvement;
- plans of action by the learner to achieve their goals
- the actions required and taken to achieve improvement

By recording their reflections in PDRs learners will develop the ability to

- become an effective, self-directed learner;
- understand how they learn;
- improve their study and career management skills;
- articulate their personal goals and
- evaluate their achievements.

Reflecting, using the PDP process, and recording their reflections using the PDRs will help learners perform better on the LLB course and equip them with transferable skills for lifelong learning and developing their chosen career path.

Personal tutors will provide direct support for learners in developing their PDRs. The objectives of PDP are also met at other junctures within the LLB.

Central Support

The University's Learning and Development Centre (LDC) aims to support learners' learning and personal development. It provides a wide range of personal and academic services to learners and works with other Divisions and Schools in the University to ensure that the services offered meet the needs of learners. All services are based on the main campus in Southwark. Some services are provided in the evening.

The services available include:

Core Skills Provision	Classes, workshops, and drop-in sessions to help learners develop and enhance their academic reading and writing skills, basic maths, English language (for learners whose first language is not English)
Job shop	A service to enable learners to find part-time, temporary one-off and vaca work while they are studying
Careers Guidance	Drop-in sessions and interviews to discuss any aspect of career planning taking career decisions, discuss CVs or prepare for a job interview
Personal development and advice	Advisory service to discuss personal concerns or difficulties which might personal development and academic performance, support for learners w disabilities including dedicated dyslexia support, chaplaincy to provide confidential pastoral care.
Information about all services are located on the University's website: www.lsbu.ac.uk	

Links with Employers

Many members of the Law Division are practitioners who remain in practice or retain strong links with the legal profession. Through our growing pool of Visiting Professors and Fellows and our engagement with Local Authority Legal Divisions, the Southwark Legal Advice Network and the South London Law Society, the Law Division has developed strong links across the legal profession in London that benefit students through guest lectures, placement & volunteering opportunities and support for our Legal Advice Centre. Moreover, the Law Division and the South London Law Society co-operate to provide a programme of Continuing Professional Development (CPD) seminars for local practitioners that our students can attend.

Quality indicators

The LLB is subject to a number of quality enhancement indicators.
These range from

Internal
- Module Evaluation Questionnaires
- Annual New Student Surveys
- In Course Surveys
- Scrutiny and Level meetings

External
- External Examiners scrutiny of marking and modules

The quality enhancement trail also includes
Module Reports,
Course Board Minutes, and
Progression and Achievement Statistics.

Each quality mechanism is assessed, reflected upon in the Annual Programme Monitoring process and forms the basis for specific action to be taken on a year by year basis within the PMR Action Plan and the Law Division Strategic Plan.

D. Assessment

The assessment strategy of the LLB programme requires that assessment should:

- be based on criteria and practices known to students inadvance,
- be marked according to published standards and practices formulated to ensure fairness and consistency,
- test the outcomes of the course and each module at the appropriate level,
- be sufficiently varied in form to test all outcomes including both knowledge andskills,
- be searching and rigorous in standard,
- contribute to the development of student learning during thecourse,
- offer opportunities during the course to identify students' strengths andweaknesses,
- comply with LSBU Regulations and the requirements of the Joint Academic Stage Board and the Institute of Legal Executives.

The programme includes a variety of assessment methods consistent with this strategy to foster learning development and assess programme outcomes. The aim is to provide a balanced range of assessment focused on the outcomes appropriate to the module and level. In addition to written examinations (which may be unseen or seen in whole or part) and coursework, the programme will employ in-class assessment to encourage preparation and participation and to facilitate timely formative feedback. As part of this strategy, multiple choice and VLE-based assessment will be used to assess subject knowledge and offer prompt feedback and guidance.

The pattern and burden of assessment has been developed over a number of LLB validations and has been informed by practice across the HE Law sector, particularly through engagement with our External Examiners. Whilst using innovative and diverse assessment strategies for individual modules, the overall burden of assessment at each Level of the programme is intended to be consistent, balanced and appropriate to the Level. The assessment strategy is informed by professional body (JASB and ILEX) requirements requiring appropriate testing of legal knowledge in the Foundation subjects by way of examination and related to the learning outcomes for each level. At Level 6, there is a greater use of assessment by means of coursework, reflecting the greater emphasis on analysis and evaluation and research and independent study skills at that level.

The benchmark for a module is a 2 hour Exam (+ 15 minutes reading time) or a 6,000 word coursework as a single piece of final assessment. The benchmark is based upon University and HE Law Sector practice and may be departed from where there is more than one piece of assessment or the outcomes and strategies of an individual module require. A breakdown of assessment module by module is provided in the attached module statements.

The assessment strategy for each level reflects the outcomes set for that level. Appropriateness of the assessment for individual modules is considered in relation to both module and level outcomes a once semester internal assessment scrutiny meetings before draft assessments are sent to External Examiners for approval. A further annual assessment and module scrutiny meeting occurs before the Summer examination board.

Entry level (Level 4) Assessment

The outcomes set at Level 4 require students to demonstrate the acquisition of knowledge and analytical and problem solving skills in order to pass. They do not require students to demonstrate the full set of outcomes for the programme, such as to reason critically and argue effectively and to work autonomously, in order to achieve a pass mark.

In addition to written examinations (required by the professional bodies), the programme employs in-class assessment to encourage preparation and participation and to facilitate timely formative feedback. As part of this strategy, multiple choice tests and VLE-based self-assessment are used to assess subject knowledge and offer prompt feedback and guidance.

Mid programme (Level 5) Assessment

The outcomes set at Level 5 provide a progressive transition between the outcomes required at Level 4 and the full programme outcomes required at Level 6.

The compulsory Foundation subjects are assessed by examination. Working in the Law, the compulsory legal professional skills module, is assessed by skills based coursework. The Pool A options are intended as a preparation for the Project and, although taught, are assessed in a similar way.

Graduate (Level 6) Assessment

The full set of programme outcomes, are assessed. The compulsory Foundation subjects are assessed by examination. The Project is assessed by oral presentation (Project Proposal) and extended coursework (the Project itself). Criminal Litigation and Civil Litigation are assessed in accordance with the requirements of ILEX by a mix of skills and examination. The Pool B and Pool C options are assessed by a range of assessment methods reflecting the greater emphasis on analysis and evaluation and research and independent study skills at level 6.

E. Academic Regulations

The University's Academic Regulations apply for this course.

Course specific protocols
-Protocols on the CILEX Exemptt ion advertised in the Course Guide and on the Moodle site
-Protocols on the Qualifying Law Degree status advertised in the Course Guide and on the Moodle site

F. Entry Requirements

Entry Requirements for LL.B are amended year by year for latest details please always check the website.

We welcome applications not only from students taking A levels but also students taking other qualifications such as BTECs, Access Courses, Youth Access Courses and the 14-19 Diploma.

For further details on entry requirements, please see the LSBU website: http://www.lsbu.ac.uk/courses/undergraduate

Standard entry requirements for LL.B LSBU for 2018/19 are:

- A Level ABB **or;**
- BTEC National Diploma DDM **or;**
- Access to HE qualifications with 33 Distinctions and 3 Merits and 9 passes **or;**
- Equivalent level 3 qualifications worth 128 UCAS point **or;**
- An equivalent overseas qualification (as suggested by the NARIC database)

Additionally, if applicants warrant consideration of their English language skills then a balanced IELTS score of 6.0 or an equivalent score on a comparable English Language test (e.g. TOEIC 600/990) will normally be required.

We welcome qualifications from around the world

Work experience in a Law firm prior to enrolment is not required. However if you can secure any, it will provide a good entry point and start your self-development connected to Law.

G. Course structure(s)

Course Structures are shown below.

The LLB Full-time mode is taught over three years with all classes delivered on weekdays between 9am and 5pm. Usually students will complete six modules per year (three in semester 1 and three in semester 2)

The LLB Part-time mode is taught over 5 years with all classes delivered on weekdays between 9am and 5pm. Usually students will complete four modules per year (two in semester 1 and two in semester 2)

All modes offer Induction/Foundation programmes at the start of each level to supporting bridge building of skills for the students from Level to Level

3. Course Code FT 4206-LLB (Hons) Criminal Law - Full-time mode

[STRUCTURE ON CMIS 07/01/19]

Year 1: Semester 1		**Year 1: Semester 2**
Induction	**(LAW-4-SSS-CJ)** Legal Skills, Legal Study, Legal System 3LS	**(LAW_4_CLW-CS)** Law of Contract
	(LAW-4-ICT-CS/TA) Introduction to Contract & Tort	**(LAW_4_LOT-TA)** Law of Torts
	(LAW-4-FPL-MR) Foundations of Public Law	**(LAW_4_PEL-MR/JK)** Intro to Public & EU
Year 2: Semester 1		**Year 2: Semester 2**
Induction	**(LAW-5-CL1-NT)** Criminal Law 1	**(LAW_5_CL2-NT/KS)** Criminal Law 2
	(LAW-5-EUR-JK) EU Law Rights	**(LAW_5_PET-CT)** Property Equity and Trusts 1
	(LAW_5-WIL-RC/CE) Working in the Law	**Option from Pool A-(Y2, S2 –Level 5)** **(LAW_5_COM-ADU)** Comparative Law **2 **(LAW_5_GJL-CT)** Gender, Justice & the Law, **(LAW_5_MLE-PGF)** Medical Law & Ethics,
Year 3: Semester 1		**Year 3: Semester 2**
Induction	**(LAW_6_PET-CT)** Property Equity and Trusts 2	**(LAW_6_LLW-LA)** Land Law
	(LAW_6_CLG-PJWS/AGB) Criminal Litigation,	**(LAW_6_LP2-KBS)** Project (Crime) **or** **Option from Pool C-(Y3, S2 –Level 6)** **(LAW_6_CRS-NT)** Civil Rights & the State, **(LAW_6_CVL-CE)** Civil Litigation, **(LAW_6_ECM-CJ) EU Criminal and Migration Law*2** **(LAW_6_LAT-ADU)** Law & Technology
	(LAW_6_TLP-KBS) Project (Crime) **or** **Option from Pool B-(Y3, S1 –Level 6)** **(LAW_6_AOE-KDS)** Analysis of Evidence - The Science of Proof	**Option from Pool C-(Y3, S2 –Level 6)** **(See above)**

N.B. 1. All students must take the Project in either semester 1 or 2 at Level 6

N.B. 2 Students may only undertake an Option Module once (i.e. you cannot take the same option twice to fill two slots on the above grid)

N.B. 3 ***Please note that although most optional modules run, we do not guarantee to run every module each year.*** Subject to numbers on occasion one or two of the options for Pool A, B or C will not run

N.B. 4 ***The days listed and tutor initials listed are merely indicative.*** The definitive answer will be finalised in your Timetable usually by August

N.B. 5 Specific Notes

**1 Both Law_5_COM and Law_6_ECM have selection processes and a limited number of places (more details on the Module Statement and from the Module Leaders)

Placements information

See Module Specifications for Law_5_WIL and opportunities through various employability initiatives including the legal advice clinic

H. Course Modules

[Provide information on:

- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value
LEVEL 4 MODULES				
SEMESTER 1 (FT)				
LAW_4_SSS	Legal Skills, Legal Study, Legal System	4	1	20
LAW_4_ICT	Intro to Contract & Tort	4	1	20
LAW_4_FPL	Public Law	4	1	20
SEMESTER 2 (FT)				
LAW_4_CLW	Law of Contract	4	2	20
LAW_4_LOT	Law of Torts	4	2	20
LAW_4_PEL	Intro to Public & EU Law	4	2	20
LEVEL 5 MODULES				
SEMESTER 1 (FT)				
LAW_5_CL1	Criminal Law 1	5	1	20
LAW_5_EUR	EU Law	5	1	20
LAW_5_WIL	Working in the Law	5	1	20
SEMESTER 2 (FT)				
LAW_5_CL2	Criminal Law 2	5	2	20
LAW_5_PET	Property Equity and Trusts 1	5	2	20
OPTION POOL A (FT YEAR 2 S2)				
LAW_5_COM	Comparative Law	5	2	20
LAW_5_GJL	Gender Justice & the Law	5	2	20
LAW_5_MLE	Medical Law & Ethics	5	2	20
LEVEL 6 MODULES				
SEMESTER 1 (FT)				
LAW_6_PET	Property Equity and Trusts 2	6	1	20
LAW_6_CLG	Criminal Litigation	6	1	20
OPTION POOL B (FT YEAR 3 S1)				
LAW_6_AOE	Analysis of Evidence & Proof	6	1	20
LAW_6_TLP	Project (Mirrors Law_6_LP2 but S1)	6	1	20
SEMESTER 2 (FT)				
LAW_6_LLW	Land Law	6	2	20
OPTION POOL C (FT YEAR 3 S2)				
LAW_6_CVL	Civil Litigation	6	2	20
LAW_6_CRS	Civil Rights & the State	6	2	20
LAW_6_ECM	EU Criminal and Migration Law	6	2	20
LAW_6_LAT	Law and Technology	6	2	20
LAW_6_LP2	Project (Mirrors Law_6_TLP but S2)	6	2	20

I. Timetable information

Normally our LLB Full Time Courses are timetabled to run three days a week

For 2019-20
Year 1
Both Semesters Monday, Tuesday, Thursdays

Year 2
Semester 1 Wednesdays, Thursday and Fridays
Semester 2 Monday, Fridays and one other day (depending on option choice)

Year 3
Semester 1 Mondays and two other days (depending on option choice)
Semester 2 Mondays and two other days (depending on option choice)

We plan our timetables as early as May before the following year and indicate to students around July each year on which day modules will run. The finalised published timetable is completed in August/Early September.

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

For 2019-20 Students will be provided in Year 1 of their studies with a free tablet computer. Students have the option buy books but a significant collection of books is available online from Oxford University Press on Law Trove.

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

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Appendix A: Curriculum Map
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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.

Modules		**Programme outcomes**																									
L4	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7
Level 4 (S1 FT)																											
	3LS	x	x	x	x	x	x	x	x	x	x	x	X	x	x		x	x		x		x	x		x	x	x
	Intro to Contract & Tort	x		x		x	x	x	x	x		x	X			x	x	x	x		x	x	x				x
	Public	x		x		x	x	x	x	x		x	X			x	x	x	x			x					x
(S2 FT)																											
	Law of Contract	x		x		x	x	x	x	x		x	x										x				x
	Law of Tort	x		x		x	x	x	x	x		x	x			x	x	x	x		x	x	x				x
	Public & EU	x		x						x	x	x	x					x	x			x				x	x

Modules		Programme outcomes																									
L5	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7
Level 5 (S1 FT)																											
	Crime 1	x	x	x		x	x	x	x	x	x	x	X	x				x				x	x				
	EU Rights	x	x			x	x	x		x	x	x	X			x	x	x	x			x	x			x	x
	Working in the Law				x		x			x		x		x		x	x	x	x			x	x		x	x	x
(S2 FT)																											
	Criminal Law 2 and the Law of Criminal Evidence	x	x	x		x	x	x	x	x	x	x	x	x				x				x	x				
	Property, Equity and Trusts 1	x	x				x	x	x	x	x	x	x							x			x				
Options Pool A																											
	Comparative Law	x	x	x	x	x	x			x	x	x	x	x		x	x	x	x		x	x	x			x	x
	Gender Justice & the Law	x	x			x	x	x	x	x	x	x	x		x	x	x	x	x			x	x			x	x
	Medical Law & Ethics	x	x	x	x	x	x			x	x	x	x	x		x	x	x	x		x	x	x			x	x

Modules		Programme outcomes																									
L **6**	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7
LEVEL 6 (S1 FT)																											
	Equity & Trusts 2	x	x				x	x	x	x	x	x	x							x			x				
	Criminal Litigation	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x				x		x	x	x
OPTION POOL B																											
	Analysis of Evidence & Proof	x	x		x	x		x	x		x	x	x			x							x				
	Project (S1 Mode)	x	x	x		x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x
(S2 FT)																											
	Land	x	x	x			x	x	x	x	x	x	x			x	x	x	x				x	x			
OPTION POOL C																											
	Civil Litigation	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x				x		x	x	x
	Civil Rights & the State	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x		x	x	x			x	x
	EU Criminal & Migration Law	x	x				x	x	x	x	x		x		x								x	x	x		x
	Law and Technology	x			x	x	x	x		x		x			x								x	x			
	Project (S2 Mode)	x	x	x		x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	The curriculum includes • Law_5_WIL work focused module assisting with connections to employers and the nature of work generally • guest lectures are encouraged • external examiners have been consulted • undergraduate students have been consulted • potential employers have been consulted
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	• Formative and summative assessments prepare students for transition across all modules. • Students are shown how to reference appropriately (particularly in Law_4_SSS & Law_4_PEL). • Theory is introduced at Level 4 and extended in the following years. • Levels 4 and 5 prepare students for Level 6 and especially for the research project. • Level 4 and 5 modules prepare methods skills for level 6 project
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	Modules at Level 4 and above include: • Supported networks for cohort identity through Seminar Groupings which are matched by Personal Tutors and Mentors • Peer evaluation of formative activities • See assessment grid for summative assessments
Inclusive teaching, learning and assessment	Accessible materials, resources and activities All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	Occurs throughout the undergraduate programme. Work supported by a closing working relationship with the DDS and Wellbeing teams.
Assessment *for* learning	Assessment and feedback to support attainment, progression and retention Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	• All modules at all levels have a formative assessment incl. ○ Presentations ○ Tests and quizzes ○ Reviews • Amongst other modules Law_4_SSS and Law_4_PEL embed skills and have formative assessments. • We also have tutorials at all levels for 1-1 and small group feedback on formative assessment as well as module discussion • At level 4 we embed study skills session in at least one module per semester, including with the help of the Skills for learning team
High impact pedagogies	Research and enquiry experiences Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	The following fulfil these requirement: • Level 4 modules support skills acquisition • Level 5 modules develop skills acquisition • Level 5 Option Pool B particularly develops students skills so they are project ready. • Level 6 Project module • In addition, all modules require independent reading, writing and analytical development.

Curricula informed by employer and industry need / Assessment *for* learning	Authentic learning and assessment tasks Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	• All Modules embed live briefs through usually both formative and summative assessments. • Law_5_WIL placement/experiential module. • Legal Advice Clinic • Seminar discussion in all modules encourages debate and analysis of ideas and builds confidence in oral communication. • Presentations simulate the workplace • Peer-peer evaluation
Inclusive teaching, learning and assessment	Course content and teaching methods acknowledge the diversity of the student cohort An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	Inclusivity embedded across the LLB curriculum and at the core of the law division values promoting human rights, the rule of law and social justice
Curricula informed by employer and industry need	Work-based learning Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	Ethics embedded across the curriculum and induction.
Embedded learning development	Writing in the disciplines: Alternative formats The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	Formative and summative assessment is included in all modules. Assessments include: • Advising Clients and ministers • Case reports • Research based activities • project report, • presentations, • film reviews
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	• The third year project requires work potentially across traditional disciplinary and professional boundaries • We teach the subject in an interdisciplinary way. • The curriculum offers different routes through e.g. business, criminal, family, human rights pathways • The degree also offers an interdisciplinary module with the Computing team.
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	Assessments include: • Seen exams • Unseen exams • Coursework essays • project report, • research report, • presentations, • case studies, • quizzes • online tests

		These all enable students to be able to demonstrate achievement in different ways throughout the course.
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	• Expectations and self-managed learning embedded throughout the degree • Deadlines setting • Allocation of work • Presentations • Group work (research, projects and presentations) • Peer-to-peer assessment • Reflection • Project module (level 6)
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	• The final year Project fulfils these requirements in integrating knowledge and skills, preparing students for the workplace or further study.

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	**Level 4**	**Level 5**	**Level 6**
1 Supporting the development and recognition of skills through the personal tutor system.	Addressed Tutorials with academic staff and Directors of Studies in Law_4_SSS PDP tutorials	Addressed Tutorials with academic staff and Directors of Studies embedded in Law_5_WIL	Addressed Tutorials with academic staff and Directors of Studies embedded in the Project (Law_6_TLP/LP2/LCP)
2 Supporting the development and recognition of skills in academic modules/modules.	Addressed Led by activities in Law_4_SSS and developed and reinforced in all modules. All coursework develop research skill	Addressed Led by activities in Law_5_WIL and developed and reinforced in all modules. All coursework develop research skill	Addressed Led by activities in Law_6_TLP/LP2/LCP and developed and reinforced in all modules. All coursework develop research skill
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Addressed in Seminars with academic staff and in Law_4_SSS PDP and feedback tutorials	Addressed in Seminars with academic staff and in Law_4_WIL and feedback tutorials	Addressed in Seminars with academic staff and embedded in the Project (Law_6_TLP/LP2/LCP) and feedback tutorials
4 Supporting the development and recognition of skills through research projects and dissertations work.	Addressed and assessed in all Coursework assessments	Addressed and assessed in all Coursework assessments. Embedded skills in Option Pool A Modules	Addressed and assessed in all Coursework assessments. Embedded skills in Option Pool B and C and the embedded in the Project (Law_6_TLP/LP2/LCP) and tutorials
5 Supporting the development and recognition of career management skills.	Addressed and embedded in Induction/Foundation and Law_4_SSS	Addressed and embedded in Induction/Foundation and Law_5_WIL	Addressed and embedded in Induction and the Project (Law_6_TLP/LP2/LCP) and tutorials
6 Supporting the development and recognition of career management skills through work placements or work experience.	Addressed and embedded in Induction/Foundation and Law_4_SSS	Addressed and embedded in Induction/Foundation and Law_5_WIL	Addressed and embedded in Induction and the Project (Law_6_TLP/LP2/LCP) and tutorials
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Addressed and embedded in Induction/Foundation and Law_4_SSS	Addressed and embedded in Induction/Foundation and Law_5_WIL	Addressed and embedded in Induction and the Project (Law_6_TLP/LP2/LCP) and tutorials
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Addressed and embedded in Induction/Foundation and Law_4_SSS and numerous events, Visiting Professors and Fellows support SLLS CPD programme hosted and delivered by the Law Division. Internal and external events widely advertised via Moodle.	Addressed and embedded in Induction/Foundation and Law_5_WIL and numerous events, Visiting Professors and Fellows support SLLS CPD programme hosted and delivered by the Law Division. Internal and external events widely advertised via Moodle.	Addressed and embedded in Induction and the Project (Law_6_TLP/LP2/LCP) and tutorials and numerous events, Visiting Professors and Fellows support SLLS CPD programme hosted and delivered by the Law Division. Internal and external events widely advertised via Moodle.
9 Other approaches to personal development planning.	Addressed through the Student Law Society, Law Division activities including mooting and careers seminars and the 'Law Hub' Employability Moodle meta site	= =	= =
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Addressed and embedded in Induction/Foundation, PDP portfolio assessments embedded in Law_4_SSS	Addressed and embedded in Induction/Foundation and Law_5_WIL portfolio of assessments	Addressed and embedded in Induction and the Project (Law_6_TLP/LP2/LCP) and tutorials

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

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
optional module	a module or course unit that students choose to take
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

Year 1 (Level 4)		
Semester 1		**Semester 2**
Induction	**(LAW-4-SSS-CJ)** Legal Skills, Legal Study, Legal System 3LS **Assessment 1 Coursework (CW1)-** students attend at a scheduled Personal Development Profile (PDP) meeting with their personal tutor at which they present their PDP consisting of a short portfolio of written tasks which is then discussed and feedback is offered. This assessment is marked on pass/fail basis, a pass being necessary to pass the Law_4_SSS module; **Assessment 2 Exam (EX1)** comprising two hours and 100% of module mark A) One hour: an essay from a choice of essay questions seen in advance B) One hour: a Multiple Choice Test comprising 30 questions ***The essay and MCT will be collected separately.*** All elements of assessment must be passed.	**(LAW_4_CLW-CS)** Law of Contract **Assessment 1 (CW1) One MCT Test – 1 hour long (40%)** A Multiple Choice Test comprising 30 questions **Assessment 2 (CW2) Coursework One Problem Question (60%)** 1500 words
	(LAW-4-ICT-CS/TA) Introduction to Contract & Tort **Assessment 1 (CW1) One MCT Test –1 hour long (40% Weighting)** The MCT will contain both contract and tort questions. **Assessment 2 (EX1) Under examination conditions one Case Note – 1 hour 30 minutes long plus 15 minutes reading time (60% Weighting).** The case note may be based either on contract, tort or both.	**(LAW_4_LOT-TA)** Law of Torts **Assessment 1 (CW1) One MCT Test- 1 hour long (40%)** A Multiple Choice Test comprising 30 questions **Assessment 2 (EX1) One Examination (60%)** One problem question. The problem question will be seen and released approximately 28 days before the examination. – one hour plus 10 minutes reading time.
	(LAW-4-FPL-MR) Foundations of Public Law **Assessment 1 (CW1) One MCT Test –80 minutes long (50% Weighting)** The MCT will contain 40 questions on the syllabus. **Assessment 2 (CW2) (50% Weighting) Written and Oral Application on Judicial Review** -Written aspect three sub-grounds of Judicial Review; -Oral Aspect presentation of one of the three sub-grounds of Judicial Review within 5 minutes	**(LAW_4_PEL-MR/JK)** Intro to Public & EU **Assessment 1 (CW2) MCT Test –1 hour long (40%)** **Assessment 2 (CW1) Coursework 1500 words (60%)**

<table>
<tr><th colspan="3">Year 2 (Level 5)</th></tr>
<tr><th colspan="2">Semester 1</th><th>Semester 2</th></tr>
<tr><td rowspan="4">Induction</td><td>(LAW-5-CL1-NT) Criminal Law 1
Summative Assessment
Assessment 1 (EX1) 2 hour unseen examination (100%) plus 10 minutes reading time.
50% MCT consisting of 30 questions and
50% for unseen question
MCT paper and Unseen Question to be collected separately at the end of the exam time</td><td>(LAW_5_CL2-NT/KaS) Criminal Law 2
Assessment 1 (CW1) Criminal Evidence (50% Weighting)-Trial Observation- 2,500 words maximum.

Assessment 2 (EX1) Criminal Law (50% Weighting) An unseen examination paper consisting of one question in one hour + 15 mins reading time</td></tr>
<tr><td>(LAW-5-EUR-JK) EU Law Rights
Summative Assessment
Assessment 1 (EX1) 2 hour unseen examination (100%) plus 10 minutes reading time.
50% MCT consisting of 30 questions and
50% for unseen question
MCT paper and Unseen Question to be collected separately at the end of the exam time</td><td>(LAW_5_PET-CT) Property Equity and Trusts 1
Assessment 1 (EX1) 100% Assessment is by way of a part seen end of term examination. Students will be required to answer one compulsory (seen) question (from a choice of two) and one unseen question (from a choice of 4). The examination is 2 hours in length, plus 15 minutes reading time.</td></tr>
<tr><td rowspan="3">(LAW_5-WIL-RC/CE) Working in the Law

100% Coursework.

Assessment 1 (CW1) (50% Weighting) Coursework 1: submission of a CV, Careers Questionnaire, Application Form, Covering letter, SWOT Analysis (30%); Interview Assessment (20%)

Assessment 2: (CW2) (50% Weighting) Coursework 2: Oral Presentation (30%) and Work Placement Reflective Log or Career Research Log (20%).

The Work Placement Log/Career Research Log will be the final component of the assessment</td><td>Option from Pool A-(Y2, S2 –Level 5)</td></tr>
<tr><td>(LAW_5_COM-ADU) Comparative Law
Assessment 1 (CW1) Oral Presentation (25%) 10 minutes presentation, 5 minutes questions & discussion

Assessment 2 (CW2) Coursework (75%) 4,500 words</td></tr>
<tr><td>(LAW_5_GJL-CT) Gender, Justice & the Law,

Assessment 1 (CW1) One x 2,000 word Court Research Report [40%]
Assessment 2 (CW2) One x 4,000 word Essay [60%]</td></tr>
<tr><td>(LAW_5_MLE-PGF) Medical Law & Ethics,

Assessment 1 (CW 1)-(100% Weighting) One piece of coursework 6,000 words.</td></tr>
</table>

Year 3 (Level 6)		
Semester 1		**Semester 2**
Induction	**(LAW_6_PET-CT)** Property Equity and Trusts 2 **Assessment 1 Examination (EX1) -(100% Weighting)** Assessment is by way of a part seen end of term examination. Students will be required to answer one compulsory (seen) question (from a choice of two) and one unseen question (from a choice of 4). The examination is 2 hour 15 minutes in length, including 15 minutes reading time.	**(LAW_6_LLW-LA)** Land Law **Assessment 1 (EX 1) –An unseen written examination (100% Weighting)** -Candidates are required to answer two questions in total. -One question is compulsory in an area known to the students in advance of the examination. -The other question must be chosen from a further four questions. The duration of the examination is two hours with 15 minutes additional reading time.
	(LAW_6_CLG-PJWS/AGB) Criminal Litigation, **Assessment 1 (CW1) An advocacy assessment** based on a 10 minute oral presentation with a written skeleton argument, advice note or briefing note (30% Weighting) **Assessment 2 (EX1) A final unseen examination** –1 hour 30 minutes with an additional 15 minutes reading time– 2 questions from 5 (70% Weighting)	
	Option from Pool B-(Y3, S1 –Level 6)	**Option from Pool C-(Y3, S2 –Level 6)**
	(LAW_6_AOE-KaS) Analysis of Evidence - The Science of Proof **Assessment 1 (CW 1) -Coursework 1 (50% Weighting) Basic Wigmorian Chart** **Assessment 2 (CW 2) –Coursework 2 (50% Weighting) Essay-3,000 words**	**(LAW_6_CVL-CE)** Civil Litigation, **Assessment 1 (CW1) Oral Advocacy Coursework (30% Weighting)** An advocacy assessment based on a 10 minute oral presentation with a written skeleton argument/advice note/briefing note **Assessment 2 (EX1) Examination (70% Weighting)** A final unseen examination – 1 hour 30 mins plus 15 mins reading time – 2 questions from 5 (70%) The pass mark for the module is 40% and the threshold mark is 30%.
	(LAW_6_TLP-KBS) Project (Mirrored in S2) **Assessment 1 The project proposal 750-1000 words (CW1) (15% Weighting)** **Assessment 2 The Project (CW2) 5000 words plus 500 word reflective account of one aspect of preparing for, researching or writing the project (85% Weighting)**	**(LAW_6_CRS-NT)** Civil Rights & the State **Assessment 1 (CW1) (100%)** One piece of coursework 6,000 words **(**
		(LAW_6_ECM-CJ) EU Criminal and Migration Law **Assessment 1 (CW1) Coursework 1 up to 3000 words (50% Weighting)** **Assessment 2 (CW2) Coursework 2 up to 3000 words (50% Weighting)**
		(LAW_6_LP2-KBS) Project (Mirrors S1) **Assessment 1 The project proposal 750-1000 words (CW1) (15% Weighting)** **Assessment 2 The Project (CW2) 5000 words plus 500 word reflective account of one aspect of preparing for, researching or writing the project (85% Weighting)**