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| A. Course Information | | | |
|--|---|-----------------------|-----------------------|
| Final award title(s) | LLB (Hons) Criminal Law | | |
| Intermediate exit award title(s) | Cert HE Law Dip HE Law | | |
| UCAS Code | | Course Code(s) | 5734– FT |
| | London South Bank University | | |
| School | <input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS | | |
| Division | Law | | |
| Course Director | Dr Cameron Giles | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify | | |
| Mode(s) of delivery | <input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify | | |
| Length of course/start and finish dates | Mode | Length years | Start - month |
| | | | Finish - month |
| | Full time | 3 | September |
| | Full time with placement/ sandwich year | | |
| | Part time | | |
| | Part time with Placement/ sandwich year | | |

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| <p>Is this course generally suitable for students on a Tier 4 visa?</p> | <p>Please complete the International Office questionnaire</p> <p>Yes</p> <p>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.</p> | |
| <p>Approval dates:</p> | <p>Course(s) validated / Subject to validation</p> | <p>11/03/2020</p> |
| | <p>Course specification last updated and signed off</p> | <p>13/08/2021</p> |
| <p>Professional, Statutory & Regulatory Body accreditation</p> | <p>On successful completion of our courses you will be able to progress to qualify as a Barrister, a Chartered Legal Executive or a Solicitor</p> <p>To be a Barrister you need to pass with 2(ii) Honours – see https://www.barstandardsboard.org.uk/</p> <p>To be a Chartered Legal Executive you need to take specific options and pass them at a 2(ii) Honours standard - see https://www.cilex.org.uk/</p> <p>To be a Solicitor you need to pass the degree – see https://www.sra.org.uk/</p> | |
| <p>Reference points:</p> | <p>Internal</p> | <p>Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations</p> |
| | <p>External</p> | <p>QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications 2014 Law Benchmark Statements 2019 Bar Standards Board Solicitors Regulation Authority Competitions and Markets Authority</p> |
| <p>B. Course Aims and Features</p> | | |
| <p>Distinctive features of course</p> | <ul style="list-style-type: none"> • Offers a course focused on Criminal Law, including a final year project in the discipline; • Offers innovative teaching and assessment with an emphasis on developing confident and effective legal practitioners and scholars; • Strong emphasis on experiential learning and legal education for professional practice and the enhancement of professional career prospects, with core and optional modules offering real and simulated experiences of legal practice; • 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 legal services providers and the LSBU Legal Advice Clinic; • Encourages students to develop a reflective 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 • Enables students to acquire and develop intellectual independence and essential professional and academic skills to prepare them for | |

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| | <p>further education and training in the field of legal professional practice or for entry into a broad range of professional careers;</p> <ul style="list-style-type: none"> • Provides a 'head start' for qualification as a solicitor by introducing students to legal procedure and the professional skills covered on the Solicitors Qualifying Examination and using SQE style multiple choice questions as part of the course assessment strategy; • Satisfies the requirements for a 'Qualifying Law Degree' as required by the Bar Standards Board to enable graduates to apply for further professional study with a view to qualifying as a barrister; • Satisfies 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 extensive online learning resources including a tablet, an electronic law library and test-enhanced learning; and • Offers frequent opportunities to learn from legal practitioners, particularly our Visiting Fellow and Professors, Alumni and members of the local legal profession who contribute guest lectures and support our career development activities and events. |
| Course Aims | <p>The LLB Criminal Law aims to engage, support and enable every student to:</p> <ul style="list-style-type: none"> • develop intellectually and personally through the acquisition of legal knowledge and professional skills and attitudes; • become reflective and critical practitioners and life-long learners; and • 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. |

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| <p>Course Learning Outcomes</p> | <p>1. Knowledge of Law & Procedure</p> <p>Students will have systematic knowledge and critical understanding of the law of England & Wales, including sources, general principles and the specific application of the law in core and selected specialist areas of Criminal law, as well as key aspects of international law, including the European Convention on Human Rights and the Law of the European Union.</p> <p>2. Theory, Principles & Values (including ethics)</p> <p>Students will be able to interpret and apply advanced theories, principles and values that underpin and explain the Constitution, the administration of justice and legal practice and offer critical insights into law making and law reform.</p> <p>3. Critical Analysis & Evaluation</p> <p>Students will be able to critically analyse and evaluate complex legal issues and law reform proposals in their social, political, economic and ethical contexts, recognising alternative points of view and offer reasoned conclusions supported by authority and evidence.</p> <p>4. Practical Problem-Solving Skills</p> <p>Students will be able to analyse and solve complicated and uncertain legal problems by selecting and applying primary sources of law and other legal materials to complex factual situations and, where necessary, analysing and evaluating conflicting interpretations of statutes and cases, applying the rules of statutory interpretation and the doctrine of precedent.</p> <p>5. Professional & Academic Skills</p> <p>Students will have effective skills to manage projects and work on their own and in groups, communicate ideas clearly and appropriately, both orally and in writing, conduct research, use, present and evaluate information provided in numerical or statistical form and comply with expected standards of academic practice and integrity.</p> <p>6. Intellectual Independence</p> <p>Students will be able to work independently, including planning and managing an extended programme of independent study, and to reflect and act upon their study and training needs, recognising personal strengths and opportunities for development.</p> |
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C. Teaching and Learning Strategy

The course is delivered by a blend of scheduled large and small group classes and guided independent study. Student learning is directed and supported in-class by tutors and peers and supplemented by the use of online materials, resources and exercises, using LSBU Library & Learning

Resources, the OUP Law Trove online law library and a Virtual Learning Environment (VLE) (Moodle)

as a central facility to structure and support self-directed study. Detailed direction and support is gradually reduced as students acquire greater intellectual independence as they progress through the course.

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 attributes, 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 progressive aims of the degree through intensive induction programmes at the commencement of each level.

All students encounter modules that are primarily doctrinal, theoretical or experiential and individual

students can select options to create pathways that suit their interests and career choices.

Students are encouraged to reflect on their progress and their learning needs throughout the course.

Student learning is underpinned and supported technology enhanced learning and experiential learning strategies. The development of intellectual independence and academic and professional skills is planned and structured pervasively across the course.

D. Assessment

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

- be based on criteria and practices known to students in advance,
- 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 and skills,
- be searching and rigorous in standard,
- be robust in designing out plagiarism and personation,
- contribute to the development of student learning during the course, including through test enhanced learning,
- offer opportunities during the course to identify students' strengths and weaknesses and provide feedback,
- comply with LSBU Regulations and the requirements of 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) individual and group coursework and oral presentations, the programme will employ in-class and online formative assessments to encourage preparation and participation and to facilitate timely formative feedback. As part of this strategy, multiple choice question assessments will be used to assess subject knowledge and offer prompt feedback and guidance. Where appropriate SQE style MCQ will be used as part of our test enhanced learning and SQE 'Head Start' strategies.

E. Academic Regulations

The University's Academic Regulations apply for this course.

F. Entry Requirements

- A Level ABB;
- BTEC National Diploma DDM;
- Access to HE Diploma with 33D 3M 9P; or
- Equivalent Level 3 qualifications worth 128 UCAS points

Applicants must hold 5 GCSEs A-C including Maths and English, or equivalent (reformed GCSEs grade 4 or above).

We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C. Work experience in a Law firm prior to enrolment is not required. However, if any is secured, it will provide a good entry point and start the student's self-development connected to Law. Applicants without these qualifications will be considered on a case by case basis if they have relevant legal work experience.

G. Course structure(s)

Course overview

LLB (Hons) Criminal Law – Full time

| | Semester 1 | | Semester 2 | |
|---------|--|--------|---|--------|
| Level 4 | Legal System, Legal Study, Legal Skills (3LS) (compulsory) | 20 CAT | Current Legal Issues (compulsory) | 20 CAT |
| | Contract Law (compulsory) | 20 CAT | Law of Torts (compulsory) | 20 CAT |
| | Public Law (compulsory) | 20 CAT | European Law (compulsory) | 20 CAT |
| Level 5 | Working in the Law (compulsory) | 20 CAT | Law in Action (compulsory) | 20 CAT |
| | Criminal Law (compulsory) | 20 CAT | Option Pool A | 20 CAT |
| | Property, Equity & Trusts (compulsory) | 20 CAT | Option Pool A or B | 20 CAT |
| Level 6 | Land Law (compulsory) | 20 CAT | The Law Project (compulsory) | 20 CAT |
| | Criminal Litigation (compulsory) | 20 CAT | Law of Admissibility of Evidence (compulsory) | 20 CAT |
| | Analysis of Evidence & Proof (compulsory) | 20 CAT | Option Pool D | 20 CAT |

Option Pool A Doctrinal

ADR Theory & Practice

Consumer Protection & the Law

Gender, Justice & the Law

Jurisprudence, Law & Politics

Medical Law & Ethics

Regulatory Principles of Entertainment & Media Law

Option Pool B Practical

Comparative Law

Legal Advice Clinic

Professional Skills & Practice

Public Legal Education

Option Pool D

Civil Litigation

Employment Law

European Borders & Security Law

European Human Rights Law

Immigration & Asylum Law

International Protection of Human Rights

Family Law 2 Relationships

H. Course Modules

| Modules | | | | | |
|---|--|-------|----------|-----------------|--|
| Module Code (Module Codes May change) | Module Title | Level | Semester | Credit value | Assessment |
| See 5731 for Draft | Legal Skills, Legal Study, Legal System | 4 | 1 | 20 | CW: PDP (Pass/Fail) 100% Exam: MCT (50% sub- component) and case note (50% sub- component) |
| | Contract Law | 4 | 1 | 20 | 50% CW: Problem Question 50% Exam: MCT |
| | The Law of Torts | 4 | 1 | 20 | 100% Exam: MCT (50% sub- component) and Problem Question (50% sub- component) |
| | Public Law | 4 | 2 | 20 | CW1 50%: Written and Oral Review Application EX1 50%: MCT |
| | European Law | 4 | 2 | 20 | 100% Exam |
| | Current Legal Issues | 4 | 2 | 20 | 50% CW1: Group Presentation 50% CW2: Reflective Log |
| | | | | | |
| | Criminal Law | 5 | 1 | 20 | 100% Exam |
| | Property, Equity & Trusts | 5 | 1 | 20 | 30% CW: Portfolio 70% Exam |
| | Working in the Law | 5 | 1 | 20 | 50% CW1: Portfolio, 50% CW2: Presentation and Log |
| | Law in Action | 5 | 2 | 20 | 50% CW1: Advice 50% CW2: Essay |
| | | | | | |
| | Alternative Dispute Resolution - Theory and Practice | 5 | 2 | 20 | 50% CW1: Presentation 50% CW2: Essay |
| | Comparative Law | 5 | 2 | 20 | 100% CW: Oral Presentation |
| | Gender Justice and the Law | 5 | 2 | 20 | 40% CW1 : Report 60% CW2: Essay |
| | Medical Law and Ethics | 5 | 2 | 20 | 100% CW: Report |
| | Consumer Protection and the Law | 5 | 2 | 20 | 50% CW1: Oral Presentation 50% CW2: Essay |

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|--|--|---|---|----|--|
| | Jurisprudence - Law and Politics | 5 | 2 | 20 | 100% CW: Essay |
| | Regulatory Principles of Media & Entertainment Law | 5 | 2 | 20 | 50% CW1: Advocacy Assessment and skeleton 50% CW2: Written assignment |
| | Legal Advice Clinic | 5 | 2 | 20 | 100% CW: Group Oral Assessment (50% sub-component) and Portfolio (50% sub-component) |
| | Professional Skills & Practice | 5 | 2 | 20 | 100% CW: Portfolio |
| | Public Legal Education | 5 | 2 | 20 | 30% CW1: Artifact 40% CW2: Group work 30% CW3: Reflective log |
| | Land Law | 6 | 1 | 20 | 100% Exam: (50% sub-component MCT) and (50% sub-component problem questions) |
| | Analysis of Evidence | 6 | 1 | 20 | 50% CW1: Wigmoreian Chart, 50% CW2: Essay |
| | Criminal Litigation | 6 | 1 | 20 | 30% CW: Advocacy Assessment 70% Exam |
| | The Law Project | 6 | 2 | 20 | 15% CW1: Oral Presentation 85% CW2: Project |
| | Law of Admissibility Evidence | 6 | 2 | 20 | 50% CW1: Trial observation 50% CW2: Essay |
| | Civil Litigation | 6 | 2 | 20 | 30% CW: Oral Advocacy 70% Exam |
| | European Human Rights Law | 6 | 2 | 20 | 15% CW1: Oral Presentation 85% CW2: Project |
| | Employment Law | 6 | 1 | 20 | 30% CW: Essay 70% Exam |
| | European Borders and Security Law | 6 | 2 | 20 | 100% CW: Presentation |
| | Immigration and Asylum Law | 6 | 2 | 20 | 50% CW: Presentation 50% Exam |
| | International Protection of Human Rights | 6 | 2 | 20 | 100% CW: Essay |

I. Timetable information

Normally our Undergraduate LLB Criminal Law Full Time is timetabled to run so students are on site no more than three days a week

We plan our timetables as early as April before the following year and indicate to students around July each year on which day their modules will run for the following year.

The finalised published timetable is completed in August/Early September.

J. Costs and financial support

Course related costs

All students receive a tablet and access to a full electronic academic law library (OUP Law Trove) as part of their tuition fees. Travel and accommodation fees are paid for students taking the international field trip options European Borders & Security and Comparative Law. Students on these trips will have to pay for some of their own meals and all of their social expenses.

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: Educational Framework (undergraduate courses)
- Appendix C: Terminology

Appendix A: Curriculum Map

| Course Learning Outcomes by Modules | | | | | | | | |
|---|---|------|----|----|----|---|---|---|
| 1. Knowledge of Law and Procedure 2. Theory, Principles and Values (including ethics) 3. Critical Analysis & Evaluation 4. Practical Solving Skills 5. Professional & Academic Skills 6. Intellectual Independence | | | | | | | | |
| Note: 'X' indicates teaching, development and assessment. 'TD' = Taught and developed | | | | | | | | |
| Level | Title | Code | 1 | 2 | 3 | 4 | 5 | 6 |
| LEVEL 4 | | | | | | | | |
| L4 | Legal Skills, Legal Study Legal System | | X | TD | TD | | X | D |
| L4 | Contract | | X | TD | TD | X | X | D |
| L4 | Public Law | | X | TD | TD | X | X | D |
| L4 | Tort | | X | TD | TD | X | X | D |
| L4 | European Law | | X | TD | TD | X | X | D |
| L4 | Current Legal Issues | | X | D | X | | X | D |
| LEVEL 5 | | | | | | | | |
| L5 | Working in the Law | | TD | D | | | X | X |
| L5 | PET | | X | TD | X | X | X | D |
| L5 | Criminal Law | | X | TD | X | X | X | D |
| L5 | Law in Action | | X | X | X | X | X | D |

Course Learning Outcomes by Modules

1. Knowledge of Law and Procedure
2. Theory, Principles and Values (including ethics)
3. Critical Analysis & Evaluation
4. Practical Solving Skills
5. Professional & Academic Skills
6. Intellectual Independence

Note: 'X' indicates teaching, development and assessment. 'TD' = Taught and developed

| Pool A | Doctrinal | Code | 1 | 2 | 3 | 4 | 5 | 6 |
|--------|--|------|----|----|---|----|----|----|
| L5 | ADR Theory & Practice | | | X | X | | X | X |
| L5 | Consumer Protection & the Law | | X | TD | X | X | X | TD |
| L5 | Gender, Justice & the Law | | X | X | X | | X | D |
| L5 | Jurisprudence, Law & Politics | | | X | X | | TD | D |
| L5 | Medical Law & Ethics | | X | X | X | | X | D |
| L5 | Regulatory Principles of Media & Entertainment Law | | X | X | X | X | X | X |
| Pool A | Practical | | | | | | | |
| L5 | Comparative Law | | X | TD | X | | X | |
| L5 | Legal Advice Clinic | | TD | TD | D | TD | X | X |
| L5 | Professional Skills & Practice | | | | | | X | |
| L5 | Public Legal Education | | X | TD | D | X | X | X |

Course Learning Outcomes by Modules

1. Knowledge of Law and Procedure
2. Theory, Principles and Values (including ethics)
3. Critical Analysis & Evaluation
4. Practical Problem Solving Skills
5. Professional & Academic Skills
6. Intellectual Independence

Note: 'X' indicates teaching, development and assessment. 'TD' = Taught and developed

| LEVEL6 | | Code | 1 | 2 | 3 | 4 | 5 | 6 |
|------------|--|------|---|----|---|---|----|---|
| L6 | Land Law | | X | TD | X | X | X | D |
| L6 | The Law Project | | X | X | X | | X | X |
| L6 | Criminal Litigation | | X | X | X | X | X | |
| L6 | Analysis of Evidence & Proof | | X | X | | | X | |
| L6 | Law of Admissibility of Evidence | | X | | X | X | | |
| L6 OPTIONS | | | | | | | | |
| L6 | European Human Rights | | X | X | X | X | X | X |
| L6 | European Borders & Security Law | | x | | x | | x | x |
| L6 | Immigration & Asylum Law | | X | X | X | X | X | X |
| L6 | International Protection of Human Rights | | X | X | X | | TD | 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 | <p><u>Outcomes focus and professional/employer links</u></p> <p>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.</p> | <p>The course design is informed by current changes to professional qualification and after extensive engagement in national academic and professional debate about legal education and professional qualification. The Law Division has very strong links with the local legal profession through the South London Law Society and the Southwark Legal Advice Network. Stakeholder engagement has included current students, alumni, our visiting professors and the SLLS.</p> |
| Embedded learning development | <p><u>Support for transition and academic preparedness</u></p> <p>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.</p> | <p>Legal System, Legal Study & Legal Skills (3LS) and Current Legal Issues</p> |
| High impact pedagogies | <p><u>Group-based learning experiences</u></p> <p>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</p> | <p>Current Legal Issues</p> |

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| | appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values. | |
| Inclusive teaching, learning and assessment | <p><u>Accessible materials, resources and activities</u></p> <p>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.</p> | Moodle OUP Law Trove |
| Assessment for learning | <p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>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.</p> | All modules offer formative assessment and progressive testing of the course outcomes across all levels of the course. See Module table above and Module statements |
| High impact pedagogies | <p><u>Research and enquiry experiences</u></p> <p>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</p> | Students intellectual independence and research skills are developed progressively throughout the course, particularly in Legal System, Legal Study & Legal Skills (3LS) and Current Legal Issues (Level 4), the Pool A options (Level 5) and The Law Project (Level 6) |

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| | <p>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.</p> | |
| <p>Curricula informed by employer and industry need / Assessment for learning</p> | <p><u>Authentic learning and assessment tasks</u> 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.</p> | <p>Experiential Learning is an important dimension of the course and students are encouraged and supported to obtain placements in our Legal Advice Clinic and with our partners in the local legal community (see Working in the Law and Legal Advice Clinic). Students engage in an extended simulation (Common Law in Action) and many modules included practice based activities and assessments. Students who choose and pass (at 50%) specific legal practice focused options at Level 6 are eligible to become Graduate Members of the Chartered Institute of Legal Executives (CILEx).</p> |
| <p>Inclusive teaching, learning and assessment</p> | <p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> 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.</p> | <p>The LLB recruits a very diverse body of students and the Law Team are committed to inclusivity and engagement. Because of its underlying principles of justice and rights, law lends itself to an inclusive curriculum.</p> |
| <p>Curricula informed by employer and industry need</p> | <p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are</p> | <p>Working in the Law Legal Advice Clinic Common Law in Action</p> |

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| | <p>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.</p> | <p>See discussion of Experiential Learning above.</p> |
| <p>Embedded learning development</p> | <p><u>Writing in the disciplines: Alternative formats</u> 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.</p> | <p>Legal System, Legal Study, Legal Skills (3LS) See discussion of Experiential Learning above.</p> |
| <p>High impact pedagogies</p> | <p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> 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</p> | <p>Currently students have an opportunity to work in interdisciplinary groups if they take the Level 6 option Law & Technology. We are looking to develop Clinic opportunities with regard to business law in collaboration with the School of</p> |

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| | 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. | Business, Business Solutions Centre. |
| Assessment for learning | <p><u>Variation of assessment</u></p> <p>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.</p> | The course employs a diverse range of assessment designed to test a broad range of knowledge, skills and attributes appropriate to the outcomes and level of the course. See Assessment Strategy above |
| Curricula informed by employer and industry need | <p><u>Career management skills</u></p> <p>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.</p> | Support for the development of career management skills is pervasive throughout the course, embedded in Working in the Law and a range of extra-curricular and student led activities and events. We support active student law societies and a Visiting Professor co-ordinates alumni and practitioner career talks. |
| Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies | <p><u>Capstone project/dissertation</u></p> <p>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</p> | The Law Project |

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| | the opportunity for the development of student outcomes including professionalism, integrity and creativity . | |
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Appendix C: Terminology

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| 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 |

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| 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 learning |
| 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 |

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| 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 |