

**LLB Law with Criminology 2021-2022 Course Specifications Table of Contents (01/09/2020)  
Last Enrolment 2020-21**

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<b>A. Course Information</b>				
<b>Final award title(s)</b>	LLB Law with Criminology (Honours)			
<b>Intermediate exit award title(s)</b>	Certificate of Higher Education in Law with Criminology			
<b>UCAS Code</b>	<b>M100</b>	<b>Course Code(s)</b>	3522 FT No PT	
	London South Bank University			
<b>School</b>	<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			
<b>Division</b>	LAW			
<b>Course Director</b>	Alan Birbeck			
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify			
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	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
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	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.			
<b>Approval dates:</b>	Course(s) validated / Subject to validation		2011/12	
	Course specification last updated and signed off		For 2021/22 (01/09/2020)	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Bar Standards Board; Chartered Institute of Legal Executives; Solicitors Regulatory Authority } Qualifying Law Degree Status			
<b>Reference points:</b>	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

<b>Distinctive features of course</b>	<ul style="list-style-type: none"><li>• Allows students to combine the study of law with the study of criminology within the framework of a 'Qualifying Law Degree' (see below);</li><li>• 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;</li><li>• Offers innovative teaching and assessment with an emphasis on creating confident and effective independent legal scholars and practitioners;</li><li>• Encourages students to develop an analytical and critical approach to the content and operation of the law, alongside an understanding of the theoretical framework and practices in contemporary criminology;</li><li>• Enables students to acquire and develop essential legal, intellectual, academic, 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;</li><li>• Offers frequent opportunities to learn from legal practitioners, particularly from Visiting Fellow and Professors, who contribute guest lectures and support the South London Law Society CPD programme which we host.</li></ul>
<b>Course Aims</b>	<p>This Course is intended for students interested in the study of Law with Criminology at degree level. It prepares students for a broad range of legal and non-legal careers, including entry onto the professional law courses leading to qualification as a Barrister or a Solicitor.</p> <p>The programmes principle aims are that it:</p> <ul style="list-style-type: none"><li>• Encourages students to develop an analytical and critical approach to the content and operation of the law, alongside an understanding of the theoretical framework and practices in contemporary criminology;</li><li>• Enables students to acquire and develop essential legal, intellectual, academic, 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;</li><li>• Allows students to combine the study of law with the study of criminology within the framework of a 'Qualifying Law Degree' to enable graduates to apply for further professional study with a view to qualifying as a barrister or a solicitor.</li></ul>

<b>Course Learning Outcomes</b>	<b>A Students will have knowledge and understanding of:</b>	
	<b>Law</b>	<b>Criminology</b>
	A1 the fundamental doctrines, principles and values which underpin the law of England & Wales and of the European Union	<b>A1</b> The nature and extent of crime in the UK and elsewhere
	A2 the specific application of the law of England & Wales and the European Union in particular areas of law chosen by the student	<b>A2</b> The workings of the Criminal Justice System and key criminal justice agencies in a comparative context
	A3 the sources of English law and how it is created and developed	<b>A3</b> The importance of the social in the explanation of crime
	A4 the institutions and personnel who administer and practise the law and the professional standards and ethical values to which they subscribe	<b>A4</b> The importance of theory and its diversity within criminology
	A5 the function and limits of law in achieving individual and policy goals	<b>A5</b> The multi-disciplinary character of the criminological enterprise
	A6 the significance of law's social, political, and moral contexts	<b>A6</b> The requirements of carrying out criminological research, using a variety of criminological methods, in a self-critical fashion and with appropriate use of evidence
	<b>A7</b> The character of criminal justice policy and its construction	

**B Students will develop their intellectual skills such that they are able to:**

<b>Law</b>	<b>Criminology</b>
B1 analyse and solve legal problems by selecting and applying primary sources of law and other legal materials to complex factual situations.	<b>B1</b> Demonstrate familiarity with a broad spectrum of crime and criminal justice related issues and debates.
B2 analyse and evaluate conflicting interpretations of statutes and cases, applying the rules of statutory interpretation and the doctrine of precedent.	<b>B2</b> Show a critical understanding of the key theoretical approaches to the academic study of crime and criminal justice.
B3 analyse and evaluate the law and law reform proposals in their social, political, economic and moral contexts.	<b>B3</b> Demonstrate an understanding of the protocols for initiating and carrying through criminological research in an analytical and theoretical way, whilst making appropriate and critical use of evidence.
B4 reason critically and argue effectively about legal issues, recognising alternative points of view and offering reasoned opinions supported by authority or evidence.	<b>B4</b> Demonstrate the cognitive skills necessary to review and evaluate argument, evidence and texts in the field of criminology and beyond.
	<b>B5</b> Demonstrate a fluent and critical understanding of the character of crime and criminal justice in a comparative, theoretical and historical way.

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

<b>Law</b>	<b>Criminology</b>
C1. communicate ideas effectively and appropriately, both orally and in writing.	<b>C1</b> Initiate, plan and execute criminological research in a way consistent with theoretical, methodological and ethical protocols of the discipline
C2. read and understand complex legal materials .	<b>C4</b> Retrieve, sift, synthesise and analyse material from a wide range of sources and present their findings in a clear and balanced manner
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:**

<b>Law</b>	<b>Criminology</b>
D1. identify research questions and carry out research using a variety of media;	<b>D1</b> Initiate, manage and organise tasks both undertaken independently and as part of a group, and within constraints of time.
D2. plan their research, including setting priorities in terms of relevance and	<b>D2</b> Retrieve information and ideas effectively and critically from a variety of primary and secondary sources.
importance;	<b>D3</b> Present in written and oral form, complex information and ideas in a variety of contexts and in a balanced fashion.
D3. plan and manage their work, including setting priorities in terms of importance	<b>D4</b> Make effective use of information technology skills.
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;	

### 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<sup>1</sup>) 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.

<sup>1</sup> Exceptionally, 3LS in Year 1/Level 4 has 5 hours of contact per week

<sup>1</sup> 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).

### 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<sup>2</sup> 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 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 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 vac 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 with disabilities including dedicated dyslexia support, chaplaincy to provide confidential pastoral care.
Information about all services are located on the University's website: <a href="http://www.lsbu.ac.uk">www.lsbu.ac.uk</a>	

### 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 Law with Criminology 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,
- contribute to the development of student learning during the course,
- offer feedback opportunities during the course to identify students' strengths and weaknesses,
- comply with LSBU Regulations and the requirements of the Joint Academic Stage Board.

The assessment strategy is informed by professional body (JASB) requirements requiring appropriate testing of legal knowledge in the Foundation subjects by way of examination and related to the learning outcomes for each level. Exams are in the main 2 hours in length and may be replaced and or supplemented by other forms of assessment appropriate to the module and position of the module in the programme.

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 employs in-class activities and 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 as often as possible to offer prompt feedback.

Whilst using innovative and diverse assessment strategies for individual modules across both disciplines, the overall burden of assessment at each level of the programme is intended to be balanced and appropriate to the Level.

At Level 4 students are required to demonstrate the acquisition of knowledge and analytical and problem solving skills.

At level 5, the mid way point through the programme, students are required to demonstrate a transition between the outcomes required at Level 4 and the full programme outcomes required at Level 6. In broad terms students are required to demonstrate the acquisition of knowledge and analytical and problem solving skills through work on more complex and/or sophisticated scenarios in comparison to L4 and to demonstrate some appreciation of forms of reasoned critiques.

At Level 6, assessments reflect graduate level, with complex scenarios and expectations of appreciation for reasoned critiques, and through the project module, a greater emphasis on independent study skills to effect research, and demonstrate skills of analysis and evaluation.

### **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. 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 Exemption 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 2020/2021 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

## Course Code 3522-LLB (Hons) Law With Criminology (26/05/2020)

**Course Director: TBA**

**Course Administrator: Helen Edge**

[STRUCTURE ON CMIS 30/07/19] N.B. Yellow here means DSS module

Year 1: Semester 1		Year 1: Semester 2	
Induction	<b>(LAW-4-SSS-CJ)</b> Legal Skills, Legal Study, Legal System 3LS N.B. Mon AM/Tues PM Assessment: CW1 & EX1	<b>(LAW_4_CLW-CS)</b> Law of Contract N.B. Mon/Tues Assessment: CW1 & CW2	
	<b>(LAW-4-ICT-CS/TA)</b> Introduction to Contract & Tort N.B. Mon/Thurs Assessment: CW1 & EX1	<b>(LAW_4_LOT-TA)</b> Law of Torts N.B. Mon/Thurs Assessment: CW1 & EX1	
	<b>(DSS_4_DCP-CM)</b> Deconstructing the Crime Problem N.B. Friday am/pm; Assessment: CW1 & CW2 SEM 004	<b>(DSS_4_UCC-JM)</b> Understanding Crime: Criminological theory in context N.B. Monday pm Assessment: EX1 SEM 004	
Year 2: Semester 1		Year 2: Semester 2	
Induction	<b>(LAW-4-FPL-MR)</b> Foundations of Public Law N.B. Mon/Tues/Thurs Assessment: CW1 & CW2	<b>(LAW_4_PEL-MR/JK)</b> Intro to Public & EU N.B. Mon/Tues Assessment: CW1 & CW2	
	<b>(LAW-5-CL1-TBA)</b> Criminal Law 1 N.B. Fri Assessment: EX1	<b>(LAW_5_PET-CT)</b> Property Equity and Trusts 1 N.B. Mon Assessment: EX1	
	<b>(DSS_5_UPT-EM)</b> Understanding Punishment: Penal theory and practice N.B. Weds am Assessment: CW1 & CW2 SEM 004	<b>(DSS_5_YCD-EM)</b> Youth, Crime and Delinquency Weds am Assessment: CW1 SEM 004	
Year 3: Semester 1		Year 3: Semester 2	
Induction	<b>(LAW-5-EUR-JK)</b> EU Law Rights N.B. Thurs Assessment: EX1	<b>(LAW_5_CL2-TBA/KS)</b> Criminal Law 2 N.B. Fri Assessment: CW1 & EX1	
	<b>(LAW_6_PET-CT)</b> Property Equity and Trusts 2 Assessment: EX1 N.B. Mon	<b>(LAW_6_LLW-LA)</b> Land Law N.B. Mon Assessment: EX1	
	<b>(DSS_6_GCJ-EM/CM)</b> Gender, Crime and Justice N.B. Tues am Assessment: EX1 SEM 004	<b>(LAW_6_LCP-KBS)</b> Law Combined Project N.B. Tues PM Assessment: CW1 & CW2	

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

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

**Placements information**

Opportunities through various employability initiatives including the legal advice clinic

<b>H. Course Modules</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>
<b>LEVEL 4 MODULES</b>				
<b>SEMESTER 1 (FT)</b>				
LAW_4_SSS	Legal Skills, Legal Study, Legal System	4	1	20
LAW_4 ICT	Intro to Contract & Tort	4	1	20
DSS_4_DCP	Deconstructing the Crime Problem	4	1	20
<b>SEMESTER 2 (FT)</b>				
LAW_4_CLW	Law of Contract	4	2	20
LAW_4_LOT	Law of Torts	4	2	20
DSS_4_UCC	Understanding Crime: Criminological theory in context	4	2	20
<b>LEVEL 5 MODULES</b>				
<b>SEMESTER 1 (FT)</b>				
LAW_4_FPL	Public Law	4	1	20
LAW_5_CL1	Criminal Law 1	5	1	20
DSS_5_UPT	Understanding Punishment: Penal theory and practice	5	1	20
<b>SEMESTER 2 (FT)</b>				
LAW_4_PEL	Intro to Public & EU Law	4	2	20
LAW_5_PET	Property Equity and Trusts 1	5	2	20
DSS_5_YCD	Youth, Crime and Delinquency	5	2	20
<b>LEVEL 6 MODULES</b>				
<b>SEMESTER 1 (FT)</b>				
LAW_5_EUR	EU Law	5	1	20
LAW_6_PET	Property Equity and Trusts 2	6	1	20
DSS_6_GCJ	Gender, Crime and Justice	6	1	20
<b>SEMESTER 2 (FT)</b>				
LAW_5_CL2	Criminal Law 2	5	2	20
LAW_6_LLW	Land Law	6	2	20
LAW_6_LCP	Law Combined Project	6	2	20



## I. Timetable information

We finalise 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

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	
<b>Level 4 (S1 FT)</b>																												
	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	
	Deconstructing the Crime Problem																											
	Public	x		x		x	x	x	x	x		x	X			x	x	x	x			x					x	
<b>(S2 FT)</b>																												
	Law of Contract	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	
	Understanding Crime: Criminological theory in context																											
	Public & EU	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
		<b>Level 5 (S1 FT)</b>																									
	Crime 1	x	x	x		x	x	x	x	x	x	x	X	x					x				x	x			
	Understanding Punishment: Penal theory and practice																										
	EU Rights	x	x			x	x	x		x	x	x	X			x	x	x	x			x	x			x	x
		<b>(S2 FT)</b>																									
	Property, Equity and Trusts 1	x	x				x	x	x	x	x	x	x							x			x				
	Youth, Crime and Delinquency																										
	Criminal Law 2 and the Law of Criminal Evidence	x	x	x		x	x	x	x	x	x	x	x	x					x			x	x				

Modules		Programme outcomes																									
L	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
<b>LEVEL 6 (S1 FT)</b>																											
	Equity & Trusts 2	x	x				x	x	x	x	x	x	x							x			x				
	Gender, Crime and Justice																										
<b>(S2 FT)</b>																											
	Land	x	x	x			x	x	x	x	x	x	x			x	x	x	x				x	x			
	Law Combined Project	x	x	x		x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x

**Criminology Modules**

Modules			Programme outcomes																				
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
4	Deconstructing the Crime Problem	DSS_4_DCP	D T A	D T A	D T A	DT A	DT	DT	DT A	DT A	DT A	D	DT A	DT A	D T A	D T A	DT A	DT	DT A	DT A	DT A	DT A	D
4	Understanding Crime: criminological theory in context	DSS_4_UCT	D T A	DT A	DT A	DT A	DT	DT A	DT A	DT A	DT A	DT	D T	DT A	DT A	DT A	DT A		DT A	T A	DT	DT	D
5	Understanding Punishment: Penal theory and practice	DSS_5_UPT	D T A	DT A	DT A	DT A	DT A	DT	DT A	DT A	DT A	DT	D T	DT A	DT A	DT A	DT A	DT	DT A	DT A	D	DT	DT A
5	Youth, Crime and Delinquency	DSS_5_YCD	D T A	DT A	DT A	DT A	DT A	DT	DT A	DT A	DT A		D T A	DT A	DT A	DT A	DT A	DT	DT A	DT A	D	DT	DT A
6	Gender, Crime and Justice	DSS_6_GCJ	D T A	DT A	DT A	DT A		DT A	DT A	DT A	DT A		D T A	DT	DT	DT A	DT A		DT A	DT A	D	DT A	DT A



## 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>            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&amp;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 curriculum includes</p> <ul style="list-style-type: none"> <li>• guest lectures are encouraged</li> <li>• external examiners have been consulted</li> <li>• undergraduate students have been consulted</li> <li>• potential employers have been consulted</li> </ul>
Embedded learning development	<p><u>Support for transition and academic preparedness</u>            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>	<ul style="list-style-type: none"> <li>• Formative and summative assessments prepare students for transition across all modules.</li> <li>• Students are shown how to reference appropriately (particularly in Law_4_SSS &amp; Law_4_PEL).</li> <li>• Theory is introduced at Level 4 and extended in the following years.</li> <li>• Levels 4 and 5 prepare students for Level 6 and especially for the research project.</li> <li>• Level 4 and 5 modules prepare methods skills for level 6 project</li> </ul>
High impact pedagogies	<p><u>Group-based learning experiences</u>            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 <b>professionalism</b> and <b>inclusivity</b>. 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.</p>	<p>Modules at Level 4 and above include:</p> <ul style="list-style-type: none"> <li>• Supported networks for cohort identity through Seminar Groupings which are matched by Personal Tutors and Mentors</li> <li>• Peer evaluation of formative activities</li> <li>• See assessment grid for summative assessments</li> </ul>
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u>            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>	<p>Occurs throughout the undergraduate programme.</p> <p>Work supported by a closing working relationship with the DDS and Wellbeing teams.</p>
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u>            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 <b>excellence</b>.</p>	<ul style="list-style-type: none"> <li>• All modules at all levels have a formative assessment incl.               <ul style="list-style-type: none"> <li>○ Presentations</li> <li>○ Tests and quizzes</li> <li>○ Reviews</li> </ul> </li> <li>• Amongst other modules Law_4_SSS and Law_4_PEL embed skills and have formative assessments.</li> <li>• We also have tutorials at all levels for 1-1 and small group feedback on formative assessment as well as module discussion</li> <li>• 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</li> </ul>
High impact pedagogies	<p><u>Research and enquiry experiences</u>            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 <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>The following fulfil these requirement:</p> <ul style="list-style-type: none"> <li>• Level 4 modules support skills acquisition</li> <li>• Level 5 modules develop skills acquisition</li> <li>• Level 5 Option Pool B particularly develops students skills so they are project ready.</li> <li>• Level 6 Project module</li> <li>• In addition, all modules require independent reading, writing and analytical development.</li> </ul>



Curricula informed by employer and industry need / Assessment for learning	<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 <b>excellence, professionalism, integrity and creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<ul style="list-style-type: none"> <li>• All Modules embed live briefs through usually both formative and summative assessments.</li> <li>• Legal Advice Clinic</li> <li>• Seminar discussion in all modules encourages debate and analysis of ideas and builds confidence in oral communication.</li> <li>• Presentations simulate the workplace</li> <li>• Peer-peer evaluation</li> </ul>
Inclusive teaching, learning and assessment	<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 <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	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	<p><u>Work-based learning</u> 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, <b>professionalism and integrity</b>. 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>	<ul style="list-style-type: none"> <li>• Ethics embedded across the curriculum and induction.</li> <li>• Work placement module</li> <li>• Presentations simulate the workplace</li> <li>• Legal Advice Clinic</li> <li>• Confidence building in communicating in all modules – asking questions and entering into debates</li> <li>• Encouragement to do voluntary or paid experience work</li> </ul>
Embedded learning development	<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>	Formative and summative assessment is included in all modules. Assessments include: <ul style="list-style-type: none"> <li>• Advising Clients and ministers</li> <li>• Case reports</li> <li>• Research based activities</li> <li>• project report,</li> <li>• presentations,</li> <li>• film reviews</li> </ul>
High impact pedagogies	<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 and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>	<ul style="list-style-type: none"> <li>• The third year project requires work potentially across traditional disciplinary and professional boundaries</li> <li>• We teach the subject in an interdisciplinary way.</li> <li>• The curriculum offers different routes through e.g. business, criminal, family, human rights pathways</li> <li>• The degree also offers an interdisciplinary module with the Computing team.</li> </ul>
Assessment for learning	<p><u>Variation of assessment</u> 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>	Assessments include: <ul style="list-style-type: none"> <li>• Seen exams</li> <li>• Unseen exams</li> <li>• Coursework essays</li> <li>• project report,</li> <li>• research report,</li> <li>• presentations,</li> <li>• case studies,</li> <li>• quizzes</li> <li>• online tests</li> </ul> <p>These all enable students to be able to demonstrate achievement in different ways throughout the course.</p>

<p>Curricula informed by employer and industry need</p>	<p><u>Career management skills</u>          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 <b>excellence</b> and <b>professionalism</b>.</p>	<ul style="list-style-type: none"> <li>• Expectations and self-managed learning embedded throughout the degree</li> <li>• Deadlines setting</li> <li>• Allocation of work</li> <li>• Presentations</li> <li>• Group work (research, projects and presentations)</li> <li>• Peer-to-peer assessment</li> <li>• Reflection</li> <li>• Project module (level 6)</li> </ul>
<p>Curricula informed by employer and industry need /          Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u>          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 <b>professionalism, integrity</b> and <b>creativity</b>.</p>	<ul style="list-style-type: none"> <li>• The final year Project fulfils these requirements in integrating knowledge and skills, preparing students for the workplace or further study.</li> </ul>

### 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 all Years	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 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_SSS 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	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	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	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 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 the portfolio of assessments throughout the degree	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]

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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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

**Appendix E: LLB Assessment Parity Grid 2020/2021 (26/05/2020)**

<b>Level 4 Modules</b>	
<b>Semester 1</b>	<b>Semester 2</b>
<p><b>(LAW-4-SSS-CJ)</b> Legal Skills, Legal Study, Legal System 3LS</p> <p><b>Summative assessment:</b>  <b>Assessment 1 Coursework (CW1)</b>- 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;</p> <p><b>Assessment 2 Exam (EX1)</b> 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</p> <p><b><i>The essay and MCT will be collected separately.</i></b></p> <p>All elements of assessment must be passed.</p>	<p><b>(LAW_4_CLW-CS)</b> Law of Contract</p> <p><b>Assessment 1 (CW1) One MCT Test – 1 hour long (40%)</b>                      A Multiple Choice Test comprising 30 questions</p> <p><b>Assessment 2 (CW2) Coursework One Problem Question (60%)</b>                      1500 words</p>
<p><b>(LAW-4-ICT-CS/TA)</b> Introduction to Contract &amp; Tort</p> <p><b>Assessment 1 (CW1) One MCT Test –1 hour long (40% Weighting)</b>                      The MCT will contain both contract and tort questions.</p> <p><b>Assessment 2 (EX1) Under examination conditions one Case Note – 1 hour 30 minutes long plus 15 minutes reading time (60% Weighting).</b>                      The case note may be based either on contract, tort or both.</p>	<p><b>(LAW_4_LOT-TA)</b> Law of Torts</p> <p><b>Assessment 1 (CW1) One MCT Test- 1 hour long (40%)</b>                      A Multiple Choice Test comprising 30 questions</p> <p><b>Assessment 2 (EX1) One Examination (60%)</b>                      One problem question. The problem question will be seen and released approximately 28 days before the examination.                      – one hour plus 10 minutes reading time.</p>
<p><b>(DSS_4_DCP-CM)</b> Deconstructing the Crime Problem (See module specifications)                      CW1                      CW2</p>	<p><b>(DSS_4_UCC-JM)</b> Understanding Crime: Criminological theory in context (See module specifications)                      EX1</p>
<p><b>(LAW-4-FPL-MR)</b> Foundations of Public Law</p> <p><b>Assessment 1 (CW1) One MCT Test –80 minutes long (50% Weighting)</b>                      The MCT will contain 40 questions on the syllabus.</p> <p><b>Assessment 2 (CW2) (50% Weighting) Written and Oral Application on Judicial Review</b>                      -Written aspect three sub-grounds of Judicial Review;                      -Oral Aspect presentation of one of the three sub-grounds of Judicial Review within 5 minutes</p>	<p><b>(LAW_4_PEL-MR/JK)</b> Intro to Public &amp; EU</p> <p><b>Assessment 1 (CW1) MCT Test –1 hour long (40%)</b></p> <p><b>Assessment 2 (CW2) Coursework 1500 words (60%)</b></p>

**Level 5 Modules**

<b>Semester 1</b>		<b>Semester 2</b>	
Induction	<p><b>(LAW-5-CL1-TBA) Criminal Law 1</b>  <b>Summative Assessment</b>                      Assessment 1 (EX1) 2 hour unseen examination (100%) plus 10 minutes reading time.                      50% MCT consisting of 30 questions and 50% for unseen question  <b><i>MCT paper and Unseen Question to be collected separately at the end of the exam time</i></b></p>	<p><b>(LAW_5_CL2-TBA/KDS) Criminal Law 2</b>  <b>Assessment 1 (CW1) Criminal Evidence (50% Weighting)-Trial Observation- 2,500 words maximum.</b></p> <p><b>Assessment 2 (EX1) Criminal Law (50% Weighting) An unseen examination paper consisting of one question in one hour + 15 mins reading time</b></p>	
	<p><b>(LAW-5-EUR-JK) EU Law Rights</b>  <b>Summative Assessment</b>                      Assessment 1 (EX1) 2 hour unseen examination (100%) plus 10 minutes reading time.                      50% MCT consisting of 30 questions and 50% for unseen question  <b><i>MCT paper and Unseen Question to be collected separately at the end of the exam time</i></b></p>	<p><b>(LAW_5_PET-CT) Property Equity and Trusts 1</b>  <b>Assessment 1 (EX1) 100% Assessment is by way of a part seen end of term examination.</b> 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.</p>	
	<p><b>(DSS_5_UPT-EM) Understanding Punishment: Penal Theory and practice</b>                      CW1                      CW2                      (See module specifications)</p>	<p><b>(DSS_5_YCD-EM) Youth, Crime and Delinquency</b>                      CW1                      (See module specifications)</p>	



**Level 6 Modules**

<b>Semester 1</b>		<b>Semester 2</b>	
Induction	<p><b>(LAW_6_PET-CT)</b> Property Equity and Trusts 2  <b>Assessment 1 Examination (EX1) -(100% Weighting)</b>                      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.</p>	<p><b>(LAW_6_LLW-LA)</b> Land Law  <b>Assessment 1 (EX 1) –An unseen written examination (100% Weighting)</b> -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.</p>	
	<p><b>(DSS_6_GCJ-EM/CM)</b> Gender, Crime and Justice EX1                      (See module specifications)</p>	<p><b>(LAW_6_LCP-KBS)</b> The Law Combined Project  <b>Assessment 1 The project proposal 750-1000 words (CW1) (15% Weighting)</b>  <b>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)</b></p>	