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

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

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

24th July 2020

Course Details

Course Title(s)	LLM Civil Litigation & Dispute Resolution LLM Crime and Litigation LLM International Commercial Law LLM International Criminal Law and Procedure LLM International Human Rights and Development
Course Code(s)	4305; 4306; 3312; 3313; 4626; 4627; 3905; 3906; 3669; 3670
Course Director	Emmanouela Mylonaki, Mike Rodney, Chris Shepherd
Shared Modules?	Yes within these courses

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

Changes to the mode of delivery and course composition

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

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

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

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

Changes to assessment strategy

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

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

A. Course Information	
Final award title(s)	LLM Civil Litigation & Dispute Resolution
Intermediate exit award title(s)	PG Certificate Civil Litigation & Dispute Resolution
UCAS Code	**Course Code(s)** 4305 – FT / 4306 - PT
	London South Bank University
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☒ LSS
Division	LAW
Course Director	Mike Rodney
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	One	September	September
Full time with placement/ sandwich year	-	-	-
Part time	Two	September	September
Part time with Placement/ sandwich year	-	-	-

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.
Approval dates:	Course(s) validated / Subject to validation	
	Course specification last updated and signed off	20/07/17

Professional, Statutory & Regulatory Body accreditation	Chartered Institute of Legal Executives (CILEx)	
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features

Distinctive features of course	- The courses offers an embedded professional qualification as a Graduate Member of the Chartered Institute of Legal Executives (CILEx) and practical professional experience giving face to face legal advice in the LSBU Legal Advice Clinic. - A focus on Alternative Dispute Resolution as well as traditional civil litigation processes. - Innovative teaching aimed at creating able, confident and reflective legal professional practitioners. The use of in-class exercises, group work and on-line activities combined with clinical legal practice enables students to become part of a professional learning community in which students are seen as partners in the learning process. - We offer a variety of assessments such as coursework, exams, oral presentations and professional practice portfolios that develop and test legal professional skills and knowledge. - An emphasis on practical legal problem solving and the development of professional skills, set in the context of legal clinical practice for real clients living in the local community. - Strong links with the legal profession and local practitioners - Blended learning with extensive online learning resources for all modules.
Course Aims	The LLM Civil Litigation & Dispute Resolution aims to: 1. Develop students' theoretical knowledge of the principles that ground the civil justice system through critical studies of justice and dispute resolution processes;

	2. Develop students' knowledge and understanding of the relevant professional ethics, legal rules and procedures and professional practices that apply to the field of civil litigation and dispute resolution and the associated professional skills;
	3. Develop students' knowledge of current issues within civil litigation and dispute resolution theory and practice via lectures/workshops and clinical practice;
	4. Develop students' ability, confidence and experience as legal professional practitioners through working in the LSBU Legal Advice Clinic with real clients drawn from the local community;
	5. Provide students with the necessary academic and professional skills to enable them to develop as able, confident, independent and reflective learners, researchers and legal professional practitioners; and
	6. Enhance student employability and entitle students to become Graduate Members of the Chartered Institute of Legal Executives (CILEx).
Course Learning Outcomes	**A Students will have knowledge and understanding of:** **A1** Civil Justice & Dispute Resolution Theory **A2** Civil Litigation **A3** Giving Legal Advice **A4** Advocacy **A5** Legal Professional Ethics **A6** Mediation & Negotiation **A7** A key area of legal practice such as Employment Law, Family Law or Criminal Litigation **A8** A Civil Litigation or Dispute Resolution topic of the student's choosing (being a topic not otherwise studied or taught in depth on the programme). **B Students will develop their intellectual skills so that they are able to:** **B1** Independently solve complex civil litigation and dispute resolution problems by analysing complex and unpredictable fact situations and identifying, locating, selecting and applying law, procedure and practice and theory from primary and secondary sources **B2** Independently analyse and critically evaluate conflicting interpretations of civil litigation law, procedure and practice and dispute resolution strategies and practice

		B3	Independently analyse and critically evaluate civil litigation and dispute resolution law, procedure and practice, applying appropriate theoretical perspectives, in a variety of contexts including social, economic, political and ethical contexts
		B4	Argue cogently about civil litigation and dispute resolution problems and issues, evaluating conflicting judicial, professional and academic authorities, evaluating the available evidence and offering reasoned opinions supported by evidence and/or authority
	C		**Students will acquire and develop practical skills so that they are able to:**
		C1	Conduct effective civil litigation and dispute resolution research
		C2	Read and understand complex technical civil litigation and dispute resolution materials
		C3	Orally communicate complex civil litigation and dispute resolution concepts and reasoning, making appropriate and effective use of professional and academic language
		C4	Communicate complex civil litigation and dispute resolution concepts and reasoning in writing, making appropriate and effective use of professional and academic language and presenting their written work in a clear manner, using appropriate layout, style and referencing of sources
		C5	Employ effective advice, negotiation, mediation and advocacy techniques
		(IT Skills)	
		C6	Produce word-processed documents,
		C7	Conduct on-line research

C. Teaching and Learning Strategy

A1-A7   are studied through large group lecture-style classes, clinical experience, directed reading, independent research and supporting small group classes in workshop/seminar format supported by online learning materials.

A8   is learnt by self-directed study with guidance from an assigned supervisor/tutor following induction sessions focussing on the task and research techniques.

A1-7   by a variety of coursework assignments, exams, oral presentations and professional practice portfolios.

A8   the LLM Dissertation.

By directed independent research and study, as for A above, with an emphasis on small group work and clinical professional practice, specifically through modelling skilled practice

and selecting activities and exercises to promote engagement with the skills, rendering the techniques explicit and requiring rigour in argument and explanation.

Providing feedback upon clinical professional practice and in-course assignments and the dissertation.

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

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

D1-4   Submission of the LLM Dissertation.

D. Assessment

A1-7   by a variety of coursework assignments, exams, oral presentations and professional practice portfolios.

A8   the LLM Dissertation.

A combination of a variety of coursework assignments, exams, oral presentations, clinical professional practice portfolios and the dissertation.

By coursework, exams, oral presentations clinical professional practice portfolios and the dissertation.

D1-4   Submission of the LLM Dissertation.

E. Academic Regulations

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

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

Honours Degree in Law or related subject: Class 2:2 minimum, or
(Post) Graduate Diploma in Legal Studies + CPE

G. Course structure(s)

Full Time (day and evening) - 12 months (Taught stage: September-June; Dissertation: July-September)

Part Time (day and evening) – 24 months (Taught stage: September-June Yrs 1 & 2. Dissertation: July-September in Yr2).

LLM CIVIL LITIGATION & DISPUTE RESOLUTION FULL TIME PROGRAMME STRUCTURE	
SEMESTER 1 (3 Core Modules)	SEMESTER 2 (Students select 3 modules)
Civil Justice (Core)	Advocacy (Clinical)
Civil Litigation Practice (CILEx) (Core)	Mediation & Negotiation
Legal Advice (Clinical) (Core)	Comparative Law - Legal Traditions of the World
	* Employment Law Practice (CILEx)
	* Family Law Practice (CILEx)
** Criminal Litigation Practice (CILEx)	** Legal Advice (Clinical) (Core)
Dissertation (Core)from June – September[1]	

* Students must have studied Employment Law and/or Family Law on their LLB to be eligible to take these modules for the purpose of qualifying for Membership of CILEx

** Students who are not eligible to study either Employment Law Practice or Family Law Practice for the purpose of qualifying for Membership of CILEx may take Criminal Litigation Practice in Semester 1 and Legal Advice (Clinical) in Semester 2

[1] From 2017-2018 onwards from June to September

LLM CIVIL LITIGATION & DISPUTE RESOLUTION PART TIME PROGRAMME STRUCTURE			
YEAR 1 Two core modules in the first semester and two optional modules in the second semester		YEAR 2 One module – core or optional- in the first semester and one module- core or optional- in the second semester.*	
Semester 1	Semester 2	Semester 1	Semester 2
Civil Justice (Core)	One of: Advocacy (Clinical) Mediation & Negotiation, Comparative Law - Legal Traditions of the World,	Legal Advice (Clinical) (Core)	One of: Advocacy (Clinical), Mediation & Negotiation, Comparative Law - Legal Traditions of the World, * Employment Law Practice (CILEx) or * Family Law Practice (CILEx)

	* Employment Law Practice (CILEx) or * Family Law Practice (CILEx)		
Civil Litigation Practice (CILEx) (Core)			One of: Advocacy (Clinical), Mediation & Negotiation, Comparative Law - Legal Traditions of the World, * Employment Law Practice (CILEx) or * Family Law Practice (CILEx)
		** Criminal Litigation Practice (CILEx)(option)	** Legal Advice (Clinical) (Core)
Dissertation (Core) June-September [1]			

Placements information

H. Course Modules

INFORMATION ON CORE AND OPTIONAL MODULES

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[1] From 2017-2018 onwards and before that from June to September

Civil Justice: Contexts, Theories and Challenges (Core)

The module examines key themes concerned with the development, current manifestation, theories and challenges relating to the delivery of civil justice, looked at through the prism of access to justice. Such themes include values and variables associated with access to justice, ideologies connected to and social historical analysis of the development of the civil justice system, theories of dispute resolution, the role of ADR and challenges arising from the operation of the civil justice rules.

Civil Litigation Practice (Core)

The module examines key areas in the civil litigation process, from pre-action steps and issue of claim, through to trial and appeal, including:
- the ethos of modern civil litigation;
- human rights issues;
- civil litigation funding;
- the central role of the Civil Procedure Rules;
- the rules of client care and professional conduct in civil litigation cases;
- case management by the court;
- offers to settle;
- civil evidence and civil advocacy;
- orders, judgments and their enforcement;
- an overview of the civil costs regime.

Dissertation (Core)

It is a requirement that students should complete the Civil Justice module to prepare for the dissertation. The assessment of this module will incorporate the preparation of a dissertation outline and a plan for carrying out the dissertation. No student may undertake or submit a dissertation unless the assessment required for the Civil Justice Module has been passed.

The Dissertation Module requires completion of a 16,000 words Master's level dissertation in an area falling within the broad syllabus of the LLM Civil Litigation and Dispute Resolution. It requires the Master's student to independently conceive, plan and execute an appropriate piece of research based on independent research and study.

In order to assist students in the further development of their dissertation, it is compulsory for students to attend a half-day session at the close of the academic year. This session will revisit relevant elements of the Civil Justice module and help students to plan the submission of their dissertation. It is thought that this half day session may prove especially useful to Part Time students who will have taken Civil Justice in the first year of their LLM studies.

Each student will be provided with a research supervisor who will guide the student throughout their dissertation from the formulation of the research topic to the completion of the finalised work.

LEGAL ADVICE (CLINICAL) (core)

This module involves students working with live clients giving face to face advice at LSBU's in-house Legal Advice Clinic.

Under the supervision of university-employed solicitors, students interview drop-in clients and: provide basic information on any legal topic; give generalist advice in social welfare law matters including housing, family, employment, welfare benefits and debt; signpost and refer to appropriate local advice agencies and legal services; or refer to the Clinic's own evening sessions where students shadow volunteer solicitors from large local law firms who provide specialist legal advice in family, housing & employment.

OPTIONAL MODULES

Advocacy (Option)

This clinical practice module examines the interaction between decision makers in the criminal and civil litigation process and advocates who appear before them.

The Module explores the principles of advocacy throughout the litigation process, including:

The role and professional conduct of advocates. The
skills of communication and persuasion.
Out of court advocacy.
Trial preparation.
Written Advocacy (including drafting skeleton arguments). Oral
Advocacy.
Technology in the court room.
Disposals advocacy.
Appellate Advocacy.

Criminal Litigation Practice (Option)

The module examines key areas in the criminal litigation process, from arrest and charge, through to trial, appeal and sentencing, including:
- the roles of key personnel and organisations in the criminal justice system;
- the funding of criminal litigation
- human rights issues;
- the rules of client care & professional conduct in criminal cases;
- an introduction to criminal evidence; and the law and practice of criminal advocacy.

Mediation and Negotiation (Option)

This module explores negotiation processes and theories and strategies of negotiation. We look at the blocks to negotiation and then the use of mediation and its process and principles. In looking at the theory of the mediation process, the module identifies the principles and ethics that have evolved in this developing field. The emphasis of the module is on the development of practical professional skills set in the context of dispute resolution theory. Practical exercises require students to role play and practice the different skills involved in negotiation and mediation. Communication skills are taught and developed and used to enhance negotiation and mediation skills. Students write up their experience and

evaluation of their skills each week and this is their first piece of assessment – a reflective skills report.

Comparative Law (Option)
Students study key concepts of two or more major legal systems of the world – Arabic, Chinese, Civil Law and Common Law. They study the basic underlying philosophies and methods of each legal system and a selection of current topics of debate such as Law making & judicial decision making, Contract Law, crime and punishment, Human Rights & the relationship between the individual & society and Medical Law. Students also take part in an intensive study visit abroad. This allows them to analyse and evaluate the similarities and differences of approach between the different legal systems. Students then choose one of these topics as the subject for a written coursework researching, analysing and evaluating the law and proposals for reform in the light of different approaches between two or more of these major world legal systems

Employment Law and Practice (Option)
This module will cover the statutory principles and rapidly developing case law within domestic and European law that underpin this dynamic yet practical area of specialism, alongside an understanding of the social, economic and political principles that form the backdrop of this topic. Students are given an opportunity to explore Employment Law and Procedure in theory and in practice.

Family Law Practice (Option)
This Module introduces learners to the structure and process of the family justice system in England and Wales and provides an opportunity to analyse and evaluate socio-political issues arising from the functioning of family law in practice. It offers a critical overview of the relevant law, procedure and practice and the key procedural decisions that are made within the family justice system. It analyses and evaluates current and recent reform proposals and their effect

The Circumstances when optional modules will not run
- where key staff have taken extended leave or left the University;
- where these is an insufficient number of students applying for the module to provide a good student experience and/or for the module to be financially viable;
- following changes to the funding that the University receives;
- as a result of legislative or regulatory changes; and/or
- as a result of the restructuring of the course within which the module is found to improve student experience and efficiency of the University.

In the event that the University has to decides not to run a module or change them, it will notify affected students of the change as soon as possible after the decision is made.

Module Title	Level	Credit value	Assessment
Civil Justice (Core)	7	20	Two written assignments

Civil Litigation Practice (Core)	7	20	One written assignment and one written exam
Legal Advice (Clinical) (Core)	7	20	Two assignments: Clinical professional practice portfolio and live client assessment.
Advocacy (Clinical)	7	20	Advocacy portfolio Oral advocacy Written advocacy
Criminal Litigation Practice	7	20	Advocacy assessment and one written exam
Employment Law Practice	7	20	One written assignment and one written exam
Family Law Practice	7	20	Oral advocacy One written exam
Mediation & Negotiation	7	20	Two written assignments: skills report and case study
Comparative Law - Legal Traditions of the World		20	Oral presentation (formative) 6000 word coursework
Dissertation (Core)	7	60	16,000 word dissertation

I. Timetable information

Students will receive a confirmed semester timetable at the commencement of the semester to which the timetable relates. Students will be informed of any changes to the timetable as soon as possible after they have been made.

J. Costs and financial support

Course related costs

Course fees cover teaching and assessment, and the use of university facilities for the purpose of study. They do not cover any other costs or expenses save where the University expressly states otherwise.

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

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.

Title	Civil Justice	Civil Litigation Practice	Legal Advice (Clinical)	Advocacy (Clinical)	Mediation & Negotiation	Employment Law Practice	Family Law Practice	Criminal Litigation Practice	Dissertation
Level	7	7	7	7	7	7	7	7	7
Code									
A1	A				A				A
A2	A	A	A	A	D	A	A		A
A3		D	A	D		D	D	D	D
A4		D	D	A	D	D	D	A	D
A5		A	A	A	D	A	A	A	D
A6	A	A	A		A	D	D		D
A7				A		A	A	A	D
A8									A
B1		A	A	A	A	A	A	A	
B2	A	A	A	A		A	A	A	A
B3	A				D	D	D		A
B4	A	A		A	A	A	A	A	A
C1	A	A	A	A	A	A	A	A	A
C2	A	A	A	A	A	A	A	A	A
C3	D	D	A	A	A	D	D	A	D
C4	A	A	A	A	D	A	A	A	A
C5		D	A	A	A	A	A	A	
C6	D	A	A	A	A	A	A	A	A
C7	A	A	A	A	A	A	A	A	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	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if	

	appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	Accessible materials, resources and activities All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	
Assessment *for* learning	Assessment and feedback to support attainment, progression and retention Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	
High impact pedagogies	Research and enquiry experiences Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should	

	build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	
Curricula informed by employer and industry need / Assessment *for* learning	Authentic learning and assessment tasks Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	
Inclusive teaching, learning and assessment	Course content and teaching methods acknowledge the diversity of the student cohort An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	
Curricula informed by employer and industry need	Work-based learning Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as	

	well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	
Embedded learning development	<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.	
High impact pedagogies	<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 **inclusivity**, communication and networking.	
Assessment *for* learning	<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.	
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	

Mapping Grid for Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff explain where PDP is being used within a programme or portfolio of modules.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Personal tutors
2 Supporting the development and recognition of skills in academic modules/units.	All modules, particularly Civil Justice, Legal Advice (Clinical), Advocacy (Clinical) and the Dissertation
3 Supporting the development and recognition of skills through purpose designed modules/units.	All modules, particularly Civil Justice, Legal Advice (Clinical), Advocacy (Clinical) and the Dissertation
4 Supporting the development and recognition of skills through research projects and dissertations work.	Civil Justice and the Dissertation
5 Supporting the development and recognition of career management skills.	Personal Tutors and all modules, particularly Civil Justice, Legal Advice (Clinical), Advocacy (Clinical), Civil Litigation Practice, Criminal Law Practice, Employment Law Practice and the Family Law Practice
6 Supporting the development and recognition of career management skills through work placements or work experience.	Legal Advice (Clinical) and Advocacy (Clinical)
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	All modules, particularly Civil Justice, Legal Advice (Clinical), Advocacy (Clinical) and the Dissertation
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Personal Tutors and all modules, particularly Civil Justice, Legal Advice (Clinical), Advocacy (Clinical), Civil Litigation Practice, Criminal Law Practice, Employment Law Practice and the Family Law Practice
9 Other approaches to personal development planning.	PDP incorporated in assessments for Civil Justice, Legal Advice (Clinical) and Advocacy (Clinical).
10 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	PDP incorporated in self-reflective assessments for Civil Justice, Legal Advice (Clinical) and Advocacy (Clinical).

Appendix C: Terminology

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

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

formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

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

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