

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Law and Criminal Studies
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of latest OU validation	June 2017
Next revalidation	2022
Credit points for the award	120
UCAS Code	
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Subject Benchmark Law 2015 Subject Benchmark Criminology 2014 Foundation Degree Qualification Benchmarks 2010
Other external and internal reference points used to inform programme outcomes	Skills for Justice
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	Full time 1 Year
Dual accreditation (if applicable)	No
Date of production/revision of this specification	May 2017

2.1 Educational aims and objectives

The BA (Hons) Law and Criminal Studies aims to:

- Provide an intellectually challenging high quality vocational programme in law and criminal studies, which facilitates access to, and progression for, a wide range of students from diverse backgrounds, and accommodates and develops the varied interests of students.
- Offer a contemporary and vocationally relevant degree which is underpinned by research and allows students to progressively develop specialist skills and interests in law and criminal studies, whilst giving scope for any emergent vocational interests.
- Provide students with key skills in research methods applicable to law and criminal studies.
- Develop graduates who have the ability to reflect and learn from their experience and relate this experience to relevant theory and practical tasks applicable to law and criminal studies in both their academic and professional life.
- Progressively develop graduates who have strong general and specific academic skills and are confident independent learners

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Students will progress from Foundation Degree in a relevant subject. It is envisaged that the majority of students will progress from our own Foundation Degree cohort, however, students wishing to attend the college with a stand-alone qualification, in related subjects will also be encouraged to apply and their applications will be considered on a case by case basis.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods:
<p>K1 Plan, undertake and evaluate a negotiated, self-managed extended project</p> <p>K2 Demonstrate a comprehensive and detailed knowledge of the principles, policies and procedures relating to a range of areas of substantive law, in complex contexts, informed by legal doctrine & contemporary debates.</p> <p>K3 Critically appraise and evaluate the main criminal justice agencies and institutions and the impact on the legal system</p> <p>K4 Critically review and select content from alternative theoretical approaches within criminology, including on evaluation of the usefulness of contemporary debates</p> <p>K5 Demonstrate a detailed and systematic knowledge of the principles of human rights and civil liberties to the different stages of the criminal justice process, and to the official responses to crime & punishment</p>	<p>A range of teaching and learning methods are employed in the delivery, as appropriate to the level and topic. Whole cohort lecture sessions will predominantly be used to deliver information and develop students' knowledge and understanding of the law and concepts being covered. Lectures will often be used to introduce new topics and consolidate main principles. These will be supplemented through on-line materials and activities on the VLE. Lectures will be reinforced through a variety of means, for example, students will be expected to supplement lectures by additional reading, research and preparation for seminars.</p> <p>In seminars students build on the knowledge and understanding acquired in lectures and develop their skills of analysis and critical evaluation. Seminars are intended to extend the students and allow them to progressively develop their ability to analyse, evaluate and apply law in a variety of different ways. Seminars will also provide the opportunity to develop a number of other skills depending on the module and the exercises undertaken. They may work in teams in tackling problem solving activities, they may present their work to the group orally or peer review a colleague's. Some seminars may adopt a practical workshop approach which will give the opportunity to focus on skills based learning, in particular skills of advocacy, interviewing, research and legal writing applicable to the legal sector and criminal legal sector. Formative assessments will be used in seminars and feedback and feedforward given so as to facilitate progressive development.</p> <p>The learning process is designed to be developmental with the expectations of high achievement at each level. There is a focus on the progressive</p>

3A. Knowledge and understanding

development of skills, including research, analysis, reflection, critical evaluation and employability skills.

Guest speakers will also be used in a number of modules to further expand on the student's awareness of the legal & criminal justice sector. These will be local practitioners in criminal litigation, those involved with offenders and the police. The student experience will be further enhanced by the content of the Work Related Learning module and use of expert speakers and visits to a prison and criminal justice agencies. One aim of the module is to focus on the employability skills currently required within the legal sector and criminal justice sector and the skills of the team, guest speakers and visits will enhance development of these skills. Students will be encouraged to engage in work related activities and experience whilst on the programme. Other examples of the different teaching and learning methods include the use of debates in the Crime, Justice and Society and Criminal Justice modules, multiple choice questions and role play activities in Contract law and Oscola activities in The Citizen and the State and Research Methods and Skills modules.

Students will be encouraged to develop their own interests throughout the Foundation Degree, which will culminate in the dissertation module within the top-up programme.

Summative assessment methods will vary according to the needs of the different modules and the level at which they are being taught. Assessment methods include class-based assessments (seen and unseen, open and closed book), written assignments, electronic discussion boards, group work and presentations. A wide variety of assessment methods will suit a number of different learning styles and the focus will be on progression and development and assessment for learning.

Formative assessment, with high quality and prompt feedback, is integral to the modules and there will be a number of opportunities for formative assessment and feedback and feedforward in all modules, examples include scenario questions, timed practice exam questions, discussion boards, presentations,

3A. Knowledge and understanding	
	<p>mock examinations and group tasks. Formative feedback will also be provided for all seminar activities.</p> <p>Students will be taught specific legal methods of structuring essays and problem questions answers, and will be supported by sessions in referencing and academic skills led by the academic librarian at the beginning of each year.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1 Critically analyse, apply and interpret law, legislation and case law in legal and criminal justice scenarios	As above
C2 Construct objectively logical and coherent critical argument supported by relevant principles and evidence in problem based scenarios and essays applicable to law and criminal studies	
C3 Demonstrate the ability to gather, synthesise, and critically evaluate the significance and validity and ethical status of information, evidence and qualitative and quantitative data from a variety of criminological and legal sources	
C4 Identify and define key areas of complex problems and accurately choose appropriate legal and/or criminological tools, theories, knowledge, resources or secondary data with which to discuss, analyse or resolve the issues	

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>P1 Critically analyse and evaluate the impact of current legal and ethical issues within the criminal justice or legal sector</p> <p>P2 Develop autonomy and independence with a limited supervision within agreed guidelines</p>	As above

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>T1 Demonstrate the ability to methodically reflect on performance, learning, ability to work in a team, and professional development in a critical and constructive manner</p> <p>T2 Demonstrate a realistic link between career ambitions and opportunities and personal and professional skills, interests and motivations</p> <p>T3 Communicate clearly and fluently in a style appropriate to the assessment, including evidence of the relevant academic and personal skills.</p>	<p>The opportunities for eLearning within the college are strong with a background in the use of VLEs and the introduction of VLE and the team make very good use of these resources in both full time and part time delivery. The eLearning team support staff in the use of this and there are eLearning Mentors specifically for the support of the Law and Legal Services Curriculum Area. The Team have made good use of this VLE and there have been positive comments from students on the LLB, the Law & Criminal Studies Foundation Degree, and on the other HE courses within the department about how it has enhanced their learning autonomously.</p> <p>The aim is to ensure all students have access to technology to enhance and manage their learning with appropriately skilled staff. E-learning is integrated within the curriculum throughout the course and will be used to enhance teaching, learning and assure academic standards, and provide an effective basis for students to work autonomously and collaboratively.</p>

3D. Key/transferrable skills

The aim is to develop the power to locate, select and analyse legal and non-legal materials and resources such as Westlaw are fundamental. Certification in the use of Westlaw will be offered early in the programme using Westlaw trainers, and support is provided through the subject-specific librarian.

IT Induction will be provided for students as part of the Induction programme and throughout the award, and will support the independent nature of the study.

Reflective practice is evident throughout the three year programme, in both formative and summative assessments. Students will gradually build up a strong understanding of reflective practice, starting in legal foundations and ending with their ultimate piece – their Dissertation, with reflection focused assessments in Work Related Learning, Professional Development and Legal Research Methods.

We have also responded to the alterations in the benchmarks by adding collaborative group work into the assessment structure. This is supported in the assessment structure in both the foundation degree and the Top Up.

4. Programme Structure

Level 6		
Compulsory modules	Credit points	Compensatable
Dissertation	40	No
Policing & Social Control	20	Yes
Penology & Sentencing	20	Yes
Human rights; Past, Present & Future	20	Yes
Criminal Litigation	20	Yes

Exit Award

Students who do not achieve the full Honours Degree can exit the award with a minimum of 60 credits. They would need to be successful in the following modules to achieve a BA Law and Criminal Studies - Policing and Social Control, Penology and Sentencing and Human Rights Past, Present and Future.

Programme Structure

The rationale and philosophy behind the development of the course is to offer a unique programme which focuses on criminal studies and the criminal justice sector and fundamental underpinning legal content and knowledge to ensure both an interesting and vocationally relevant qualification is offered.

All 20 credit modules on the award are core modules and will be studied on a semester basis. The dissertation module is 40 credit, and will be split over two semesters, with a 'viva-like' presentation early in week eight, and submission in the final week of the programme.

Each academic year is split in to two semesters and assessments will take place within each of the semesters. The modules and order have been devised to allow development and progression throughout the academic year, and have been devised after discussion within the team and with local solicitors, Fellows of the Chartered Institute of Legal Executive practitioners, those involved in the criminal justice sector. We have placed particular focus on our prior students, who are keen to return to complete their Top-Up.

The structure ensures that there is the appropriate balance between legal content and criminal studies content. It is envisaged that the majority of the students will endeavour to either pursue further studies in criminal justice or criminology or seek employment in the sector after completion of the programme. The content and aims of the modules cater for this whilst also providing underpinning legal content and skills relevant to the legal sector. The structure of the programme allows for a progression and development of relevant specific skills, transferable skills and knowledge.

In semester one, students will participate in a mini-viva presentation to discuss their dissertation proposal, with formative and summative feedback provided in terms of potential content, research methods and the title. Students will then periodically meet with their supervisor throughout the year, culminating in a week 30 submission date.

For the rest of the modules, the focus is squarely on potential vocational opportunities within the legal and criminal justice sector, with a synoptic module of human rights that draws together the constitutionally significant threads of human rights that run throughout levels 4 & 5 of the Foundation Degree, and throughout the legal, police and prison based modules of the Top-Up.

Policing & Social Control

This module will focus on the contemporary content relating to policing and social control and the skills which are key to the area and which will further develop and enhance the employability of the students. This module is work focused, and will particularly appeal to students who aim to seek employment with the Police Force, or in a career where close working relationships with the police are necessary.

Penology & Sentencing

This module will focus on key concepts and theories in relation to penology and sentencing. The content will draw together and build upon aspects of level 4 and 5 modules on social theory, criminal justice, youth crime and justice to draw conclusions on sentencing practice and punishment. The module will include a heavy focus on employability.

Human Rights; Past, Present & Future

This module will develop an understanding and appraisal of the relationship between the individual and the state. The module will build upon the understanding of the inter-relationship between Human Rights and the institutions and founding principles of the Criminal Justice System.

The module is synoptic in nature, and is intended as a final summary to the studies on criminal justice, drawing together two streams of substantive law and criminal justice to complete the taught studies of the Foundation Degree & Top-Up Courses.

Criminal Litigation

This module will develop underpinning knowledge and understanding of criminal law advice and casework. The focus will be on a critical evaluation of the processes and procedures, and will give the students an insight into life in legal practice.

Dissertation

The module provides an opportunity to independently pursue an appropriate area of interest related to the legal or criminal justice sector. Within this degree, the dissertation must relate in some way to the criminal justice agencies, and identify and critically discuss the legal and ethical issues that arise. Students will develop their ability to be independent and autonomous learners, and show their emergent capacity for sustained individual effort with critical evaluation.

The modules, and order, allow a progressive and continual development of skills and knowledge which will serve as a solid basis for further academic progression to complete a masters level qualification. We have strengthened the 'feeder' modules in the Foundation Degree to include more academic and doctrinal content in response to the changes in funding possibilities for Masters qualifications. A number of our LLB students have progressed onto LLM courses, and it is anticipated that the Top-Up students would appreciate the opportunity to follow a similar route. There would also be internal progression to a part time course and/ or to seek employment within the legal sector or criminal justice sector.

Internal progression includes Chartered Institute of Legal Executives Level 3 or National Association of Licensed Paralegals Level 4. The current Foundation Degree in Legal Studies has Chartered Institute of Legal Executives Level 3 exemptions in Law of Tort and Law of Contract and these should also apply to the new award once validated and then approved by the Head of Awards at the Institute.

The course is to be offered over 2 academic years where each year is divided into 2 semesters each of 15 weeks.

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

The aim of the award is to cater for those students who have a definite interest in both law and specifically criminal law and who then wish to pursue their interest in either the legal sector or criminal justice sector. The combination of subjects will serve as a very useful foundation for the future career of the students. The combination will make the combination of the Foundation Degree & Top-Up unique in the United Kingdom and will open both sectors as an option for future careers.

The combination of the law and criminal studies is distinctive and for the law modules students will need to learn rules and their diverse modes of interpretation, as well as legal philosophy, the structure and operation of the legal system and the criminal justice process. In addition, there will be significant focus on human rights and social theory in relation to policing and the criminal justice system, police powers and practice and court processes. This will be supplemented by coverage of some fundamental areas of substantive law and legal skills development, culminating in the dissertation, which allows a student to specialise in a subject that they feel necessitates investigation.

The award offers a contemporary approach to the delivery of law and modules and facilitates the development of personal and professional development and knowledge of work and employment within the legal and criminal justice sectors. There is a strong vocational aspect to the award where generalised employability and reflection skills relevant to the sector are embedded in a number of the modules throughout while providing an opportunity for students to combine their academic knowledge base in addition to firmly grounding their studies in vocational topics.

The use of guest speakers who are local practitioners or who work within, or have experience of, the criminal justice sector further enhances the student experience. It is the experience and expertise of the team and guest speakers that make the award particularly attractive to students. The insight and examples are not only contemporary but engaging, thought provoking and often unique. The motivational nature of delivery will encourage and inspire the progression and development of all students.

Links with CAB will allow for work experience and work related learning and for the attainment of Level 2 and Level 3 qualifications in providing advice. This will be of great benefit when seeking employment in a related area. Further informal links could also lead to work related learning.

6. Support for students and their learning

One of the very positive features of the award is the amount of individual help and support that will be offered to each student on programme. The relatively small numbers and dedication of the team allow a high level of support and it is noted as a positive and greatly appreciated by current and past students on the Foundation Degree Legal Studies within the curriculum area. The same support would be offered to the students on the proposed award. The help and support is not only offered in each module but also in tutorials and is also evident in the 'open door policy' of the team. As long as tutors are available, students know they can ask for further help, guidance and support.

Support is offered in each module where feedback and feedforward will be given for all activities and seminars and, for general participation. Students appreciate comments as to whether they

have performed well, even in a conventional lecture where discussion does take place, and what they need to focus on for further development. All summative and formative assessments will give the team the opportunity to discuss performance with students individually, both verbally and in writing. Positives are praised and areas for further development constructively discussed. The Draft Submission Policy also allows students to gain support and guidance in their assessments.

Tutorials are offered to each student and again, this helps in development and progression. Pastoral help is available, and the wider college network involved if appropriate, as well as academic guidance and support.

A common theme of student feedback is the importance of the help and support offered by the team. Examples of where this can be seen to have had an impact include; many students have confided in the team; admitted it has aided their development; stopped them from withdrawing and motivated them to succeed. On occasion, the wider college network is involved so as to be able to best help and guide each individual. This ranges from diagnosing disabilities or learning difficulties to counselling and guidance on personal issues and problems. Many students do not disclose the need for additional support when they apply, either through being unwilling to disclose or being unaware, and so the team need to be careful and yet vigilant in identifying needs and then guiding supportively, discretely and carefully. The College has recently appointed a HE Learning Support Officer, who has been instrumental in providing HE specific support to our students, and advising staff on the best way to integrate equality & diversity into their assessments, policies, and sessions, with the aim of inclusion.

Students need help and support both academically and on a personal level and the team are very mindful of the need to support students on all levels. It is a key feature of the award that students feel supported. It is felt this is fundamental in the academic progression and development of each individual. In addition, students entering at this point, having achieved an FD or HNC at another institution, will be provided with bespoke support, including identifying and addressing potential gaps in knowledge.

Additional support is offered to students not only by the programme team, but also through the College Central Services. Representatives of the wider college network meet the students as part of the Induction Programme to explain all the services and facilities available and students are reminded, regularly, through tutorials. Examples include Careers Guidance, Financial and Welfare Guidance and Support and a strong Counselling team.

This year students will be taught within a separate and purposed building, the 'University Centre' with a HE shared study area and specific teaching rooms for each subject. This development followed extensive consultation with the student body, who wanted to feel and physically be separate from the FE section within the college.

We pride ourselves on our pastoral and personal care of the students without the Management & Professional Department. We have an open door culture and we have excellent relationships with the students – This is continually commented upon by the existing students, and is one of the major reasons that we have excellent internal progression levels throughout our 'feeder' courses.

The college in a wider sense has a range of extra-curricular activities, including a very functional Student Union. The current president is a former Law and Criminal Studies student, who utilised the skills she developed on her degree to achieve a strong mandate for the sabbatical position. This year a 'Streetlaw' Project was set up for the LLB students, and we are hoping this year to extend this opportunity to the Law & Criminal Studies students in the next academic year.

7. Criteria for admission

This programme is predominately offered to those students who wish to continue their studies after successful completion of an HND or FD in Criminal Studies, Law/Legal Studies, Criminology, or other relevant discipline. The standard entry requirement is a Merit grade profile at HND level or an average grade of 50% or more at FD level from a UK Institution.

Students not achieving this requirement will be considered on an individual basis with consideration of tutor references.

International qualifications will be assessed against these criteria. Speakers of other languages will need to possess an IELTS band score of 6.0 (with no-less than 5.5 in any one element) or a recognised English Language Level 2 qualification.

8. Language of study

English

9. Information about assessment regulations

None

10. Methods for evaluating and improving the quality and standards of teaching and learning.

In addition to the Annual Programme monitoring process the following mechanisms are in operation:

- Peer Review
- Annual Planning
- Peer Observation
- Open Door Policy
- Student Module Reviews
- Tutor Module Reviews & Continuing Development of Assessment and Learning Methodology
- Enrolment and Induction Reviews
- Course Committee Meetings
- Pathway Committee Meetings
- Student Pathway Meetings

Annexe 1: Curriculum map

Annexe 2: Teaching and Learning Methods Grids

Annexe 3: Assessment Methods Grids

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	T1	T2	T3
4	Dissertation	✓		✓					✓		✓	✓	✓		✓
	Policing & Social Control			✓	✓	✓	✓			✓			✓	✓	
	Human Rights; Past, Present & Future		✓			✓		✓		✓					✓
	Penology & Sentencing			✓	✓	✓			✓		✓			✓	
	Criminal Litigation		✓				✓	✓			✓	✓			

Annexe 2

Teaching and Learning Methods Grids

Level: 6

Year: 1

Module Titles	Lectures	Seminars	Tutorials	Case Studies	Group activities	Guest speakers	Independent/E-learning/ Online forums
Dissertation	✓	✓	✓				✓
Policing & Social Control	✓	✓		✓	✓	✓	✓
Human rights; Past, Present & Future	✓	✓		✓	✓		✓
Penology & Sentencing	✓	✓		✓	✓	✓	✓
Criminal Litigation	✓	✓		✓	✓	✓	✓

Annexe 3
Assessment Methods Grids

Level 6

Year : 1 Full time

Level 6												
Module Title	Diarised Log	Written Assignment	Professional Discussion	Examination	Class-Based Assessment	Portfolio/ Project	Presentation	Discussion Board with memo	Case Note	Case Study	Research proposal Presentation	Dissertation
Penology & Sentencing							20 minutes 50%	2500 words 50%				
Policing & Social Control		2500 words 50%					20 minutes 50%					
Dissertation											10 minutes 20%	8000 words 80%
Human Rights; Past, Present & Future					3 hours 50%					2,500 words 50%		
Criminal Litigation		2500 words 50%		3 hours 50%								

