

Programme specification

1. Overview/ factual information

Programme/award title(s)	Foundation Year (Law)
Teaching Institution	Leeds City College
Awarding Institution	Leeds City College
Date of first OU validation	June 2019
Date of latest OU (re)validation	June 2019
Next revalidation	
Credit points for the award	120 credits
UCAS Code	1R11
HECOS Code	100485
Programme start date	September 2019
Underpinning QAA subject benchmark(s)	None
Other external and internal reference points used to inform programme outcomes	None
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	Full time Part time
Duration of the programme for each mode of study	Full time - 30 weeks Part time – 30 weeks
Dual accreditation (if applicable)	NA
Date of production/revision of this specification	June 2019

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

2.1 Educational aims and objectives

- Enable students to develop an understanding of the nature of law and the key principles that will provide a comprehensive base knowledge for the LLB (Hons) programme.

- Develop key skills for successful completion of an LLB (Hons) programme such as academic writing, referencing, public speaking, time management, reflection and team work.
- Develop students' application, problem-solving and critical skills to place them in the best position to achieve on a LLB (Hons) programme.
- Provide the opportunity to study a wide range of relevant law modules and engage in extended research.
- Prepare students for the next step in their legal education.

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)

This programme is a foundation year attached to the LLB (Hons) programme at University Centre, Leeds City College. The foundation year is designed to embed the academic skills and attitude needed to achieve during the LLB (Hons) programme. Students who pass the foundation year programme will be offered automatic admission to the LLB (Hons) programme. Students who achieve 100 credits may be offered admission on a case-by-case basis and this is at the discretion of the programme manager of the LLB (Hons) programme.

The Foundation Year will not be validated by the Open University however the OU have will be party to the validation process to ensure that the Foundation Year is an appropriate entry route onto the existing LLB (Hons) programme.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

Not applicable.

2.4 List of all exit awards

3. Programme structure and learning outcomes

<u>Programme Structure – Foundation Year</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Introduction to Criminal Law and Justice	20			Yes	1
English Legal Systems	20			Yes	1
Academic Skills	20			Yes	1
Family Law	20			Yes	2
Legal Obligations	20			Yes	2
Contemporary Legal Project	20			Yes	2

Full Time structure:

Foundation Year	
Semester 1	Semester 2
Introduction to Criminal Law and Justice	Family Law
English Legal Systems	Legal Obligations
Academic Skills	Contemporary Legal Project

The structure of the modules is specifically designed to ensure that the students are equipped with academic skills required to achieve during the Foundation Year. The students are introduced to academic writing, the issue of plagiarism, referencing, legal sources for research, presentation skills, group work and skills, effective communication, mooted and reflection in the first semester. These skills are all covered in the Academic Skills module. English Legal Systems and Introduction to Criminal Law and Justice are in the first semester as these are the most common topics that students will have some

knowledge of and therefore this encourages motivation in the students and engagement in the classes. Students who have previously studied A level or BTEC Law will have studied elements of these two modules on the current syllabus therefore this familiarity will help the students to feel comfortable with the content. These two modules also have discussions and written assessments as the assessment strategy, which will hopefully allow the students to link the skills from the Academic Skills module and see their value in regards to achievement. The modules then progress in semester two with the topics becoming more complex; for example the Legal Obligations module that touches on the basic principles of three areas of law and Family Law which looks at marriage, divorce and child law. The Contemporary Legal Project module is the culmination of all of the skills that the students have been learning throughout the year and is the test of their level of autonomy and their ability to self-direct which is a crucial part of the LLB (Hons) programme. The legal knowledge and skills are designed to work with the LLB (Hons) in the form of a spiral curriculum. All modules taught during the foundation year will be set at the appropriate level and as such the amount of content in each module will be simplified to provide an introduction to the concepts, with sufficient depth to allow the outcomes to be achieved.

Part Time structure:

Foundation Year	
Semester 1	Semester 2
Academic Skills Wks 1 - 5	Family Law Wks 16 - 20
English Legal Systems Wks 6 - 10	Legal Obligations Wks 21 - 25
Introduction to Criminal Law and Justice Wks 11 - 15	Contemporary Legal Project Wks 26 - 30

The rationale for the structure of the modules for the part time route is the same as the full time route above. However, the programme will be more intensive with having students focus on one module at a time to allow the appropriate amount of contact time to teach the content and the skills required.

Intended learning outcomes at Foundation Year are listed below:

<u>Learning Outcomes – Foundation Year</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Demonstrate a knowledge of aspects of substantive law.</p> <p>A2 Evaluate substantive law to draw appropriate conclusions.</p>	<p>Assessment methods for these outcomes include written assignments, case studies, reports, group and professional discussions, presentations and moots.</p> <p>A range of teaching and learning methods are employed as appropriate to the level and topic to develop the required knowledge base and skills base. Whole cohort lecture sessions will be predominantly used to deliver information and develop students' knowledge and understanding of the law and legal concepts being covered. These sessions will often be used to introduce new topics and consolidate main principles and may be supplemented through on-line materials and activities on Google Classroom.</p> <p>The content of lectures will be reinforced by a variety of methods, for example, students will be expected to supplement lectures by additional reading, research and preparation for seminars. Different modules utilise different combinations of these methods. Lectures provide an overview framework of the area of study and of the key issues and arguments. The knowledge base is then further developed through directed and self-directed reading of primary and secondary source materials.</p>

Learning Outcomes – Foundation Year

3A. Knowledge and understanding

Various teaching methods will be used to enhance the experience and enjoyment of the modules. For example, presentations, peer assessment of presentations and written answers, case notes, mock exam questions and interactive activities will be used in Tort. Feedback and feedforward will be given on all activities. Moots, quiz activities and visits to the Magistrates Court, Crown Court, Combined Courts, Employment Tribunal and Coroners Court. Student-led tutorials will also be used and these will consist of action learning activities, discussion groups and report-back sessions that will allow students to develop research, communication and teamwork skills. Other examples of the different teaching and learning methods include the use of debates, multiple choice questions and role play activities and Oscola activities Academic debates and discussions will be used as a forum to allow the students to develop and display their verbal analytical skills, research skills and their independence.

3B. Cognitive skills

Learning outcomes:

- B1 Apply established legal principles, case law and legislation.
- B2 Demonstrate intellectual flexibility and openness to new ideas.
- B3 Utilise knowledge, tools and methods to offer conclusions to hypothetical or actual scenarios.

Learning and teaching strategy/ assessment methods

Assessment methods for these outcomes include written assignments, case studies, reports, group and professional discussions, presentations and moots.

3B. Cognitive skills

The cognitive skills will be taught through the use of case studies and hypothetical scenarios in class. Tutors will teach methods such as IRAC within the classes to help ensure the students understand the structure for application in general but they will also demonstrate examples of IRAC to hypothetical scenarios during class to the students. Tutors will then facilitate activities such as discussion, group work and seminar questions to formatively assess the students' understanding of the concept and their ability to apply the knowledge of the subject to a scenario.

Seminars and tutorials provide an opportunity to test knowledge and understanding of key substantive areas and clarify any areas of uncertainty. In seminars students build on the knowledge and understanding acquired in lectures and develop their skills of analysis and critical evaluation. They 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. Students will be taught through debate in the classroom. Students are often given a side of the argument to defend in the classroom and this is sometimes a point of view they do not personally hold. They must prepare for this debate and argue it during the activity which means students need to be open to new ideas.

3B. Cognitive skills	
	Some of the content will be new to the students and this will also encourage openness to new ideas. This is particularly relevant in evaluation of areas of law and when discussing ethical issues. We provide the students with knowledge through the delivery of the core principles of the subject and we teach them the tools and methods they need to offer conclusions to scenarios for example the use of the IRAC method, tools such as research tools like databases and effective academic writing. These are embedded in the teaching and learning and can be seen in the form of smaller group/pair/individual tasks set during the class.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Act with limited autonomy under direction or supervision, within defined guidelines.</p> <p>C2 Evaluate contemporary legal and/or ethical issues that are relevant to UK law.</p>	<p>Assessment methods for these outcomes include written assignments, case studies, reports, group and professional discussions, presentations and moots.</p> <p>Contemporary Legal Project module allows for some element of choice while still covering the programme learning outcomes. This module allows students to complete a self directed piece of work with supervision under defined guidelines of the brief.</p> <p>In addition to module tutorials which focus on academic work, in some modules pastoral tutorials which focus more on support and guidance will be offered. Group tutorials are also provided for all students.</p>

3C. Practical and professional skills	
	C2 will be taught through lectures and seminars – please see information in section 3A and 3B.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Reflect on progress made and suggest future improvements.</p> <p>D2 Communicate clearly and in an appropriate manner.</p> <p>D3 Demonstrate the ability to work in a collaborative manner.</p>	<p>Assessment methods for these outcomes include written assignments, case studies, reports, group and professional discussions, presentations and moots. Group work and reflective assessment methods are prominent in the assessment of these outcomes.</p> <p>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 of the sessions 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. Formative assessments will be used in seminars and feedback and feedforward given so as to facilitate progressive development. The feedback and feedforward will also be used in regards to the students reflective practice.</p>

4. 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 key feature of this programme is that successful completion of the foundation year allows automatic admission on to the three-year LLB (Hons) programme. As an incentive, students will be offered a discount of 50% on their third year fees of the LLB programme. The criteria for the discount is as follows:

- Pass the foundation year programme
- Enrol on the LLB at University Centre

The foundation year is intended to provide an admission route to the LLB (Hons) programme at University Centre Leeds City College with additional incentives offered for students who enrol. However, the foundation year can also be used as a qualification to gain entry to other degree programmes and institutions. All students are advised to speak to their chosen institution and course leader to ensure that the foundation year meets their admission requirements before enrolling on the programme.

If a student achieves 100 credits on the Foundation Year they may be accepted on to the LLB (Hons) programme in exceptional circumstances. This will be considered on a case by case basis and could include such things as severe health complications. To be accepted onto the LLB (Hons) programme with 100 credits the student must have attempted the both tasks of the failed module.

One significant feature of the award is the size of the cohort. The target size is a maximum of 30 students and this will allow for a very high level of individual support, guidance, lectures, and seminars with a very high level of interaction. The support mechanisms in place for students is also one of the distinctive features of the programme and details can be found in section 5.

The award offers a contemporary approach to the delivery of content and facilitates the development of personal and professional development and knowledge needed to complete an LLB (Hons) programme. There is a strong vocational aspect to the award where academic and employability skills are embedded. This is present in a number of the modules, for example, Academic Skills and Contemporary Legal Project. Furthering the depth of professional understanding is also a distinctive and crucial factor of the programme, which will develop professional level discourse with students. The inclusion of Family Law at this level is a distinct feature of the award; early exposure to subjects such as this can enhance employability and provide students with early inspiration for their career paths.

The team delivering the programme have experience of delivering in further education (level 3), higher education (level 4 to level 6) and very experienced in the delivery of the Chartered Institute of Legal Executives Level 6 programme and the Chartered Institute of legal Executive Graduate Fast Track Diploma. The team have experience in embedding key skills and knowledge needed at pre-degree and during an LLB programme which uniquely places us in the best position to prepare students for a degree programme. The department has had

experience teaching and nurturing students who have not had traditional educational journeys; including failing A levels, leaving formal education early and returning to education as a mature student. The team are aware of the academic, pastoral and emotional needs of these types of students and are able to provide a supportive environment for them to succeed.

5. 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 in 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.

In the Contemporary Legal Project, module students have to choose, plan, prepare, write and revise a large project. This module is designed to ensure that students learn the process of completing assessments. Students will be given support throughout this entire process, from choosing an appropriate topic to reviewing their own work and proofreading. The tutor will offer support in the form of milestone weeks to check the progress of each student and give students the opportunity to seek guidance 1-2-1. The tutor will also use students from level 4 and above to help emphasise the importance of these skills. The department are currently recruiting an academic skills tutor who will assist students with the skills required to engage in research and scholarly activity. Students are also supported by the Academic Librarian and the HE Research and Learning Manager who are available to assist in regards to ethics of research, research skills and general queries. Students are encouraged to engage with research events internally and externally. The institution are launching an internal HE Research and Scholarship Conference this summer which will provide a platform for the students to present their research and benefit from peer and lecturers research projects.

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. The department has a dedicated coaching tutor who offers support to the students on a 1-2-1 basis and in a group setting. The coaching tutor assists with personal development in regards to coping strategies, emotional wellbeing, resilience and action planning. They are also available to help in regards to dispositional needs that impact on student achievement. We are also recruiting a dedicated academic skills tutor who will be available to offer support to the students. This will be especially important for the part time students who have less contact time and any late starters. The academic skills tutor will be available to offer support through tutorials, group workshops and 1-2-1 sessions to enhance the

academic skills required during the programme. Students with additional learning needs in relation to dyslexia, learning differences, language skills etc. will be prioritised for additionally 1-2-1 and small group sessions with the academic skills tutor.

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.

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 Counselling.

The department has access to a dedicated HE Learning Support Officer who provides support for students who require additional learning support in regards to things such as dyslexia, anxiety etc. The Learning Support Officer works closely with the curriculum team to ensure the delivery all classes encourage progression for students with identified additional learning needs.

We also operate a mentor system where level 4, 5 and 6 LLB students are invited to mentor new students. Offer advice, guidance and friendship to help the new students feel part of the community and benefit from the experience of others.

As this programme is dedicated to preparing students for HE, LLB (hons) programme, there is a clear support strategy to aid transition from level 3 to level 4. All student cohorts are allocated an academic tutor as their personal tutor. The cohort will be assisted throughout the foundation year during tutorial sessions that relate to the skills required for their studies but also preparing them for the next step. These tutorial session topics include study skills, academic skills, employability, mental health and resilience and 1-2-1 pastoral tutorials. An example of the scheme of work can be seen below. During the summer we will also hold keeping in touch sessions to help prepare the students for the transition to level 4. Another mechanism we have in place is the use of mentors from higher levels on the LLB (Hons) programme, we find this can help with confidence and preparation for the next steps in their education.

Week	Lesson overview first half (1hr 30 mins)	Lesson overview second half (1hr 30 mins)
1	University systems (Freshers fair) Fun introductions	Open support (bookable tutorial slots)
2	Google systems - TEL team Turn it in UK	Open support (bookable tutorial slots)
3	DSA and mental health support	Open support (bookable tutorial slots)
4	Note taking - Ready to learn	Shut up and write
5	Time management	Shut up and write

6	Academic writing - Concise, key rules, basic English skills	Academic referencing - Library
HALF TERM		
7	1-1 Tutorials	1-1 Tutorials
8	1-1 Tutorials	1-1 Tutorials
9	Presenting skills	Enrichment activities
10	Mental resilience and acting on feedback (After written assignment feedback)	
11	Mooting training and practice.	
12	Wellbeing Workshop	
13	Motivation/confidence speaker	Motivation/confidence workshop
CHRISTMAS HOLS		
14	Motivation/confidence speaker	Motivation/confidence workshop
15	Future career discussion (Flow chart and goal setting)	UoL, BPP talk
16	Industry speakers	
17	Employability - CVs and Cover letters	
18	Wellbeing Workshop	
HALF TERM		
19	1-1 Tutorials	1-1 Tutorials
20	1-1 Tutorials	1-1 Tutorials
21	Dealing with stress	Shut up and write
22	Enrichment activities	
23	Revision strategies	
24	Revision strategies	
EASTER HOLS		

25	Motivation/confidence workshop	
26	Industry speakers	
27	Mental resilience	Shut up and write/quiet revision
28	Student led revision session	
29	Student led revision session	
30	Student led revision session	

One of the core focuses of the programme and the LLB (Hons) is the concept of employability. The students are exposed to practice through the course content itself; the experience of the staff and the opportunities to engage in mooting and other extra-curricular activities. The staff have a wealth of experience of the legal industry at different levels and in different capacities whether this is as a solicitor, as a barrister, a paralegal or legal assistant. As a result of this experience the staff are uniquely placed to provide real life and practice based examples of the principles being taught to the students in their modules. In the LLB (Hons) programme this is enhanced through the modules themselves with modules such as Work Related Learning, Criminal and Civil Litigation and Client Care. Students all have the opportunity to engage in mooting, the Law Society and the Streetlaw Project which all enhance employability and help to enhance soft skills that employers seek.

All first year students are given a Chromebook at the start of their degree, this is to ensure all students have access to IT facilities and it also ensure they have consistent access to VLE used, the materials created and any information provided by the curriculum team. We believe this helps us to widen participation for many students who cannot financially afford to purchase a laptop to use during their studies. The curriculum team also embed the use of Chromebooks and IT in the sessions, building on skills required that are relevant to the discipline of the degree.

We pride ourselves on our pastoral and personal care of the students without the HE Law, Leadership and Business Department. We have an open door policy 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.

Due to the minimum entry criteria where students will be offered a place on the basis that they will complete a GCSE alongside the foundation year, the team will keep the assessment schedule under review and will be mindful of the GCSE exams that students may be undertaking alongside. The coaching tutors will offer general support during this period, including action planning and coping strategies for stress.

The college in a wider sense has a range of extra-curricular activities, including a very functional Student Union.

6. Criteria for admission

	Typical offer	Minimum Offer
A level	2 x grade U at A level	1 x grade U at A level
BTEC	BTEC Level 3 National Diploma at PP	BTEC Level 3 National Extended Certificate at M
Access	30 credits at a pass standard	21 credits at a pass standard
GCSE	3 GCSEs at C and above (or the numerical equivalent)	4 GCSEs at C and above (or the numerical equivalent).
GCSE English:	English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	Students who do not possess English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards) will be expected to enrol on an appropriate GCSE programme alongside and complete by the end of the Foundation Year.
GCSE Maths:	Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.	Students who do not possess Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards) will be expected to enrol on an appropriate GCSE programme alongside and complete by the end of the Foundation Year.
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants:	Leeds City College welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>	

7. Language of study

English.

8. Information about non-standard assessment regulations (including PSRB requirements)

There are no non-standard assessment regulations applicable to the foundation year. However the LLB (Hons) is a qualifying law degree (QLD) and as such is subject to the Solicitors Regulatory Authority (SRA) and Barristers Standards Board (BSB) who define the following exceptions to normal awarding body academic regulations:

- There is a general rule that the maximum time limit for completion of a QLD is 6 years
 - and a QLD that falls outside this period may very exceptionally be recognised.
 - A QLD provider institution may compensate or condone a single marginal failure of a foundation subject where the following requirements are satisfied:
1. The provider institutions assessment regulations permit condonation and/or compensation;
 2. and
 3. There are exceptional circumstances in the student's case that are likely to have impacted on the student's performance; and
 4. The mark actually attained by the student in the subject to be condoned or compensated is not less than 35%; and
 5. There is evidence of the student's academic strength across the entire degree programme.

The foundation Subjects are as follows:

- Legal Foundations
 - Law of Contract
 - Criminal Law
 - Law of Tort
 - Citizen & The State
 - Human Rights
 - Equity & Trusts
 - Land Law
 - EU Law
- In order to align with the Qualifying Law Degree regulations, students may be offered a third re-sit of each assessment in accordance with the current BSB and SRA regulations.

9. 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
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings

10. Changes made to the programme since last (re)validation

None.

Annexe 1: Curriculum map

Annexe 2: Assessment map

Annexe 3: Teaching and Learning map

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	Programme outcomes									
		A1	A2	B1	B2	B3	C1	C2	D1	D2	D3
1	Introduction to Criminal Law and Justice	✓	✓	✓	✓	✓					
	Family Law	✓		✓				✓			✓
	Academic Skills				✓		✓		✓	✓	✓
	Legal Obligations	✓		✓		✓				✓	
	English Legal Systems	✓	✓					✓			✓
	Contemporary Legal Project				✓		✓	✓	✓	✓	

Annexe 2 - Assessment Grid

This table indicates the assessment methods to be used.

Module Titles	Methods								
	Moot	Written Reflection	Professional Discussion	Group Presentation	Presentation	Case Study	Written Assignment	Group Discussion	Written Assignment with written reflection
Introduction to Criminal Law and Justice					15 minutes (50%) WK 7		1500 words (50%) WK 15		
Legal Obligations			15 minutes (50%) WK 13			1500 words (50%) WK 6			
Academic Skills	15 minutes WK 5	1500 words (50%) WK 14							
Family Law				20 minutes (50%) WK 29			1500 words (50%) WK 23		
English Legal Systems							1500 words (50%) WK 22	20 minutes (50%) WK 28	
Contemporary Legal Project									3000 words (100%) WK 30

Annexe 3 - Map of Teaching and Learning Methods

Module Titles	Methods						
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Group activities	Timed activities	Independent / E Learning
Introduction to Criminal Law and Justice	X	X	X		X	X	X
Family Law	X	X	X		X	X	X
Academic Skills		X		X	X	X	X
Legal Obligations	X	X	X		X	X	X
English Legal Systems	X	X			X	X	X
Contemporary Legal Project		X		X	X	X	X