Programme specification

(Notes on how to complete this template are provide in Annexe 5)

1. Overview/ factual information

Programme/award title(s)	LLB (Hons)
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2016
Date of latest OU (re)validation	March 2021
Next revalidation	March 2026
Credit points for the award	360 credits for full LLB (Hons)
UCAS Code	2R11
JACS Code	M100
Programme start date and cycle of starts if appropriate.	September 2021
Underpinning QAA subject benchmark(s)	Subject Benchmark - Law (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Bar Standards Board, Bar Training: Curriculum and Assessment Strategy, August 2021. Cilex Professional Qualification: Advanced Stage Syllabus, 2020.
Professional/statutory recognition	Not applicable.
For apprenticeships fully or partially integrated Assessment.	Not applicable.
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT Face-to-Face
Duration of the programme for each mode of study	3 years – Full Time
Dual accreditation (if applicable)	Not applicable.
Date of production/revision of this specification	May 2021 Revised August 2023

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.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Deliver a rigorous education experience in the discipline of law and inculcate the highest standards in clarity, integrity and objectivity

Enable students to develop an understanding of the nature of law and the theoretical and multi-disciplinary influences on its development.

Develop students' analytical, problem-solving and critical skills in relation to the interpretation, application and development of law.

Provide the opportunity to study a wide range of challenging and vocationally relevant law modules and engage in extended research and study specialist law modules.

Develop students' knowledge and skills which will provide an advantage for those who wish to progress to complete the Solicitors Qualifying Examination (SQE).

Produce graduates who are equipped with key transferable skills for a range of careers such as collaboration, communication, presentation skills, legal research and drafting skills.

Produce graduates who are equipped for training and employment in the legal profession and in other fields of employment or to undertake postgraduate study.

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)

We currently have a Foundation Year validated by University Centre Leeds that links to the LLB (Hons) programme. 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.

This programme was considered by the Open University during the validation process and checked to ensure it is an appropriate entry route onto the LLB (Hons) programme.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Not applicable.

2.4 List of all exit awards
For students wishing to exit with a Certificate in Higher Education they would need to achieve the following: - 120 credits at level 4 For students wishing to exit with a Diploma in Higher Education they would need to achieve the following: - 120 credits at level 4 - 120 credits at level 5 For students wishing to exit with a BA Law (without honours) they would need to achieve the following: - 120 credits at level 4 - 120 credits at level 5 - 60 credits at level 6 (not including the Dissertation module) For students wishing to exit with LLB (Hons) they would need to achieve the following: - 120 credits at level 4 - 120 credits at level 5 - 120 credits at level 6

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
Academic Skills	20			Yes	1
English Legal Systems	20			Yes	1
Criminal Law	20			Yes	1
Public Law and Human Rights	20			Yes	2
Legal Research and Ethics	20			Yes	2
Tort Law	20			Yes	2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Explain the core aspects of substantive law informed by legal and academic principles. A2 Describe aspects of substantive law and theoretical perspectives to draw conclusions.	The learning and teaching strategy for A1: The core aspects of each module will be taught through a mixture of lectures, seminars and tutorials. The lecture programme will convey core principles of the substantive law and legal practice elements relevant to the module. Within the lectures there will be discussion as a class, open questioning and direct questioning to formatively assess whether students are on track to achieve A1.

A3 Identify strengths and weaknesses of substantive law with some support from legal authority and academic sources.	Assessment methods: Case Study, Presentation (group and individual), Case and Matter Analysis The learning and teaching strategy for A2: Seminars will consider practical examples of the principles and concepts. Seminars will consist of learning activities, discussion groups and pre-prepared work that will allow students to develop their research skills and their application. The tutor will lead seminar feedback sessions through discussion of the answers with student contribution. However some seminars will be submitted to the tutor for review to allow the tutor to provide feedback on application and communication skills. Assessment methods: Memorandum. Case and Matter Analysis. The learning and teaching strategy for A3: Seminars will focus on the evaluation of the concepts and theories taught in the lectures. The seminars will provide guidance on additional reading and research for the students to complete to aid them in identifying secondary sources and using them effectively. Seminars will consist of learning activities, discussion groups and pre-prepared work that will allow students to develop their research skills and their levels of evaluation. The tutor will lead seminar feedback sessions through discussion of the answers with student contribution. However some seminars will be submitted to the tutor for review to allow the tutor to provide feedback and feedforward. This will also help the tutors to formatively assess the level of evaluation by each student which will feedforward into the summative assessment. Assessment methods: Presentation, Written essay, Group discussion, Problem-based assessment

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Apply principles of law to advise on relevant options. B2 Identify arguments supported by relevant principles and authorities. B3 Interpret different forms of data from a range of legal sources.	The learning and teaching strategy for B1: This outcome will be taught using academic methods of application such as IRAC. Students will be taught this method then set tasks within the classroom to use it. Feedback will be provided verbally to the students about their progress and use of this method. The tasks will revolve around hypothetical cases and scenarios. The students will be encouraged to enhance their level of evaluation skills and legal advice by examining the available evidence in a case, the facts and the character of the client in hypothetical scenarios. It will also be supported by seminars which relate solely to application and offering advice and a conclusion for a client. Assessment methods: Memorandum, Case Study The learning and teaching strategy for B2: Tutors will model this within their lectures by supporting the knowledge, content and concepts with authorities and sources. Further to this the students will be directed to consistently support their points using authorities and sources. This will be one of the key focuses within the seminars. When the students complete seminars it will present the opportunity for the tutor to formatively assess this learning outcome. Assessment methods: Case and Matter Analysis, Written essay The learning and teaching strategy for B3:

	Tutors will teach B3 through problem-based learning. In problem-based learning (PBL) students use “triggers” from the problem case or scenario to define their own learning objectives. Subsequently they do independent, self-directed study before returning to the group to discuss and refine their acquired knowledge. Within this is the skill of gathering and selecting different forms of data and information to help answer the problem presented. The tutor will set PBL tasks in class and through seminars to allow sufficient time for the students to prepare to tackle the problems. The tutor can formatively assess the ability to gather and select forms of data and information through these tasks and provide feedback. Assessment methods: Presentation, Problem-based assessment

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Act with some autonomy under clear direction, supervision and guidance. C2 Identify potential solutions to basic hypothetical problems.	The learning and teaching strategy for C1: The use of problem-based learning within the learning and teaching strategy will aid in the students’ development and attainment of this outcome. Students will be given tasks in class and within seminars that are independent PBL. This will help them work autonomously and make decisions about their actions or next steps. The problems/scenarios presented to the students will be related to key content of the specific modules and the students will always have clear guidelines and supervision at this stage. Assessment methods: Problem-based assessment The learning and teaching strategy for C2:

	This outcome will be taught using a range of hypothetical cases in class room based discussion and student led activities. It will also be supported by seminars which relate solely to understanding the stage a hypothetical case is at, the steps that need to be taken and providing advice to the client in the scenario. Some seminars will be submitted to the tutor for review to allow the tutor to provide feedback on and formatively assess the student's progress in regards to this outcome. Assessment methods: Memorandum, Case Study

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Communicate clearly in an appropriate style. D2 Demonstrate the ability to share information with others.	The learning and teaching strategy for D1: This outcome will be embedded within the student led activities in the class and the preparation for the assessment itself. The seminars will help to enhance the written communication in the context of advising clients and applying concepts to scenarios. Teaching methods such as student led discussion, small presentations, moots etc will also be used throughout several modules to enhance the level of verbal communication. Feedback will be provided by the tutor on written and verbal communication throughout Assessment methods: Memorandum The learning and teaching strategy for D2: Group work will be embedded in the activities in the classroom. Tutors will create and facilitate group working within the classroom and in

	seminars if appropriate. Activities such as group discussions, group tasks relating to consolidation, group presentations and other group tasks. Tutor will facilitate and provide feedback to students on their group work skills to help ensure they are achieving this outcome. Assessment methods: Presentation, Group Discussion

Exit award if a student leaves after level 4 is CertHE.

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Contract Law	20			Yes	1
Equity and Trusts	20			Yes	1
Land Law	20			Yes	1
		Business Law and Practice	20	Yes	2
		Wills and Probate	20	Yes	2
		Property in Practice	20	Yes	2
		Criminal Justice	20	Yes	2
		Youth Crime and Justice	20	Yes	2
		Psychology and Crime	20	Yes	2

At the end of Level 4 students will make a choice of optional modules. All students will study Contract Law, Equity and Trusts and Land Law in semester 1 before making a decision regarding their optional modules. Students must select 3 optional modules to study in semester 2. All modules in semester 1 are foundations of legal knowledge subjects therefore link to the BSB regulations regarding Qualifying Law Degrees. For information regarding suitability of optional modules for your intended career please see s4 of this Programme Specification. Some modules at level 6 have pre-requisite requirements therefore this should be taken into consideration when choosing optional modules during level 5 - information regarding this can be found in s4 of this Programme Specification.

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Analyse a range of aspects of substantive law and theoretical perspectives in detail, informed by legal and academic principles.	The learning and teaching strategy for A1:

A2 Analyse aspects of substantive law, theoretical perspectives and legal practice to draw logical conclusions. A3 Evaluate aspects of substantive law and theoretical perspectives in depth with support from legal authority and academic sources.	The core aspects of each module will be taught through a mixture of lectures, seminars and tutorials. The lecture programme will convey core principles of the substantive law and legal practice elements relevant to the module. Within the lectures there will be discussion as a class, open questioning and direct questioning to formatively assess whether students are on track to achieve A1. Assessment methods: Case File Response, Case Study, Problem-based assessment, Presentation The learning and teaching strategy for A2: Seminars will focus on the analysis of the principles and concepts. Seminars will consist of learning activities, small group presentations and pre-prepared work that will allow students to develop their research skills and their levels of analysis. The tutor will lead seminar feedback sessions through discussion of the answers with student contribution. However, some seminars will be submitted to the tutor for review to allow the tutor to provide feedback and feedforward. This will also help the tutors to formatively assess the level of evaluation by each student, which will feedforward into the summative assessment. Assessment methods: Presentation (individual and group), Problem-based assessment, Case and Matter Analysis, Case Study. The learning and teaching strategy for A3: Seminars will focus on the evaluation of the concepts and theories taught in the lectures. The seminars will provide guidance on additional reading and research for the students to complete to aid them in identifying secondary sources and using them effectively. Seminars will consist of learning activities, discussion groups and pre-prepared work that will allow students to develop their research skills and their levels of

	evaluation. The tutor will lead seminar feedback sessions through discussion of the answers with student contribution. However some seminars will be submitted to the tutor for review to allow the tutor to provide feedback and feedforward. This will also help the tutors to formatively assess the level of evaluation by each student which will feedforward into the summative assessment. Assessment methods: Case and Matter Analysis, Group Discussion, Case Study.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Analyse principles of law and theory to advise on relevant options and potential solutions. B2 Justify arguments supported by relevant principles and authorities. B3 Analyse different forms of data from a range of legal and academic sources.	The learning and teaching strategy for B1: This outcome will be taught using academic methods of application such as IRAC. Students will be taught this method then set tasks within the classroom to use it. Feedback will be provided verbally to the students about their progress and use of this method. The tasks will revolve around hypothetical cases and scenarios. The students will be encouraged to enhance their level of analysis skills and legal advice by examining the available evidence in a case, the facts, the defences available and the remedies. It will also be supported by seminars which relate solely to application and offering advice and a conclusion for a client. Assessment methods: Case File Response, Case Study The learning and teaching strategy for B2:

	Tutors will model this within their lectures by supporting the knowledge, content and concepts with authorities and sources. Further to this the students will be directed to consistently support their points using authorities and sources. One method of achieving this will be the use of key case lists and legislation tables that the students create and use throughout the modules. Providing a key list of relevant principles and authorities for them to rely on in their assessments. Students will also be advised that they must reference in OSCOLA format when submitting drafts and seminar preparation for feedback. When the students complete drafts and seminars it will present the opportunity for the tutor to formatively assess this learning outcome. Assessment methods: Case Study The learning and teaching strategy for B3: Tutors will teach B3 through problem-based learning. In problem-based learning (PBL) students use “triggers” from the problem case or scenario to define their own learning objectives. Subsequently they do independent, self-directed study before returning to the group to discuss and refine their acquired knowledge. Within this is the skill of gathering, selecting and evaluating different forms of data and information to help answer the problem presented. The tutor will set PBL tasks in class and through seminars to allow sufficient time for the students to prepare to tackle the problems. The tutor can formatively assess the ability to gather, select and evaluate forms of data and information through these tasks and provide feedback. Students will be advised that they must reference in OSCOLA format to evidence this outcome clearly. Assessment methods: Problem-based assessment, Case and Matter Analysis, Essay, Presentation.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Act with some autonomy under limited direction and supervision. C2 Analyse potential solutions to basic hypothetical problems.	The learning and teaching strategy for C1: The use of problem-based learning within the learning and teaching strategy will aid in the students' development and attainment of this outcome. Students will be given tasks in class and within seminars that are independent PBL. This will help them work autonomously and make decisions about their actions or next steps. The problems/scenarios presented to the students will be related to key content of the specific modules and the students will work with specific direction. At this stage students will be supervised closely by the tutor. Assessment methods: Problem-based assessment The learning and teaching strategy for C2: This outcome will be taught using a range of hypothetical cases in class room based discussion and student led activities. It will also be supported by seminars which relate solely to understanding the stage a hypothetical case is at, the steps that need to be taken and providing advice to the client in the scenario. The element of managing the case

	will be achieved by using a case file format in the seminars, so that the students must progress the case from one stage to another. Some seminars will be submitted to the tutor for review to allow the tutor to provide feedback on and formatively assess the student's progress in regards to this outcome. Assessment methods: Presentation, Case File Response, Case Study, Case and Matter Analysis.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Communicate clearly and fluently in an appropriate style. D2 Demonstrate the ability to share information and actively engage with others.	The learning and teaching strategy for D1: This outcome will be embedded within the student led activities in the class and the preparation for the assessment itself. The seminars will help to enhance the written communication in the context of advising clients and applying concepts to scenarios. Teaching methods such as student led discussion, small presentations, moots etc will also be used throughout several modules to enhance the level of verbal communication. Feedback will be provided by the tutor on written and verbal communication throughout Assessment methods: Case File Response, Group Discussion The learning and teaching strategy for D2: Group work will be embedded in the activities in the classroom. Tutors will create and facilitate group working within the classroom and in

	seminars if appropriate. Activities such as group discussions, group tasks relating to consolidation, group presentations and other group tasks. Tutor will facilitate and provide feedback to students on their group work skills to help ensure they are achieving this outcome. Assessment methods: Group Presentation, Group Discussion.

Exit award if a student leaves after level 5 is DipHE**.**

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Dissertation	20			Yes	1&2
Criminal Litigation	20			Yes	2
		Family Law	20	Yes	1
		Client Care	20	Yes	1
		Civil Litigation	20	Yes	2
		Policing and Social Control	20	Yes	1
		Crime and Deviance	20	Yes	1
		Vulnerability and the Victim	20	Yes	2

At the end of Level 5 students will make a choice of optional modules for level 6. All students will study the two compulsory modules; Dissertation and Criminal Litigation. Students must select 2 optional modules to study in semester 1 and 1 optional module to study in semester 2. For information regarding suitability of optional modules for your intended career please see s4 of this Programme Specification.

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Critically analyse a detailed knowledge and understanding of substantive law, theoretical perspectives and legal practice informed by legal doctrine and current thinking. A2 Critically analyse and synthesise aspects of substantive law, theoretical perspectives and legal practice to draw justified conclusions. A3 Critically evaluate aspects of substantive law, theoretical perspectives and legal practice supported by legal authority and academic sources.	The learning and teaching strategy for A1: The core aspects of each module will be taught through a mixture of lectures, seminars and tutorials. The lecture programme will convey core principles of the substantive law and legal practice elements relevant to the module. Within the lectures there will be discussion as a class, open questioning and direct questioning to formatively assess whether students are on track to achieve A1. Assessment methods: Case and Matter Analysis, Case File Response, Essay, Case Study The learning and teaching strategy for A2: Seminars will focus on the critical analysis of the concepts taught in the lectures. Seminars will consist of learning activities, small group presentations and pre-prepared work that will allow students to develop their research skills and their levels of critical evaluation. The seminars will also require students to reach conclusions and justify them based on the sources and critical evaluation they carry out. The tutor will lead seminar feedback sessions through discussion of the answers with student contribution. However, some seminars will be submitted to the tutor for review to allow the tutor to provide feedback and feedforward. This will also help the tutors to formatively assess the level of evaluation by each student, which will feedforward into the summative assessment.

	Assessment methods: Dissertation, Problem-based assessment, Case File Response. The learning and teaching strategy for A3: Seminars will focus on the critical evaluation of the concepts and theories taught in the lectures. The seminars will provide guidance on additional reading and research for the students to complete to aid them in identifying secondary sources and using them effectively. Seminars will consist of learning activities, discussion groups and pre-prepared work that will allow students to develop their research skills and their levels of evaluation. The tutor will lead seminar feedback sessions through discussion of the answers with student contribution. However some seminars will be submitted to the tutor for review to allow the tutor to provide feedback and feedforward. This will also help the tutors to formatively assess the level of evaluation by each student which will feedforward into the summative assessment. Assessment methods: Group Discussion, Presentation, Dissertation.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critically evaluate principles of law and theory to advise on relevant options, strategies and appropriate solutions. B2 Construct balanced and logical arguments supported by relevant principles and authorities. B3 Critically evaluate data from a wealth of appropriate legal and	The learning and teaching strategy for B1: This outcome will be taught using academic methods of application such as IRAC. Students will be taught this method then set tasks within the classroom to use it. Feedback will be provided verbally to the students about their progress and use of this method. The tasks will revolve around hypothetical cases and scenarios. The students will be encouraged to enhance their level of analysis skills and legal advice by

academic sources. .	examining the available evidence in a case, the facts, the defences available and the remedies. The seminars will provide more emphasis on client advice and making judgments regarding the solutions available. It will also be supported by seminars which relate solely to application and offering advice and a conclusion for a client. Assessment methods: Role-play, Case Study, Case and Matter Analysis The learning and teaching strategy for B2: Tutors will model this within their lectures by supporting the knowledge, content and concepts with authorities and sources. Further to this the students will be directed to consistently support their points using authorities and sources. One method of achieving this will be the use of key case lists and legislation tables that the students create and use throughout the modules. Providing a key list of relevant principles and authorities for them to rely on in their assessments. Students will also be advised that they must reference in OSCOLA format when submitting drafts and seminar preparation for feedback. When the students complete drafts and seminars it will present the opportunity for the tutor to formatively assess this learning outcome. Assessment methods: Group Discussion, Case and Matter Analysis, Dissertation The learning and teaching strategy for B3:

	Tutors will teach B3 through problem-based learning. In problem-based learning (PBL) students use “triggers” from the problem case or scenario to define their own learning objectives. Subsequently they do independent, self-directed study before returning to the group to discuss and refine their acquired knowledge. Within this is the skill of gathering, selecting and critically evaluating different forms of data and information to help answer the problem presented. The tutor will set PBL tasks in class and through seminars to allow sufficient time for the students to prepare to tackle the problems. The tutor can formatively assess the ability to gather, select and evaluate forms of data and information through these tasks and provide feedback. Students will be advised that they must reference in OSCOLA format to evidence this outcome clearly. Assessment methods: Case File Response, Case and Matter Analysis, Essay, Dissertation

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Act autonomously with limited supervision within agreed guidelines. C2 Critically analyse effective solutions to complex hypothetical problems.	The learning and teaching strategy for C1: The use of problem-based learning within the learning and teaching strategy will aid in the students’ development and attainment of this outcome. Students will be given tasks in class and within seminars that are independent PBL. This will help them work autonomously and make decisions about their actions or next steps. The problems/scenarios presented to the students will be related to key content of the specific modules and the students will work with specific direction. At this stage students will have limited supervision from the tutor.

	Assessment methods: Problem-based assessment, Dissertation The learning and teaching strategy for C2: This outcome will be taught using a range of hypothetical cases in class room based discussion and student led activities. It will also be supported by seminars which relate solely to understanding the stage a hypothetical case is at, the steps that need to be taken and providing advice to the client in the scenario. The element of managing the case will be achieved by using a case file format in the seminars, so that the students must progress the case from one stage to another. Some seminars will be submitted to the tutor for review to allow the tutor to provide feedback on and formatively assess the student's progress in regards to this outcome. Assessment methods: Case File Response, Portfolio, Case Study, Presentation

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Communicate clearly, fluently and effectively in a range of styles. D2 Demonstrate the ability to effectively collaborate with others.	The learning and teaching strategy for D1: This outcome will be embedded within the student led activities in the class and the preparation for the assessment itself. The seminars will help to enhance the written communication in the context of advising clients and applying concepts to scenarios. Teaching methods such as student led discussion, small presentations, moots etc will also be used throughout several modules to enhance the level of verbal communication. Feedback will be provided by the tutor on written and verbal communication throughout

	Assessment methods: Role-play, Written Skills Assessment, Group Discussion The learning and teaching strategy for D2: Group work will be embedded in the activities in the classroom. Tutors will create and facilitate group working within the classroom and in seminars if appropriate. Activities such as group discussions, group tasks relating to consolidation, group presentations and other group tasks. Tutor will facilitate and provide feedback to students on their group work skills to help ensure they are achieving this outcome. Assessment methods: Group Discussion, Roleplay

Exit award if a student leaves after level 6 is LLB (Hons).

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
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

There are 6 key distinctive features of this programme:

1. Students will study a range of core modules and are able to select optional modules during level 5 and level 6 to suit their career ambitions.
2. The programme covers a wide selection of knowledge and skills which will provide an advantage for those who wish to study and complete the Solicitors Qualifying Examination (SQE). Offering a programme that goes over and above what most other LLBs will offer at Undergraduate level.
3. The programme offers the opportunity for students to gain exemptions for the CILEX Professional Qualification Advanced Stage through the completion of specified core and optional modules.
4. The programme meets the regulatory requirements set by the Bar Standard Board for students who wish to qualify as a barrister.
5. The timetable for the programme is condensed into two full days.
6. The assessment strategy is designed to reflect the skills, attributes and competencies required within employment in the relevant fields. Therefore offers a variety of different assessment methods which meet a need, based on academic judgement, and is not just for the sake of variety.

1. Students will study a range of core modules and are able to select optional modules during level 5 and level 6 to suit their career ambitions.

During level 4 all students will study six compulsory modules.

Level 4	
Semester 1	Semester 2
Academic Skills English Legal Systems Criminal Law	Public Law and Human Rights Legal Research and Ethics Tort Law

During level 5 All students will study the compulsory modules; Contract Law, Equity and Trusts and Land Law in semester 1. Students will choose 3 optional modules to study during semester 2 of level 5 - students will have chosen these modules at the end of level 4.

Level 5	
Semester 1 (Compulsory modules)	Semester 2 (Optional modules: select 3)
Contract Law Equity and Trusts Land Law	Business Law and Practice Wills and Probate Property in Practice Criminal Justice Youth Crime and Justice Psychology and Crime

At the end of Level 5 students will make a choice of optional modules for level 6. All students will study the two compulsory modules; Dissertation and Criminal Litigation. Students must select two optional modules to study in semester 1 and one optional module to study in semester 2. The Crime and Deviance module at level 6 has a prerequisite requirement therefore to study this module you must have studied and passed the Psychology and Crime module in level 5. This should be taken into consideration when choosing optional modules.

Level 6			
Semester 1		Semester 2	
Compulsory modules	Optional modules: select 2	Compulsory modules	Optional modules: select 1
Dissertation	Family Law Client Care Policing and Social Control Crime and Deviance	Dissertation Criminal Litigation	Civil Litigation Vulnerability and the Victim

Students are able to select any of the optional modules identified above however we have provided guidance in the tables below that show the optimum choices for students based on their intended career.

	Level 5 optional modules	Level 6 optional modules
Solicitor, CILEX Lawyer or Barrister*	Business Law and Practice Wills and Probate Property in Practice	Family Law Client Care Civil Litigation

*There are specific rules linked to qualifying as a barrister. These are explained at point 4 within this section.

The optional modules identified above have been designed to provide students with an advantage during professional postgraduate studies that follow completion of the LLB (Hons). The modules link closely to the content and programme outcomes of professional qualifications such as the Solicitors Qualifying Examination, the Cilex

Professional Qualification and the Bar Practice Training Course. It must be clearly stated that these modules do not encompass all content, knowledge and skills of every postgraduate qualification but it will provide students with knowledge and some practical skills that will assist them when completing postgraduate qualifications. By exploring core knowledge from within these postgraduate qualifications it provides an advantage for students who later complete any of the postgraduate qualifications listed above.

By introducing content related to procedure and practice during the LLB (Hons) students gain an advantage over their peers. The modules are designed to embrace the transferrable skills required within the practice of law in the specified areas thus enhancing employability. The programme design intends to equip students with some of the key transferable skills and content for their next steps into legal education. With the aim of making them more employable at the end of their degree.

Routes to Qualify:

Solicitor

The prominent route to qualify as a solicitor is detailed below however there are other ways to qualify. Further information regarding the pathways available can be found here - https://www.sra.org.uk/become-solicitor/admission/pathways-qualification/.

- Complete a UK degree or equivalent level 6 qualification.
- Pass the SQE assessments (SQE1 and SQE2)
- Complete two years' full-time (or equivalent) qualifying work experience (QWE). Guidance on what is considered as QWE can be found here - https://www.sra.org.uk/become-solicitor/sqe/qualifying-work-experience-candidates/
- Apply for admission to the Roll of Solicitors (the SRA will check your suitability as part of your admission application. However, you can also get it checked early if you have any areas of concern)

CILEX Lawyer

The route to qualify as a CILEX Lawyer is detailed below. Further information can be found here - https://cpq.cilex.org.uk/start-law-graduate/

- Complete a UK Qualifying Law Degree.
- Complete the CILEX Professional Qualification Advanced Stage (4 compulsory modules, 1 optional module, 2 x ethics & professional responsibility modules)
- Complete your Professional Experience requirement alongside your CPQ Advanced Stage qualification.
- Complete the CILEX Professional Qualification Professional Stage (1 optional module, 2 x ethics & professional responsibility modules)
- Complete your Professional Experience requirement alongside your CPQ Professional Stage qualification.

The programme offers the opportunity for students to not only gain exemption from the CPQ Foundation Stage but students may also be eligible to gain exemptions for the CILEX Professional Qualification Advanced Stage through the completion of certain optional modules (those identified in the table on page 8. The CILEX Professional Qualification Advanced Stage contains a range of modules linked to professional practice. The mandatory modules include; Professional and Legal Skills, Dispute

Resolution, Criminal Law and Litigation, Property and Conveyancing. All students studying the Advanced Stage must also complete one optional unit and the options include; Business and Employment Law, Family Law and Practice, Wills Probate and Private Client. The Advanced Stage qualification is benchmarked to level 5. CILEX allows exemptions for students who have studied modules similar in content and learning outcomes. As such students studying on the LLB (Hons) have the option to apply for exemptions for this qualification. The modules that may attract exemptions are; Business Law and Practice, Wills and Probate, Property in Practice, Criminal Litigation, Civil Litigation. **These exemptions are subject to the review and approval carried out by CILEX and are at their discretion. To attain exemptions students will be required to pay additional fees directly to CILEX which include a registration fee, membership fee and exemption fees. Details of these fees can be found on the CILEX website and are amended on an annual basis.**

Although the LLB (Hons) does not provide full exemption from all aspects of the CILEX Professional Qualification Advanced Stage it will reduce the amount of modules that must be studied, paid for and achieved. This reduces the cost and time taken for students to complete this stage of professional training. Alongside studying the outstanding modules students would also need to gain employment within the legal field to meet the professional experience requirement. At the end of this stage after completing all elements students can gain the title of CILEX Advanced Paralegal. The final stage for students after completing the remaining elements for the CPQ Advanced Stage is the CPQ Professional Stage. Upon completion of the final stage and the professional experience requirement students can gain the title of CILEX Lawyer.

Barrister

The route to qualify as a barrister is detailed below. Further information can be found here - https://www.barcouncil.org.uk/becoming-a-barrister.html#:~:text=To%20become%20a%20barrister%2C%20you,pupillage%2Fwork%2Dbased%20component

- Complete a UK Qualifying Law Degree with a minimum of a 2:2
- Join one of the four Inns of Court (you must complete 12 qualifying session at your Inn).
- Complete the vocational component. The names of these courses may vary but typically students should be looking for the Bar Course/Barrister Training Course/Bar Practice Course.
- At this stage you will be eligible to be Called to the Bar.
- Secure and complete a 12 month pupillage.
- Secure tenancy or an employed position.

Students who wish to qualify as barristers are required to adhere to the regulations stated in the Bar Qualification Manual Part 2 the Academic Component for Bar Training. These regulations do not apply to those who wish to progress to the SQE or CPQ. The regulations are:

1. All foundations of legal knowledge* subjects must be passed at 40% or above.
2. Compensation may be granted in one of the foundations of legal knowledge subjects where the following requirements are satisfied:
    a. The course provider's assessment regulations permit compensation; and
    b. There are exceptional circumstances in your case that are likely to

have impacted on your performance; and
   c. Your mark for the subject to be condoned or compensated is not less than 35%; and
   d. There is evidence of your academic strength across your course studies.
3. The maximum number of attempts permitted for any of the foundations of legal knowledge subjects is normally three. If you have exhausted all three attempts (within a law degree, the GDL, or a combination of the two) you must complete a full law degree or GDL programme afresh to satisfy the academic component of Bar training.

The foundations of legal knowledge subjects are covered in the following modules; English Legal Systems, Criminal Law, Public Law and Human Rights, Tort Law, Land Law, Contract Law and Equity and Trusts.

	Level 5 optional modules	Level 6 optional modules
Probation, Police or other Criminal Agency	Criminal Justice Youth Crime and Justice Psychology and Crime	Policing and Social Control Crime and Deviance Vulnerability and the Victim

These optional modules have been designed for students who wish to venture into alternative careers outside of the traditional legal qualification routes. Including but not limited to prison and probation service, policing and Civil Service. The modules are designed to encapsulate some of the key content required for these roles such as victimology and working with vulnerable people, policing and social control and psychology and crime and addressing roots of offender behaviour.

Routes to Qualify:

Probation

To qualify as a Probation Officer you must complete the step below. More information can be found here - https://www.traintobeaprobationofficer.com/becoming-a-probation-officer/

- Complete the Professional Qualification in Probation (PQiP).

Several modules link to the requirements of the Professional Qualification in Probation (PQiP). The PQiP is a 21 month training programme but can be reduced to 15 months when the applicant holds a qualification that covers the following;

- The Criminal Justice System
- Understanding Crime and Criminal Behaviour
- Penal Policy and the Punishment of Offenders
- Rehabilitation of Offenders.

These topics are covered in the following modules; Criminal Justice, Youth Crime and Justice, Crime and Deviance and Psychology of Crime. Therefore students studying these modules who wish to pursue employment within this sector may be able to reduce the length of their subsequent professional training.

Police

To enter the police service you must complete the steps below. More information can be found here - https://www.joiningthepolice.co.uk/application-process/ways-in-to-policing/degree-holder-detective-entry-programmes

- Complete a UK undergraduate degree.
- Complete the Degree Holder Programme (a two-year work-based training programme) OR the Detective Degree Holder Entry Programme (a two-year work-based training programme with an additional examination: National Investigators Examination and PIP2 assessment criteria).

The optional modules identified above provide an advantage for students who wish to pursue a career in the Police as a Constable or similar role. Under the recruitment criteria for the Police students must either complete an apprenticeship or a degree to be considered eligible. The degree-holder entry route allows students with a degree in any subject to join the Police and follow a work-based programme, supported by off-the-job learning. This route normally takes two years. The programme is designed to provide students considering this route of employment with a foundation knowledge of key aspects of the policing role, the criminal justice sector and offender behaviour.

2. The programme covers a wide selection of knowledge and skills which will provide an advantage for those who wish to study and complete the Solicitors Qualifying Examination (SQE). Offering a programme that goes over and above what most other LLBs will offer at Undergraduate level.

This programme has been designed to provide a curriculum that incorporates some core content from the Solicitors Qualifying Examination Assessment Specification. Key content from the SQE Assessment Specifications have been used to inform the indicative content on the following modules; Public Law and Human Rights, English Legal Systems, Contract Law, Tort Law, Property Law in Practice, Business Law and Practice, Wills and Probate, Client Care, Criminal Litigation, Civil Litigation.

The programme is not designed to reflect a full SQE Preparation course and will not place students in a position to complete the SQE straight after graduation. However, it will provide students with knowledge and some practical skills that will assist them when completing the SQE. Offering a programme that goes over and above what most other LLB (Hons) courses will offer at Undergraduate level.

3. The programme offers the opportunity for students to gain exemptions for the CILEX Professional Qualification Advanced Stage through the completion of specified core and optional modules.

The CILEX Professional Qualification Advanced Stage contains a range of modules linked to professional practice. The mandatory modules include; Professional and Legal Skills, Dispute Resolution, Criminal Law and Litigation, Property and Conveyancing. All students studying the Advanced Stage must also complete one optional unit and the options include; Business and Employment Law, Family Law and Practice, Wills Probate and Private Client. The Advanced Stage qualification is benchmarked to level 5.

CILEX allows exemptions for students who have studied modules similar in content and learning outcomes. As such students studying on the LLB (Hons) have the option to apply for exemptions for this qualification. The modules that may attract exemptions

are; all Legal Foundation Subjects (see section 8 for the list), Business Law and Practice, Wills and Probate, Property in Practice, Criminal Litigation, Civil Litigation. These exemptions are subject to the review and approval carried out by CILEX and are at their discretion. To attain exemptions students will be required to pay additional fees directly to CILEX which include a registration fee, membership fee and exemption fees. Details of these fees can be found on the CILEX website and are amended on an annual basis.

Although the LLB (Hons) does not provide full exemption from all aspects of the CILEX Professional Qualification it will reduce the amount of modules that must be studied, paid for and achieved. Thus reduces the cost and time taken for students to complete this stage of professional training. Alongside studying the outstanding modules students would also need to gain employment within the legal field to meet the professional experience requirement.

4. The programme meets the regulatory requirements set by the Bar Standard Board for students who wish to qualify as a barrister.

Students who wish to qualify as barristers are required to adhere to the regulations stated in the Bar Qualification Manual Part 2 the Academic Component for Bar Training. These regulations do not apply to those who wish to progress to the SQE or CPQ. The regulations are:

4. All foundations of legal knowledge* subjects must be passed at 40% or above.
5. Compensation may be granted in one of the foundations of legal knowledge subjects where the following requirements are satisfied:
    a. The course provider's assessment regulations permit compensation; and
    b. There are exceptional circumstances in your case that are likely to have impacted on your performance; and
    c. Your mark for the subject to be condoned or compensated is not less than 35%; and
    d. There is evidence of your academic strength across your course studies.
6. The maximum number of attempts permitted for any of the foundations of legal knowledge subjects is normally three. If you have exhausted all three attempts (within a law degree, the GDL, or a combination of the two) you must complete a full law degree or GDL programme afresh to satisfy the academic component of Bar training.

*these modules are listed in s8 of this document.

5. The timetable for the programme is condensed into two full days.

At University Centre Leeds we offer a condensed timetable which means students attend the Centre for two days a week rather than having a timetable that requires attendance over 3 or 4 days for smaller periods of time. This type of timetable allows students to care for children, seek employment or volunteer during their studies which is highlighted as a key benefit by our current student cohorts.

6. The assessment strategy is designed to reflect the skills, attributes and competencies required within employment in the relevant fields.

The assessment strategy incorporates a variety of assessment methods to ensure that key skills, attributes and competencies are developed over the course of study. The assessment methods and the skills enhance employability and resilience of students who will face a step up in assessment strategy during postgraduate study and anticipated work based practices when entering employment. Examples of this can be seen below;

Memorandum

Students will be provided with a realistic scenario related to the module content. From this scenario students will have to complete a memorandum in response to the brief provided. Embedding the use of memorandums into the assessment strategy allows students to understand the importance of identifying and explaining problems and proposing a solution in an appropriate manner. It embeds the need to be concise and consider the audience they are communicating with. A memorandum brief will be set by a fictional supervisor therefore there is an element of understanding their purpose and role within the hierarchy of employment. Specifically in a legal field. This assessment method emphasises the difference between purely academic writing and practical advice. It develops the ability to produce a synthesis of relevant information, presentation of a reasoned choice between alternative solutions and critical judgement of the merits of particular arguments while being mindful of the intended audience.

Group Discussion & Group Presentation

All students are marked individually for their contribution during a group discussion and presentation. However, these assessment methods encourage the students to develop the ability to work collaboratively with their peers which is a key skill within employment regardless of the industry. Students are tasked with working collaboratively in the group presentations to create an end product. Whereas the aim of a group discussion is to use your research and knowledge to enhance the discussion of others and yourself. These are fundamental transferable skills required in graduate employment. These assessment methods also build on public speaking skills, social skills and time management.

All presentations and discussions will be recorded for assessment and moderation purposes. All recordings will be securely stored and the only people granted access to the recording will be the assessor, the moderator and the external examiner. Before a presentation takes place students must submit a copy of visual aid being used and before a discussion takes place students must submit a copy of their notes being used. During the group presentation the assessor and the moderator will be present overseeing the assessment. Reasonable adjustments to the assessment method may be applied in line with the internal policies and procedures.

Case and Matter Analysis (CMA)

Students will be provided with a realistic scenario(s) 3 weeks before the assessment deadline. On the day of the assessment students will be presented with a set of questions relating to the scenarios and will provide a written response in time constrained conditions. Prior to the assessment day students will have the opportunity to dissect and analyse the scenario(s) and prepare a folder of materials that can be taken into the assessment.. This assessment method mirrors similar methods used within postgraduate study of law which prepares students for the shift in assessment strategy when they pursue postgraduate study and training. It closely links to the assessment method employed in SQE2 which assesses the following skills; identification of relevant facts, demonstrating client-focus in the written advice, using

clear and correct language, applying the law correctly to the situation and applying the law comprehensively. In SQE2 the students will not be provided with a pre-release and will be required to complete the task in time constrained conditions. This is one of the key differences between the CMA being used in this programme and the SQE2. The decision to offer pre-released scenarios is based around developing the skill of preparation. This method emphasises the importance of preparation for clients and meetings where you cannot be sure of the questions asked or what the client needs to know. This applies in criminal justice sectors as well as legal.

Problem-based Assessment (PBA)

Students will enter the assessment and will be presented with the problem. In time constrained conditions students will need to provide a written response to the task they are presented with. This aspect of the assessment closely mirrors the SQE2 assessment and assesses the skills identified above. However, the key difference is that students will have access to the internet and are permitted to bring material into the assessment if they wish. Students will be expected to gather key information, define the problem and objectives, analyse the problem and then gather resources to provide their final answer/ conclusion/advice. The decision to allow access to the internet and materials has been made to emphasise the skill of effective legal research. It mirrors the conditions of working in practice where students would have access to resources to perform research in light of a deadline. This closely links to the ability to conduct self-directed research, including accurate identification of issue(s) which require researching, retrieval and evaluation of accurate, current and relevant information from a range of appropriate sources. The process of this assessment also encourages autonomy, self-awareness and the need to set and monitor their own objectives. Emphasising the skill of identifying gaps in their own knowledge and acquiring new knowledge.

Case File Response

Students will be provided with a case bundle that requires the students to complete a range of tasks. The complexity of the case bundle and the tasks will vary and increase as students progress through the levels of the course. The case bundle will start with an opening scenario and updates on the case will be provided over the time of the module (before the deadline date). After each update students will be briefed on the task required. This assessment process allows students to understand how cases can develop over time and how the approach of the legal representative must be reactive to new information, facts and developments within a client's case. It develops and demonstrates the ability to respond to written stimuli, including questions and instructions. The final assessment submitted will be a portfolio of tasks directly related to the case bundle and updates provided throughout the module.

Roleplay

Students will engage in a roleplay in Client Care. This assessment method is specifically designed to provide insight into interviewing of clients. The assessment method provides the opportunity to develop interpersonal skills required for interviewing and working in a client facing role. It develops the ability to communicate orally in relation to legal matters including an ability to listen and respond to oral stimuli, including questions and instructions.Through the roleplay and the interaction with the fictional client students will develop and demonstrate the ability to produce a synthesis of relevant information in an appropriate tone and style for a client.

An actor will play the role of the client. All roleplays will be recorded for assessment and moderation purposes. All recordings will be securely stored and the only people granted access to the recording will be the assessor, the moderator and the external examiner. Before the roleplay takes place students must submit a copy of their notes being used. The notes will not be graded however, they will be reviewed by the tutor to offer feedback on the planning and preparation for a client interview to help aid improvement. During the roleplay interview the assessor and the moderator will be present overseeing the assessment. Reasonable adjustments to the assessment method may be applied in line with the internal policies and procedures.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

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 philosophy 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. 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 is very mindful of the need to support students on all levels. It is a key feature of

the programme that students feel supported. It is felt this is fundamental in the academic progression and development of each individual. In line with this the programme team has a system in place where each cohort is allocated a pastoral lead. The pastoral lead is responsible for the pastoral care of their designated cohort and works with those students to put action plans and intervention in place where required, refer them for support where necessary and act as their first point of contact in times of difficulty. Pastoral leads also meet with each student for progress reviews at least 3 times a year, these reviews are strategically placed during the year to help provide oversight regarding achievement and submission on the programme.

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.

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.

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 Criminal and Civil Litigation and Client Care. Students all have the opportunity to engage in mooting and the Law and Policing Society 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 philosophy 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.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

	Typical offer	**Minimum Offer**
A Levels:	2xD grades	1xE grade
BTEC L3 Diploma or Extended Diploma:	MP, MPP grade	PP, PPP grade or a Subsidiary Diploma with an E grade
NCFE	M grade	P grade
Access to HE Diploma:	Overall pass with 60 credits, with 24 credits to be at a Merit	Overall pass with 60 credits
LCC Law Foundation Year	Overall pass (6 modules at minimum of 40%)	5 modules at minimum of 40% and an attempt on both tasks in the failed module.
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.	English Language Grade D or above (grade 3 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.
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. **21 years and over at the start of the course*	
APL claims:	The course structure actively supports claims for Accreditation of Prior Certified Learning (APL).	

Additional Requirements for Part Time provision:	Applicants for the part-time mode of study must be currently in employment.

7. Language of study

English.

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

The regulations below are specific to students who wish to qualify as a barrister. They do not apply to students who wish to qualify as any other legal profession. As per the Bar Qualification Manual Part 2 the Academic Component for Bar Training must adhere to the following regulations:

1. All foundations of legal knowledge* subjects must be passed at 40% or above.
2. Compensation may be granted in one of the foundations of legal knowledge subjects where the following requirements are satisfied:
    a. The course provider's assessment regulations permit compensation; and
    b. There are exceptional circumstances in your case that are likely to have impacted on your performance; and
    c. Your mark for the subject to be condoned or compensated is not less than 35%; and
    d. There is evidence of your academic strength across your course studies.
3. The maximum number of attempts permitted for any of the foundations of legal knowledge subjects is normally three. If you have exhausted all three attempts (within a law degree, the GDL, or a combination of the two) you must complete a full law degree or GDL programme afresh to satisfy the academic component of Bar training.

*The seven foundations of legal knowledge are: Criminal Law; Equity and Trusts; Law of the European Union; Obligations 1 (Contract); Obligations 2 (Tort); Property/Land Law; and Public Law (Constitutional Law, Administrative Law and Human Rights Law). These correlate to the following modules in the programme; Criminal Law, Equity and Trusts, English Legal Systems, Contract Law, Tort Law, Land Law, Public Law and Human Rights.

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

The programme is not linked to an apprenticeship or any apprenticeship standards.

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
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings
- Pathway Committee meetings
- Student Pathway meetings

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

Changes made to the existing programme over the past five years largely relate to amending the structure of modules within each level. The key reason behind the majority of these changes (for example moving European Union Law to semester 1 of level 5 and Human Rights to semester 2 of level 5) was due to staffing. These changes were proposed through the annual planning process with the required consultation provided. The other changes made during annual planning are detailed below:

July 2018:

Level 4

Moved Professional Development to semester 1 and moved Contract Law to semester 2. This change was made as the programme team felt that Professional Development would be more beneficial in the first semester as this is the time when the students all need to learn the skills taught in this module for example presentation skills, academic writing and referencing. The team believed that achievement would improve by providing the students with these skills earlier in the programme. By putting Contract Law in the second semester, it also allowed them to improve their skills and build confidence before their first class based assessment.

Split the Professional Development assessment into two tasks instead of one large portfolio. The large 100% portfolio assessment was changed to a group discussion, which covers legal and ethical issues (T3, C2 & P2), and a written reflection and action plan that covers P1 & T1. We found issues in regards to the size of the portfolio and we found that the students did not engage or see the worth in such a large task.

Changing the assessment method for Legal Foundations assessment 2 to a presentation rather than a portfolio. It was felt that the IT skills of the students at this stage were not of the right level to complete this type of task. At level 4 the size and range of this task was too ambitious and although higher level students were able to run with the assignment it left lower level students struggling to identify the key tasks and pieces of information to include to pass the module. It was felt by the teaching

team that the assessment was not appropriate for level 4 and should be considered at a different level of the programme if at all.

July 2020:

Level 6

Move the Client Care module from semester 2 into semester 1. This was to balance the modules out so that the students have their Dissertation module running in semester 1 and semester 2 and then have two other modules per semester. This issue arose from the fact that optional modules are picked during level 6 and the combination of modules picked could lead to an uneven workload. When the change was proposed the current time table looked like this::

Semester 1 - Dissertation and Criminal Justice
Semester 2 - Dissertation, Client Care, Criminal Litigation and Civil Litigation

The change proposed re-balanced the structure of the modules and changed the time table to:

Semester 1 - Dissertation, Criminal Justice and Client Care
Semester 2 - Dissertation, Criminal Litigation and Civil Litigation

Due to the workload of level 6 and the weighting of this year on students' overall classification we felt it necessary to balance the modules so that students were not overwhelmed in semester 2.

July 2021

Level 5

Swap around two of the level 5 modules. Legal Research Skills and Work Related Learning. Legal Research Skills would move to semester 1 and Work Related Learning would move to semester 2. This was to ensure that the students are taught the principles of legal research including the ethical practices behind this before they complete Work Related Learning. The reason for this is that the Work Related Learning assessment relates to a large independent report that the students must undertake research to complete. We felt that this change would allow us to equip the students more effectively to undertake the content and assessment required in Work Related Learning.

August 2023

Amendment to take out Multiple Choice Questions as the MCQs make it difficult to achieve the learning outcomes as it is challenging to show analysis and to determine potential outcomes in MCQ answers. This amendment is for the following modules:

Public Law and Human Rights
Criminal Law
Wills and Probate Assessment
Contract Law

Annexe 1: Curriculum map

Annexe 2: Teaching and Learning Map

Annexe 3: Assessment Map

Annexe 4: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 5: Notes on completing the OU programme specification template

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	A3	B1	B2	B3	C1	C2	D1	D2
4	Academic Skills	✔				✔				✔	✔
	English Legal Systems	✔		✔		✔					✔
	Criminal Law	✔	✔		✔				✔	✔	
	Public Law and Human Rights	✔	✔				✔	✔			
	Legal Research and Ethics			✔			✔	✔			✔
	Tort Law	✔	✔		✔				✔	✔	

Level	Study module/unit	Programme outcomes									
		A1	A2	A3	B1	B2	B3	C1	C2	D1	D2
5	Contract Law	✔		✔	✔				✔	✔	
	Equity and Trusts	✔	✔			✔					✔
	Land Law	✔		✔		✔					✔
	Business Law and Practice	✔	✔				✔	✔			
	Wills and Probate	✔	✔				✔	✔			
	Property in Practice	✔			✔				✔	✔	
	Youth Crime and Justice	✔	✔				✔	✔			
	Psychology and Crime	✔		✔	✔				✔	✔	
	Criminal Justice	✔	✔				✔	✔			

Level	Study module/unit	Programme outcomes									
		A1	A2	A3	B1	B2	B3	C1	C2	D1	D2
6	Dissertation		✔	✔		✔	✔	✔		✔	
	Family Law	✔		✔	✔	✔					✔
	Client Care				✔				✔	✔	✔
	Civil Litigation	✔	✔				✔		✔		
	Criminal Litigation	✔	✔				✔	✔			
	Policing and Social Control	✔		✔			✔		✔		
	Crime and Deviance			✔	✔				✔	✔	✔
	Vulnerability and the Victim	✔		✔	✔	✔					✔

Annexe 2 – Teaching and Learning Map

Please provide a map for each named pathway or separate award. Adjust teaching and learning methods across the top of each column to suit your programme needs, adding in additional columns where necessary, insert module titles in the left of the grid and place a to indicate which methods will be used in each module. Please ensure you provide a good and appropriate mix of methods. Additional maps can be added for different delivery models, e.g. Apprenticeships.

Level 4

	Methods								
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Problem-based Learning	Group activities	Peer learning and feedback	Independent / E Learning/ On-line forums	Student led verbal activities (presentations/ Moots/discussion / Mock trials
Academic Skills	✔	✔		✔		✔	✔	✔	✔
English Legal Systems	✔	✔				✔	✔		✔
Criminal Law	✔	✔	✔			✔	✔		✔
Public Law and Human Rights	✔	✔			✔	✔	✔	✔	✔
Legal Research and Ethics	✔	✔	✔	✔	✔	✔	✔	✔	✔
Tort Law	✔	✔	✔			✔	✔		✔

Level 5

	Methods							
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Problem-based Learning	Group activities	Peer learning and feedback	Independent / E Learning/ On-line forums	Student led verbal activities (presentations/ Moots/discussion / Mock trials
Contract Law	✔	✔	✔		✔	✔		✔
Equity and Trusts	✔	✔			✔	✔		✔
Land Law	✔	✔			✔	✔	✔	✔
Business Law and Practice	✔	✔	✔	✔	✔	✔		✔
Wills and Probate	✔	✔	✔	✔	✔	✔		✔
Property in Practice	✔	✔	✔		✔	✔	✔	✔
Youth Crime and Justice	✔	✔	✔	✔	✔	✔		✔
Psychology and Crime	✔	✔	✔	✔	✔	✔		✔
Criminal Justice	✔	✔		✔	✔	✔		✔

Level 6

	Methods								
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Supervisor meetings/support	Problem-based Learning	Group activities	Peer learning and feedback	Independent / E Learning/ On-line forums	Student led verbal activities (presentations/ Moots/discussion / Mock trials)
Criminal Litigation	✔	✔	✔		✔	✔	✔		✔
Policing and Social Control	✔	✔			✔	✔	✔		✔
Vulnerability and the Victim	✔	✔	✔			✔	✔		✔
Civil Litigation	✔	✔	✔			✔	✔		✔
Family Law	✔	✔			✔	✔			✔
Crime and Deviance	✔	✔	✔			✔	✔		✔
Dissertation	✔			✔				✔	
Client Care	✔	✔	✔		✔	✔			✔

Annexe 3 – Assessment Map

Level 4

	Methods							
Module Titles	Memorandum	Written Essay	Group Discussion	Problem-based assessment	Case Matter Analysis	Case and Matter Analysis	Presentation	Group Presentation
Academic Skills		50% (1500 words) wk 7	50% (20 minutes) wk 14					
English Legal Systems		50% (1500 words) wk 13						50% (20 minutes) wk 8
Criminal Law	50% (1500 words) wk 10				50% (90 minutes) wk 15			
Public Law and Human Rights		50% (90 minutes) wk 30 (1500 word)					50% (15 minutes) wk 22	
Legal Research and Ethics			50% (20 minutes) wk 23	50% (90 minutes) wk 28				
Tort Law	50% (1500 words) wk 21					50% (120 minutes) wk 29		

Level 5

	Methods								
Module Titles	Essay		Case File Response	Group Discussion	Problem-based assessment	Case Study	Case and Matter Analysis	Individual Presentation	Group Presentation
Contract Law			50% (2000 words) wk 8				50% (120 minutes) wk 15		
Equity and Trusts						50% (2000 words) wk 7			50% (20 minutes) wk 14
Land Law				50% (20 minutes) wk 6		50% (2000 words) wk 13			
Business Law and Practice					50% (120 minutes) wk 22			50% (15 minutes) wk 29	
Wills and Probate							50% (150 minutes) wk 28	50% (120 minutes) wk 21	
Property in Practice			50% (2000 words) wk 23				50% (150 minutes) wk 30		
Youth Crime and Justice	50% (2000 words) wk28					50% (2000 words) wk21			
Psychology and Crime				50% (20 minutes) wk30		50% (2000 words) wk23			

Criminal Justice	50% (2000 words) wk 29							50% (15 minutes) wk 22	

Level 6

	Methods

Module Titles	Case File Response	Group Discussion	Problem-based assessment	Case Study	Presentation	Case and Matter Analysis	Roleplay	Essay	Dissertation
Dissertation									100% (10,000 words) wk 30
Client Care	50% (2500 words) wk 14						50% (20 minutes) wk 9		
Family Law		50% (20 minutes) wk 10				50% (180 minutes) wk 15			
Civil Litigation	100% (5000 words) wk 28								
Criminal Litigation			50% (180 minutes) wk 22			50% (180 minutes) wk 29			
Crime and Deviance		50% (20 minutes) wk 15		50% (2500 words) wk 10					
Policing and Social Control					50% (20 minutes) wk 14			50% (2500 words) wk 9	

Vulnerability and the Victim		50% (20 minutes) wk 23		50% (2500 words) wk 28					