

**HIGHER EDUCATION  
LLB  
PROGRAMME HANDBOOK 23/24**



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## 1 Welcome

### 1.1 Welcome from the Principal



I am delighted to have this opportunity to welcome you and thank you for choosing to study a Higher Education course with us.

Our provision continues to be commended externally. In a recent HE inspection, carried out by the Higher Education Quality Assurance Agency in May 2016 (The QAA inspects all Universities and colleges) the high quality of our HE programmes was confirmed and it was noted that our approach to supporting and facilitating scholarly activity and the implementation of our new Virtual Learning Environment were areas of good practice.

We regularly seek the views of our students on the quality of their courses and use this information to make improvements. Student satisfaction is consistently high, with students commenting on the level of support provided and the quality of feedback they receive on their work.

At University Centre Leeds we know that the whole HE experience is at the heart of student success. That's why, in addition to the actual teaching and learning experience, our campuses have a friendly, supportive atmosphere and we offer a range of support services which cater for individual needs.

We hope you enjoy your time with us.



**Bill Jones**  
**Deputy Chief Executive & Principal of University Centre Leeds**

## **1.2 Welcome from the course team**

Welcome to the Department of Law, leadership and Business and in particular LLB Hons.

This handbook provides you with information about your LLB (which is validated by Open University), the department, your responsibilities as a student, support available to you, in addition to information about assessment and other regulatory issues.

Now that you have enrolled, our aim is to offer all possible help and support to enable you to gain the qualification, prepare you for success in your legal career and also for progression onto further legal study, if that is your choice.

The team is looking forward to meeting you and hopes that your time in Leeds is both enjoyable and successful.

Best wishes to you in your future studies

## **1.3 Which Department is my course in?**

The Department of HE Law, Leadership & Business is made up of three distinct areas that service a variety of learners in Higher Education courses either on a full time, part time or apprenticeship basis. Our aim is to provide a comprehensive range of education, training and personal development programmes that satisfy the needs of individuals and organisations.

With Leeds being the UK's fastest growing city and classed as the UK's largest financial and business services centre outside of London, the faculty is focused on offering courses which encompass the needs of employers and learners and enhance the skills offered to those going on to work in industry and commerce.

We cover learning in Leadership and Management, Law and Legal Studies and Business and Management. As a department within Leeds City College, we have developed to provide a mix between training and education in order to improve both your technical knowledge and skills for employment in organisations in the city, national and international arena.

## **1.4 What facilities are available?**

Your course will be delivered in the University Centre at the Park Lane site. You will also have access to the learning centre facilities and cafeteria. The LLB will be delivered in dedicated departmental rooms with interactive teaching aids. You will be given full access to the Virtual Learning Environment 'Blackboard', with the aid of a Chromebook.

## **1.5 What can I do once I graduate?**

Our graduates will hold a qualifying law degree and be able to progress to the Solicitors Qualifying Examination (SQE or the Bar Training Course (BTC) to begin the qualifying route to becoming a solicitor or barrister. Additionally, the LLB also provides students with CILEX exemptions for those who may want to progress to complete the CILEX Professional Qualification (CPQ) Advanced Stage to become a CILEX Lawyer. The LLB also equips the students with the skills and knowledge to pursue a career in a wide range of areas of the Criminal Justice system such as the Police, Probation Service, Prisons and Courts to name but a few.

The different optional modules that are available at level 5 and level 6 allow for students to choose if they would like to pursue a legal services role or a criminal justice role.

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 on page 10.

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.

Our 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.

Our programme allows students to meet the regulatory rules set by the Bar Standards Board if they wish to progress to complete the BTC and qualify as a barrister. **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:
  1. The course provider's assessment regulations permit compensation; and
  2. There are exceptional circumstances in your case that are likely to have impacted on your performance; and
  3. Your mark for the subject to be condoned or compensated is not less than 35%; and
  4. There is evidence of your academic strength across your course studies.

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).

The PQiP is a 21-month training programme but can be reduced to 15 months when the applicant holds a level 5 or above 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).

Our optional modules 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 About your course**

### **2.1 Welcome to the course**

Welcome to the LLB (Hons) programme. The qualifying degree is an excellent stepping stone to either further your studies in law or seek employment in the legal sector. The award is a balance between the employability and professional development skills essential for a career in law and the core content and knowledge required. The award is devised with reference to external subject benchmark for law to ensure it covers the knowledge and skills necessary to prepare students for further study or employment.

### **2.2 Aims of the course**

The LLB (Hons) aims to:

- 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.

### **2.3 Course Learning Outcomes**

#### **Learning Outcomes**

The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:

#### **Knowledge and Understanding**

<b>A1</b>	Critically analyse a detailed knowledge and understanding of substantive law, theoretical perspectives and legal practice informed by legal doctrine and current thinking
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<b>A2</b>	Critically analyse and synthesise aspects of substantive law, theoretical perspectives and legal practice to draw justified conclusions.
<b>A3</b>	Critically evaluate aspects of substantive law, theoretical perspectives and legal practice supported by legal authority and academic sources.
<b>Cognitive Skills</b>	
<b>B1</b>	Critically evaluate principles of law and theory to advise on relevant options, strategies and appropriate solutions.
<b>B2</b>	Construct balanced and logical arguments supported by relevant principles and authorities.
<b>B3</b>	Critically evaluate data from a wealth of appropriate legal and academic sources
<b>Practical/Professional Skills</b>	
<b>C1</b>	Act autonomously with limited supervision within agreed guidelines.
<b>C2</b>	Critically analyse effective solutions to complex hypothetical problems.
<b>Key Transferable Skills</b>	
<b>D1</b>	Communicate clearly, fluently and effectively in a range of styles.
<b>D2</b>	Demonstrate the ability to effectively collaborate with others.

The award aims to provide curricula, informed by external reference points, which develop a range of technical, professional, vocational, employability transferable and key skills appropriate to the level of the award. The aim is to develop lifelong, independent and reflective learners.

## 2.4 What will I learn?

<b>LEVEL 4 – 6 compulsory</b>	
<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
Academic Skills (Compulsory: 20 credits)	Public Law and Human Rights (Compulsory: 20 credits)
English Legal Systems (Compulsory: 20 credits)	Legal Research and Ethics (Compulsory: 20 credits)
Criminal Law (Compulsory: 20 credits)	Tort Law (Compulsory: 20 credits)
<b>LEVEL 5 – 3 compulsory + 3 optional</b>	
During level 5 All students will study the compulsory modules; Contract Law, Equity and Trusts and Land Law in semester 1. Students will choose <u>3 optional modules</u> to study during semester 2 of level 5 - students will have chosen these modules at the end of level 4.	

SEMESTER 1	SEMESTER 2 - Optional
Contract Law (Compulsory: 20 credits)	Business Law and Practice (Optional: 20 credits)
Land Law (Compulsory: 20 credits)	Wills and Probate (Optional: 20 credits)
Equity and Trusts (Compulsory: 20 credits)	Property in Practice (Optional: 20 credits)
	Criminal Justice (Optional: 20 credits)
	Youth Crime and Justice (Optional: 20 credits)
	Psychology and Crime (Optional: 20 credits)
<b>Level 6 – 2 compulsory + 3 optional</b> 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 <u>two optional modules</u> to study in semester 1 and <u>one optional module</u> 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.	
SEMESTER 1	SEMESTER 2
Dissertation (Core: 40 credits)	
Family Law (Optional: 20 credits)	Criminal Litigation (Compulsory: 20 credits)
Client Care (Optional: 20 credits)	Vulnerability and the Victim (Optional: 20 credits)
Policing and Social Control (Optional: 20 credits)	
Crime and Deviance (Optional: 20 credits)	

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 page 9 of this handbook.

These module choices 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.

	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.

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.

These modules also 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.

## **Level 4 (Year 1)**

### **Academic Skills**

(Compulsory: 20 credits)

Academic skills are fundamental to the foundations of a rewarding academic experience and subsequently a successful legal career. This module will embed the skills that learners need in order to succeed in subsequent modules. Learners will be introduced to academic writing standards as well as the relevance of using reliable information sources. Additionally, learners will be taught the skills and the importance of referencing other people's work. Furthermore, the module will identify the skills and techniques that learners will require in order to complete various methods of formative and summative assessments that they will encounter throughout their degree.

## **English Legal Systems**

(Compulsory: 20 credits)

The module explores the different institutions, people, concepts and rules that form the English Legal System. This module also incorporated the key knowledge required to understand the role and impact of European Union Law post withdrawal. The module is a key foundation for any law student as it allows the students to understand the system in which the law operates and aids in their understanding of practice. The module has three key components; the subject knowledge about the English Legal System, the subject knowledge about European Union Law and the impact it has on the United Kingdom and the ability to evaluate the system and associated concepts. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

## **Criminal Law**

(Compulsory: 20 credits)

The subject explores the theories and institutions of criminal law and their place in modern society. It provides an understanding of the vital principles which shape Criminal Law. Not only does this module teach the basic foundations of Criminal Law, it also starts to embed essential skills of a legal practitioner such as researching, identifying common law and legislation and applying it to scenarios/ issues. The module has three key components; the subject knowledge for criminal law, the ability to apply the subject knowledge and the ability to offer advice on a hypothetical case. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

## **Law of Tort**

(Compulsory: 20 credits)

The law of torts is a civil law which refers to an individual's rights to compensation for damages caused in the event of a breach in safety, emotional distress, invasion of privacy and other instances. This is a vital area for all students to cover as it is a fast growing element of the industry. Initially, the module concentrates on negligence, the most important area of tort claims. Other key and topical areas - such as defamation and trespass to the person - are also explored, considering how tort protects reputation and personal integrity. The module is a key foundation for any law student as it is an area of law that many graduates will engage with during their professional careers considering the amount of practice areas that relate to tort in one way or another. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

## **Public Law and Human Rights**

(Compulsory: 20 credits)

The Public law module also known as Constitutional and Administrative Law explores the nature, structure and operation of the British constitution. During this module, students will consider the relationship between the Legislative, Executive and Judiciary. This module is a key stepping stone for understanding how the legal system works and how it is controlled. Allowing students to understand the wider mechanisms in place. The module will also explore Human Rights and the key Articles. Human Rights is an area of law that permeates other specialisms for example Criminal and Civil Litigation therefore is a crucial area of law for students. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.



## **Legal Research and Ethics**

(Compulsory: 20 credits)

As one of the key skills a lawyer needs to develop, Legal Research is at the forefront of most legal roles. The ability to perform effective research in a variety of situations is crucial for any law student. The module explores the different methods of legal research, the available research tools and how to use them. The module will provide a deep analysis of legal research theory, philosophy of law and how to engage in legal research during academia. This module links closely to the QAA Subject Benchmark for Law and is held as one of the key skills required by graduates in this field. Legal research is one of the key tasks given to trainees when they enter employment and the faster a trainee can do this whilst providing accurate answers then the more likely they are to be noticed and given more responsibility.

## **Level 5 (Year 2)**

### **Land Law**

(Compulsory: 20 credits)

This module will develop an understanding of the principles underpinning the law of real property and of the law relating to easements and covenants. It will also develop the ability to evaluate and synthesise those principles. There will also be focus on the ability to develop key skills such as reflection and working in a team. This module will teach the theory of Land Law and will feed into the Practice of Property module, which considers procedure and practice of property. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

### **Contract Law**

(Compulsory: 20 credits)

The elements of a legally binding contract are essential topics covered in the contract law LLB module. During this module, students will learn about the requirements for the creation of a legal contract. Students will become adept at recognising the different sections of various contracts. Initially, the module concentrates on formation of a contract, the most important area of contract claims and cases. Other key and topical areas such as vitiating factors and breach are also explored. The module is a key foundation for any law student as it is an area of law that many graduates will engage with during their professional careers considering the amount of practice areas that relate to contract in one way or another. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

### **Equity and Trusts**

(Compulsory: 20 credits)

The equity and trusts module closely ties in with land and property law. The module explores why trusts are important in the context of the family home and in businesses. There will be focus on the ability to develop key skills such as reflection and working in a team. This module will teach the theory of equity and trusts and will feed into the Wills and Probate module, which considers procedure and practice of equity and trusts. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

## **Business Law and Practice**

(Optional: 20 credits)

This module will build on some of the content from the Contract Law module and will consider procedure and practice of company law and taxation. There will be a focus on the ethical implications and situations that may arise in this field of law. This module will develop an understanding of the principles of business law and practice, including for formation of business and liabilities. It will allow students to develop the ability to be able to analyse and synthesise those principles in order to offer advice to a client, equipping them with the essential skills and knowledge for progression into their chosen area of specialism. Key content from the Solicitors Qualifying Examination Assessment Specifications have been used to inform the indicative content of this module. It will provide knowledge and content that will benefit students when completing the SQE. Successful completion of this module may be used to gain exemptions for the CILEX Professional Qualification Advanced Stage (see programme specification section 4 for further guidance).

## **Property in Practice**

(Optional: 20 credits)

This module will develop an understanding of the principles of property in practice. It will allow students to develop the ability to be able to analyse and synthesise those principles in order to offer advice to a client. This module will build on some of the content from the Land Law module and will consider procedure and practice of property sales and transactions. The module primarily focuses on residential property which is the most common area of property practice and features heavily in entry level positions. The module is split into two core areas; freehold and leasehold to provide a substantive overview to property in practice. Key content from the Solicitors Qualifying Examination Assessment Specifications have been used to inform the indicative content of this module. It will provide knowledge and content that will benefit students when completing the SQE. The module also uses a form of summative assessment that will help develop key skills for the assessment methods used during SQE2. Successful completion of this module may be used to gain exemptions for the CILEX Professional Qualification Advanced Stage (see programme specification section 4 for further guidance).

## **Wills and Probate**

(Optional: 20 credits)

This module will develop an understanding of the principles of wills and probate. It will allow students to develop the ability to be able to analyse and synthesise those principles in order to offer advice to a client. This module will build on some of the content from the Equity and Trusts module and will consider procedure and practice of creation and execution of wills and probate matters. There will be a focus on the ethical implications and situations that may arise in this field of law. Key content from the Solicitors Qualifying Examination Assessment Specifications have been used to inform the indicative content of this module. It will provide knowledge and content that will benefit students when completing the SQE. The module also uses a form of summative assessments that will help develop key skills for the assessment methods used during SQE1 and SQE2. Successful completion of this module may be used to gain exemptions for the CILEX Professional Qualification Advanced Stage (see programme specification section 4 for further guidance).

## **Criminal Justice**

(Optional: 20 credits)

The criminal justice system is the network of government and private agencies intended to manage accused and convicted criminals. The criminal justice system comprises multiple interrelated pillars, consisting of academia, law enforcement, forensic services, the judiciary, and correction. Due to the complexities of the system it is paramount that any learner who may be planning on entering the criminal sector has an understanding how the multiple agencies and scholars work together to make an effective process. This module will develop the students' ability to critically evaluate concepts of criminal justice using theoretical sources. The module will encourage students to consider contemporary debates about criminal justice. This module will complement the issues that are addressed in the Psychology and Crime module as well as setting the foundations for the Vulnerability and the Victim module at level 6.

### **Psychology and Crime**

(Optional: 20 credits)

In order to gain an appreciation of why certain members of society may commit criminal acts it is vital to gain a holistic understanding of both intrinsic and extrinsic factors. Psychology and Crime comprehensively covers the vital role of psychological theories and methods in understanding and managing criminal behaviour. It analyses in depth the application of psychological findings to a range of serious crimes. This module will develop knowledge and understanding of the different theories and how these theories can help our understanding of offender behaviour. This module will complement the content in the Criminal Justice module as well as setting the foundations for the Crime and Deviance module at level 6.

### **Youth Crime and Justice**

(Optional: 20 credits)

The mantra "Prevention is better than cure" is an underlying principle of Youth Crime and Justice and the early intervention of a delinquent young person can change that person's life for the better as they go into adulthood. This in turn can lower crime levels and save the State time and resources. This module will develop knowledge and understanding of the key theories in relation to youth crime and youth justice. It will enhance elements that are covered in the Criminal Justice Module, with further emphasis on young children and youths. The focus will be on patterns of youth offending and the potential reasons behind it, allowing for learners to gain an appreciation of the various elements that may lead a young child or youth into a life of crime and how interventions may prevent this lifestyle. This module will complement the issues that are addressed in the Criminal Justice module as well as setting the foundations for the Vulnerability and the Victim module at level 6.

## **Level 6 (Year 3)**

### **Dissertation**

(Compulsory: 40 credits)

The module provides an opportunity to independently pursue an ethically appropriate area of interest related to the legal sector. Students will showcase their independent learning skills and a capacity for sustained individual effort with critical evaluation. The module is seen as the culmination of the students' abilities developed over the years of study. This module is designed to allow students to embrace autonomy within academic research with guidance and support. Students will work closely under the guidance of an allocated supervisor and are expected to complete an independent piece of academic research

### **Criminal Litigation**

(Compulsory: 20 credits)

This module will develop an understanding of the principles and processes of criminal litigation. It will allow students to develop the ability to be able to critically analyse and synthesise those principles and rules in order to offer advice to a client. This module will build on some of the content from the Criminal Law module and will consider procedure and practice of criminal law. Key content from the Solicitors Qualifying Examination Assessment Specifications have been used to inform the indicative content of this module. It will provide knowledge and content that will benefit students when completing the SQE. The module also uses a form of summative assessment that will help develop key skills for the assessment methods used during SQE2. Successful completion of this module may be used to gain exemptions for the CILEX Professional Qualification Advanced Stage (see programme specification section 4 for further guidance).

### **Civil Litigation**

(Optional: 20 credits)

This module will develop an understanding of the principles and processes of civil litigation. It will allow students to develop the ability to be able to critically analyse and synthesise those principles and rules in order to offer advice to a client. This module will build on some of the content from the Tort Law module and the Contract Law module. The content from these modules will form the basis of the legal actions/claims being considered in the scope of civil litigation. Key content from the Solicitors Qualifying Examination Assessment Specifications have been used to inform the indicative content of this module. It will provide knowledge and content that will benefit students when completing the SQE. Successful completion of this module may be used to gain exemptions for the CILEX Professional Qualification Advanced Stage (see programme specification section 4 for further guidance).

### **Client Care**

(Optional: 20 credits)

This module will develop an understanding of the principles and processes of client care. It will allow students to develop the ability to interpret case documents and files to allow them to offer practical advice to a client. This module will further develop and enhance the practical and employability skills of the students. Client Care is a fundamental part of any legal role that law graduates need to learn and develop. One of the key aspects of Client Care is to embed the core skills that many graduates lack when entering entry level and graduate positions in law such as verbal and non-verbal communication, interviewing, personal skills, active listening, and effective written communication.

### **Family Law**

(Optional: 20 credits)

This module will develop students' understanding of the principles of family law. It will develop their ability to critically evaluate concepts of family law. This module focuses on the causes of action that typically arise in practice and teaches the students how to apply the concepts to effectively advise a client. It will allow students to develop the ability to analyse and synthesise principles in order to offer advice to a client, equipping them with the essential skills and knowledge for progression into their chosen area of specialism.

### **Crime and Deviance**

(Optional: 20 credits)

Students will study crime and delinquency including its causes, correction and prevention. This module will develop an understanding of the principles of the causes of crime and criminological theory. It will develop the students' ability to critically evaluate the concepts and principles relevant to criminology. The module will encourage students to consider contemporary debates and issues. This module will enhance the knowledge and skills gained in the level 5 Psychology and Crime module as well as complementing the level 6 modules of Vulnerability and the Victim and Policing and Social Control allowing for a holistic view of crime and deviance.

### **Policing and Social Control**

(Optional: 20 credits)

The police service is the largest agency within the Criminal Justice System therefore it is paramount that anyone who is contemplating pursuing a career within this sector has an overview of the roles and responsibilities of the police and how they have evolved over the years. The module will focus on the contemporary content related to policing and social control and the skills which are key to the area. The module will also equip learners with a holistic view of the various models of policing and how the police service implements them to tackle social control and crime prevention. This module will enhance the knowledge and skills gained in the level 5 Criminal Justice module as well as complementing the level 6 modules of Vulnerability and the Victim and Crime and Deviance.

### **Vulnerability and the Victim**

(Optional: 20 credits)

Back in 2012 the College of Policing carried out some research and found, to no great surprise, that the work of the Criminal Justice System was changing. Rather than just dealing with offences like theft, offences against the person and burglary the workload of a police constable contained much more on managing the risk of harm to people. High profile examples include instances of sexual abuse (child and adult), modern day slavery, domestic abuse and exploited children and vulnerable adults. This module aims to provide an insight into the theories relating to victims and vulnerability and will allow learners to gain an understanding into how the victims play a major role in not only the justice process but also crime prevention. The skills and knowledge that are delivered in this module will build on the teaching from the level 5 modules: Youth Crime and Justice and Criminal Justice.

## **2.5 How will I be taught?**

A mixture of lectures, tutorials and seminars will be used. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students. Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures.

Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication and teamwork skills.

A range of teaching and learning methods are employed as appropriate to the level and topic.

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. Lectures will often be used to introduce new topics and consolidate main principles. Lectures may be supplemented through on-line materials and activities on Blackboard. 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.

In seminars you build on the knowledge and understanding acquired in lectures and develop your skills of analysis and critical evaluation. Seminars are intended to extend you and allow you to progressively develop your ability to analyse, evaluate and apply law in a variety of different ways. Seminars will also provide the opportunity to develop a number of other skills depending on the module and the exercises undertaken. You may work in teams in tackling problem solving activities, may present your work to the group orally or peer review a colleague's. Some seminars may adopt a practical workshop approach which will give the opportunity to focus on skills-based learning, in particular skills of advocacy, interviewing, research and legal writing. These seminars will use problem-based learning (PBL). PBL has roughly 8 stages; Clarify terms and concepts and collate key information, define the problem, analyse the problem, define learning outcomes, undertake research, collate information individually or as a group and feedback/response to the task.

Formative assessments will be used in seminars and feedback and feedforward given so as to facilitate progressive development. High quality and timely feedback on formative assessments will form an important aspect of the assessment strategy and will be evident in all modules.

The learning process is designed to be developmental and the expectations of achievement at each level. There is a focus on progressive development of legal skills, including research, analysis, critical evaluation and employability skills. The formative assessment strategy will also use single best answer multiple choice questions to test knowledge recall and application.

In addition to tutorials, in some modules pastoral tutorials and group tutorials are provided for all students. 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 certain modules.

Feedback and feedforward will be given on all activities. Moots, quiz activities and students reporting back on the findings of visits will be used in the English Legal Systems module. The visits could be to the Magistrates' Court, Crown Court, Combined Courts or Employment Tribunal. 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. Guest speakers will also be used in the modules to further expand on awareness of the legal sector. These will be local practitioners in both civil and criminal litigation. Other examples of the different teaching and learning methods include the use of debates in Criminal law and European Law, single best answer style multiple choice questions and role play activities in Contract law and OSCOLA activities in Criminal law and Legal Research and Ethics. Debates and role play will be used in Criminal Justice and Client Care, and case studies in Criminal Litigation and Civil Litigation.

The opportunities for eLearning within the college are strong with a background in the use of VLEs and the introduction of Blackboard. Staff have made good use of this VLE and there have been positive comments from students about how it has enhanced their learning. The aim is to ensure all students have access to technology to enhance and manage their learning with appropriately skilled staff. E-learning is integrated within the curriculum where appropriate and will be used to enhance teaching, learning and assure academic standards. The use of e-learning is increasing and is evident in the use of

interactive activities in Land law, Tort and Family Law and Discussion Boards in Criminal law, Equity and Trusts. Blackboard support and activities are also part of the Programme.

As an LLB (Hons) course is a Higher Education qualification, you will be expected to demonstrate a certain level of independence in your learning. Making a thorough set of notes during lectures and seminars, while carrying out additional reading can provide an excellent base for your assignment tasks.

## **2.6 How will I be assessed?**

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.

The University Centre Leeds is required, under the Equality Act 2010, to make reasonable adjustments where a candidate, who is disabled within the meaning of the Act, would be at a substantial disadvantage compared to someone who is not disabled. The University Centre Leeds is required to take reasonable steps to overcome that disadvantage.

Agreed before an assessment, reasonable adjustments allow candidates with specific needs, such as special educational needs, mental health difficulties, disabilities or temporary injuries to access the assessment and show what they know and can do without affecting the integrity of the assessment.

As adjustments are worked out on an individual basis, candidates who may need them should liaise with Student Support and Teaching staff to discuss their support needs and what adjustments might be appropriate, ensuring the integrity of the assessment is not compromised.

### 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.

### 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.

### Case and Matter Analysis

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

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 will also provide insight for several postgraduate study modules such as interviewing (SQE) and conferencing (BTC).



Formative assessment will also play a major role in learner development, with high quality and prompt feedback, is integral to the modules and there will be opportunities for formative assessment and feedback, and feedforward in all law modules; examples include scenario questions, timed questions, discussion boards, presentations and mock exams.

The LLB (Hons) is a qualifying law degree for the purposes of the Bar Standards Board and progressing to the Bar Training Course. 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:
  - The course provider's assessment regulations permit compensation; and
  - There are exceptional circumstances in your case that are likely to have impacted on your performance; and
  - Your mark for the subject to be condoned or compensated is not less than 35%; and
  - There is evidence of your academic strength across your course studies
  - 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.

It is extremely important that you make an attempt at each assessment for every module. This provides evidence that you have engaged in your studies throughout the year. Please note that if you have not made an attempt on all assessments on your course you may not be allowed to undertake resits as the examination board could regard you as not having engaged with your course of studies



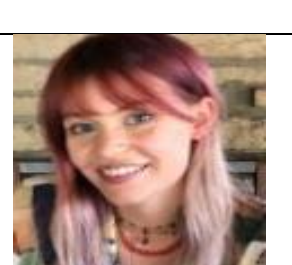





### 3 Student Support System



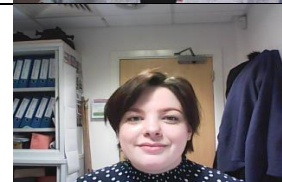
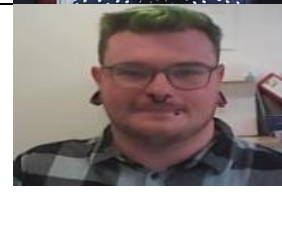



#### 3.1 Higher Education Development Office



The Higher Education Registry Office has an overarching responsibility for the operation of the Higher Education provision.

We are committed to providing a supportive and positive environment for all members of our community. However, we recognise that there will be times in everybody's University life when things do not go as well as they would wish. In times like these, there is a comprehensive support and welfare structure available to help with all kinds of different problems. If you have a question or want information or need help over and above that which your tutors are able to provide then contact the Higher Education Registry Office. If

we cannot help you immediately, we will let you know who can help you, and in many cases, book an appointment for you if required.

	<p>Sarah Marquez Dean of Higher Education <a href="mailto:Sarah.wilson@ucleeds.ac.uk">Sarah.wilson@ucleeds.ac.uk</a></p>
	<p>Rebecca Fores Associate Dean of Higher Education <a href="mailto:Rebecca.fores@ucleeds.ac.uk">Rebecca.fores@ucleeds.ac.uk</a></p>
	<p>Jasmine Brearley PA to Dean and Associate Dean <a href="mailto:jasmine.brearley@ucleeds.ac.uk">jasmine.brearley@ucleeds.ac.uk</a></p>
	<p>Jo Tyssen Head of WP, Outreach and Projects <a href="mailto:Joanne.tyssen@ucleeds.ac.uk">Joanne.tyssen@ucleeds.ac.uk</a></p>
	<p>Vicky Taylor HE Registrar <a href="mailto:Vicky.taylor@ucleeds.ac.uk">Vicky.taylor@ucleeds.ac.uk</a> 0113 2354566</p>
	<p>Jenna Wilkinson HE Admissions Officer <a href="mailto:Jenna.wilkinson@ucleeds.ac.uk">Jenna.wilkinson@ucleeds.ac.uk</a> 0113 2354450</p>
	<p>Katherine Connorton HE Policy and Compliance Officer <a href="mailto:hequality@ucleeds.ac.uk">hequality@ucleeds.ac.uk</a> 0113 2354407</p>
	<p>Sam Lee HE Data Analyst <a href="mailto:Sam.lee@ucleeds.ac.uk">Sam.lee@ucleeds.ac.uk</a> 0113 2846513</p>

	<p>Caroline Harnett-McMillan HE Administration Lead <a href="mailto:Caroline.harnett-mcmillan@ucleeds.ac.uk">Caroline.harnett-mcmillan@ucleeds.ac.uk</a> 0113 2354419</p>
	<p>Susan Jagboro HE Admissions and Admin Assistant <a href="mailto:susan.jagboro@ucleeds.ac.uk">susan.jagboro@ucleeds.ac.uk</a> 0113 2354484</p>
	<p>Donna Marshall HE Curriculum Administrator (Evenings) <a href="mailto:Donna.marshall@ucleeds.ac.uk">Donna.marshall@ucleeds.ac.uk</a> 0113 2354876</p>
	<p>Laura Macgregor Widening Participation and Outreach Manager <a href="mailto:Laura.macgregor@ucleeds.ac.uk">Laura.macgregor@ucleeds.ac.uk</a></p>
	<p>Luke Harwood HE Engagement and Promotions Officer <a href="mailto:Luke.harwood@ucleeds.ac.uk">Luke.harwood@ucleeds.ac.uk</a></p>
	<p>Adam Stowe HE Welfare and Progression Officer <a href="mailto:Adam.stowe@ucleeds.ac.uk">Adam.stowe@ucleeds.ac.uk</a></p>
	<p>Nicola Wilson Head of HE Law, Leadership and Business <a href="mailto:Nicola.wilson@ucleeds.ac.uk">Nicola.wilson@ucleeds.ac.uk</a></p>
	<p>Sonia Ghafoor HE Student Support Manager <a href="mailto:Sonia.ghafoor@ucleeds.ac.uk">Sonia.ghafoor@ucleeds.ac.uk</a></p>
	<p>Simon Wilson HE Learning Support Officer <a href="mailto:Simon.wilson@ucleeds.ac.uk">Simon.wilson@ucleeds.ac.uk</a></p>

	<p>Sasha Joseph HE Mental Health/Learning Support Officer <a href="mailto:Sasha.joseph@ucleeds.ac.uk">Sasha.joseph@ucleeds.ac.uk</a></p>
	<p>HE Research Librarian <a href="mailto:David.Hartshorne@harrogate.ac.uk">David.Hartshorne@harrogate.ac.uk</a> 0113 2354697</p>

### 3.2 Who is going to teach me?

Your module lecturers are the members of the University Centre staff who you will have most contact with. Their job is to manage and deliver their part (module) of your programme of study, assess and grade your work, and also give you continuous feedback on how you're doing.

Lecturers aim to develop adult, professional relationships with students. You are encouraged to voice any concerns that you might have about your work with the lecturer concerned.

Our job is to do all we can to help you succeed but we can't do this unless you talk to us about anything that is worrying you.




You will be allocated a personal tutor whose job it is to deal with any problems that can't be settled at lecturer level, plus more general concerns that you might have, for example any problems you might have which may be affecting your work.

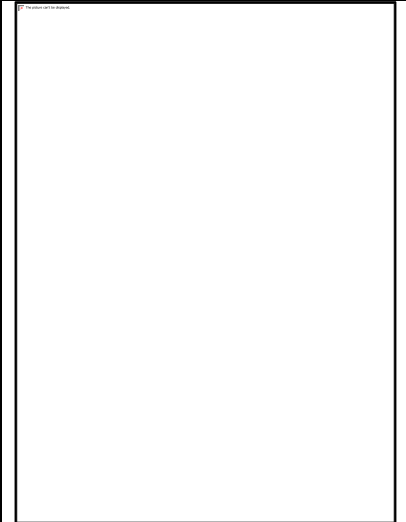
The Programme Manager (PM) has overall responsibility for the running of the Degree and the well-being of the students.

The department has a number of roles that are assigned to staff. Listed below are the team members and their key roles and research interests.

	<p><b>Head of HE Law, Leadership &amp; Business</b></p>	
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	<p><b>Programme Manager HE Law and Policing</b></p> <p>Debbie Hoos  <a href="mailto:Debbie.hoos@UCleeds.ac.uk">Debbie.hoos@UCleeds.ac.uk</a></p> <p><b>Module Lead for:</b> Psychology and Crime, Youth Crime and Justice, Criminal Litigation, Crime and Deviance, Vulnerability and the Victim</p>	<p>Debbie is an UC LLB &amp; PGCE graduate who trained within the department and, as a departmental alumnus, has a real understanding of our students and their learning.</p> <p>Debbie has taught on a range of degree and professional courses, and her research interests are focused on criminal studies and justice as well as Criminology and Criminal Psychology.</p>
	<p><b>Programme Manager Access and CILEX</b></p> <p>Nicola Johnson  <a href="mailto:Nicola.johnson@ucleeds.ac.uk">Nicola.johnson@ucleeds.ac.uk</a></p> <p><b>Module Lead for:</b> Equity and Trusts, Land Law, Property in Practice, Wills and Probate, Family Law.</p>	<p>Nicola is a former solicitor and an experienced law lecturer who has specific interests in Family Law, Human Rights and Property Law. She has lectured at Leeds Beckett University and has been part of the team at University Centre Leeds since September 2009. She is committed to empowering and encouraging students to be successful in their legal studies.</p>
	<p><b>Lecturer</b></p> <p>Grace Hewitt  <a href="mailto:grace.hewitt@leedscitycollege.ac.uk">grace.hewitt@leedscitycollege.ac.uk</a></p> <p><b>Module Lead for:</b> English Legal Systems, Tort Law, Client Care</p>	<p>Grace completed her LLB and PGCE here at the University Centre. She has experience in the legal profession, with work experience in a solicitor's firm as well as a year employment with a property firm. She has taught on a range of academic and professional programmes, including Access to Law and Chartered Institute of Legal Executives courses. Her passion for Law covers most areas, but she has a</p>

		<p>particular interest in Human Rights and Tort law. Grace has completed a Masters in Law.</p>
	<p><b>Lecturer</b></p> <p>Rebecca Taylor <a href="mailto:rebecca.taylor@leedscitycollege.a.cuk">rebecca.taylor@leedscitycollege.a.cuk</a></p> <p><b>Module Lead for:</b> Criminal Law, Criminal Justice.</p>	<p>Rebecca has completed the Access to Law, LLB and PGCE at the University Centre. Rebecca has experience working within public licensing and property. She has experience teaching on a range of courses, from Access, LLB and Policing. Rebecca has a particular interest in Criminal Law and Tort Law.</p>
	<p><b>Lecturer</b></p> <p>Amy Lickley <a href="mailto:amy.lickley@ucleeds.ac.uk">amy.lickley@ucleeds.ac.uk</a></p>	<p>Amy completed the Access to Law, LLB and PGCE at University Centre. She has worked within customer service roles for 20 years in various positions of management. She has experience in teaching on a mixture of courses from Access to Law, CILEx and Policing. Her interests are in family and criminal law.</p>
	<p><b>Pastoral Support Manager</b></p> <p>David Tipple <a href="mailto:david.tipple@ucleeds.ac.uk">david.tipple@ucleeds.ac.uk</a></p>	<p>David works as the University Centre's student support manager, offering support in a range of subjects across the pastoral programme. This new role has been specially designed to assist students' general wellbeing and provide a point of contact for further support. Prior to this role, David gained 6 years' experience as a college lecturer teaching on the Sport, Exercise and Science Level 3 programmes. He is currently advancing his knowledge by studying for a Masters in Physical Activity and Health,</p>

		with the aim of conducting further research in this field.
	<p><b>Academic Skills Tutor</b></p> <p><b>Joanne Mead</b>  <a href="mailto:Joanne.mead@ucleeds.ac.uk">Joanne.mead@ucleeds.ac.uk</a></p>	<p>Jo is an experienced academic support specialist at the University Centre, providing guidance to students across multiple courses in the Law, Leadership and Business Department. Her role involves helping students to improve their grades and overcome academic challenges by developing essential skills such as referencing, paraphrasing, and academic writing.</p> <p>With a BA (Hons) in English and a PGCE in Literacy and ESOL, Jo is well-equipped to help students achieve their academic goals. She is passionate about helping students unlock their potential and provides tailored support to help students respond to feedback and improve their academic performance.</p>

For each module, the module leader will set out the preferred method of communicating general information about that module to you, which may be by e-mail or notices posted on the VLE.

### 3.3 What study facilities are available in the Learning Resource Centre (LRC)?

University Centre Leeds LRCs are located across its campuses and centres. The main HE-supporting library is located in the University Centre. LRCs provide accessible and supportive study facilities for students, including multiple spaces for individual and group study, personal computers, and multifunctional devices for printing, photocopying, and scanning.

Information about LRC opening hours, contact details, facilities and resources is available on the LRC website, accessible from the College's Student Intranet, and the College's G suite for Education

### What learning and research resources are available?

The LRC's learning and research resources are provided in a range of formats relevant to student needs, including:

- an extensive collection of printed books and e-books, including reading list titles and other academic books, fiction, non-fiction, and comics;
- a broad range of online periodicals, including academic journals, magazines and newspapers;
- other collection items, including DVDs, audiobooks, and games; and
- academic and study skills support guides.

HE students are entitled to borrow up to ten collection items at a time. Most items will have automatic renewals up until the end of the academic year unless reserved by another student. There are also one-week loan items, and reference items that may be consulted in the LRC but not borrowed. **PLEASE NOTE:** Students must present their student ID card to borrow books and other LRC collection items. Fines apply to items not returned when reserved by another person or by a final due date.

The LRC's online resources are made available through the LRC website, which is accessible on or off campus. Students may search the LRC's book collection and directly access e-book and e-journal collections using the LRC's online discovery tool 'Search+'.

### How can I get advice and support?

HE students are supported by a team of librarians, based both in the campus LRCs and in the University Centre Library. Students also have their own full time HE and Research Librarian based at University Centre. Librarians work with curriculum staff to ensure that relevant, accessible resources are available to students. Librarians provide dedicated support to HE students in developing their academic literacy and study skills. Support sessions are available on Web and LRC-based research skills, academic referencing, academic reading and writing, and study skills. One-to-one and group support sessions may be booked with librarians in person, by email, or through the LRC website. Students will be introduced to their librarian during College induction.

A team of Study Support Officers are also available in LRCs to assist students with locating and borrowing books and other materials, using LRC facilities, and making the most of the College's learning and study resources.

## 3.4 Study Facilities

Our newly refurbished University Centre provides a range of study facilities, accessible only to Higher Education students, in the Study Zone and library, where you can seek help with



academic writing, referencing etc. In the Study Zone you will find a combination of individual and small group study areas with access to PCs. In addition to the provision of PCs there are also a small number of MACs available for use.

Our other campus' also provide HE specific study spaces which will be pointed out to you during your induction.

## **4 Your responsibilities as a student**

### **4.1 What are my responsibilities?**

It is your responsibility as a student to comply with the scheme, course and module requirements for attendance and for completion of assessments. This includes meeting deadlines for assessments. In order to achieve this you should be aware of the following Core Principles:

- Be Respectful – For example, ensure your interactions are always respectful and professionally conducted and College facilities are appropriately used.
- Be Sensitive – For example, be aware of your language and behaviour to ensure it respects others and recognises diversity.
- Be Understanding – For example, ensure there is mutual respect by listening to others (be aware your voice may be more easily heard in some venues than others).
- Be Punctual – For example, make sure you arrive, start and finish on time. Let the appropriate person know if you are delayed. To avoid disruption to others, late entry to a session/appointment may not be possible.
- Be There – For example, actively participate to get the most out of the time available.
- Be Prepared – For example, make sure you have done the necessary preparatory work. If insufficient preparation has been done it may not be possible for the planned activity to take place. Students who have attempted but had difficulty with preparatory work should bring this to the attention of the relevant staff member.
- Be Considerate – For example, use mobile phones and electronic devices with an awareness of how this might impact on others.

Please note that the College has a Behaviour Policy which can be found at [Promoting Positive Relationships and Supporting Behaviour Policy, 2021/22 updates v1.5.docx \(ucleeds.ac.uk\)](#)

#### 4.2 Where can I find out about general student regulations?

These are available via the following [UC Hub - Awarding Bodies \(google.com\)](https://www.gov.uk/browse/visas-immigration/student-visas)

#### 4.3 What if I'm an international student?

There are new requirements relating to immigration procedures in the UK with the introduction of the Points-Based System. Information is available at:  
<https://www.gov.uk/browse/visas-immigration/student-visas>

#### 4.4 Are there any guidelines about attendance?

The modules on the course will help you to develop both skills and academic knowledge. Most modules will require you to undertake formative work, which will help you to apply your knowledge and understanding, which in turn will help you to achieve a good grade in the summative assessments. Therefore, it is important that you attend regularly. Research has demonstrated a clear link between attendance and success rates therefore we recommend that a minimum attendance of 80% is maintained.

The University Centre's policy is to withdraw a student from a course if they do not attend for 4 consecutive weeks. The Student Loans Company will be informed of your withdrawal and will then stop any future payments to your account. Therefore, it is important that you contact the Programme Manager, Debbie Hoos if you are going to be absent for any length of time.

During your course of study, there will be times when you are not able to attend classes because of illness, personal and domestic crises. It is therefore all the more important that you do attend when you are able to otherwise it is very easy to lose the thread of what is going on and become disheartened.

We do not advise that you take holidays in term time. Please see the HE calendar in Appendix 1 for details.

If you are absent you must telephone or email your personal tutor to notify them. Doctor's notes will be required for absences of more than a couple of days or recurring illness. Please keep your module tutors informed if you are having difficulty attending your classes for whatever reason. We are here to support you but cannot do that unless you keep us informed of problems you are experiencing.

**Please note – Those students who are eligible for a bursary will find that their payments will be cancelled if they have not met the minimum attendance requirement, and we do not receive a sick note covering any periods of absence, and/or are not up-to-date with their assessed work. (please see the Bursary Policy on the VLE for full details)**

If you are absent through illness immediately prior to an examination or assignment deadline and wish to submit a case for mitigating circumstances, you must provide us with details and any available evidence as soon as possible.

If you are absent through illness on the day of an examination or assignment deadline, you must also provide us with details and any available evidence as soon as possible.

Depending on the nature of your illness you may be able to apply for Mitigating Circumstances. For information please see the Student Guide to Extensions and Mitigation which can be found on the VLE.

You can hand in or send medical certificates to [Debbie.hoos@ucleeds.ac.uk](mailto:Debbie.hoos@ucleeds.ac.uk)

### **Notification of infectious disease**

If you have been diagnosed with or have had contact with an infectious disease, you must notify us in writing within 24 hours of diagnosis. You must not return to College until a medical practitioner's certificate of clearance has been submitted.

#### **4.5 What do I do if I am going to be absent?**

In case of absence from College, you should contact Debbie Hoos on at [Debbie.hoos@ucleeds.ac.uk](mailto:Debbie.hoos@ucleeds.ac.uk)

#### **4.6 How do I withdraw from my course?**

If you are considering withdrawal from your course you should speak to your personal tutor or the Students' Union to discuss your reasons. If there is a problem, College or Students' Union staff may be able to help.

If you decide to withdraw from your course or programme of study, you must notify us in writing. This notification must be sent immediately to your Programme Manager and be copied to the HE Registrar Assistant at the following email address: [heregistrar@ucleeds.ac.uk](mailto:heregistrar@ucleeds.ac.uk)

#### **4.7 Are there any specific course requirements (e.g. placements, DBS checks)?**

You are encouraged to find actual work experience whilst on programme. The College can try to assist in finding this work experience, and there are modules where this work experience will become relevant to assessment, for instance the litigation modules at level 6.

#### **4.8 What do I do if I change my details?**

Whenever you change your address and contact details, particularly your mobile phone number, you should inform your Programme Manager immediately. This will ensure we can always contact you in an emergency.

The school will inform you of cancelled classes as soon as possible via text to the mobile phone number we have for you on our contact records. It is your responsibility to ensure that we have your most up-to-date mobile phone number.

## **5 Assessment**

Your work is assessed in terms of its ability to demonstrate the learning outcomes for the module. You'll see the exact assessment criteria in each module handbook. The levels of achievement are categorised in percentages.

For each module of study, you will complete summative assessments. In addition, lecturers may set "formative" assessments as part of the learning process. These formative assessments are important as they give you a chance to obtain feedback on your performance before your summative assignments. At the end of the module, a mark is awarded based on the evidence of the summative assessments.

### **5.1 How will I get my results and feedback on my work?**

You will normally receive written comments, verbal feedback or group feedback on your work within 3 working weeks of submission of your work. Your module leader will advise as to the format of the feedback. These results must be considered as interim until they are ratified by a board.

Feedback on your progress comes in many different forms including written comments about your work, verbal comments from your tutors in class or on a one-to-one basis, discussions with peers in the classroom or outside it, electronic discussion, emails, feedback grids and generic feedback proformas. Receiving and acting on feedback is a continuous part of your learning experience and will help you to develop knowledge about your strengths and weaknesses and improve your learning and performance. Previous students have advised that it is important that you:

- Do not be afraid to acknowledge your successes
- Reflect on the feedback you receive and think about what you have done well and how you could improve. For example, you could keep all of your feedback together and draw up an action plan based on common areas of strength or concern
- Try not to focus on the mark and ignore the feedback. If you have done well, your feedback will tell you why and if you haven't, it will suggest ways in which you can improve
- Consider the marks you are given and if you are disappointed in them, give yourself some time before going back to the feedback to look for ways to improve
- Try not to take negative feedback personally. It is given to help improve
- Do not be afraid to approach tutors and lecturers for more feedback. Asking questions can be an important part of receiving feedback – and remember, your peers can be a valuable source of information too
- Use feedback to self-assess your work against the assessment criteria, where possible. This can help you to address any areas you need to improve on.

## 5.2 Where can I find the University's assessment regulations?

Your progression from Level 4 to Level 5 and achievement at level 5, and your graduation and classification, are all subject to satisfying the University's assessment and progression regulations. These regulations are available via the following [UC Hub - Awarding Bodies \(google.com\)](#)

## 5.3 What is the marking scheme?

For each module, you will complete one or two assessments. In addition, tutors will set ungraded or formative assessments as part of the learning process. These formative assessments are important as they give you a chance to obtain feedback on your performance before your summative assessments.

At the end of the module an overall module mark is awarded based on the evidence of the summative assessments.

Please refer to the Assessment Regulations (as above)

<b>% Scale Score</b>	<b>Performance Standard</b>
70+	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

### Overall grades – LLB Honours

<b>Degree Classification</b>	<b>Percentage</b>
First Class	70% - 100%
Second Class (upper division)	60% - less than 70%
Second Class (lower division)	50% - less than 60%
Third Class	40% - less than 50%

Please note that the above table is a guide only. For more specific information regarding grading of modules and awards please refer to the Assessment Regulations which can be found here [UC Hub - Awarding Bodies \(google.com\)](#)

#### 5.4 Will I have to follow a word limit?

All module specifications and assessment briefs will detail the word count for each task and it is important that you work within this, as this will help to develop your evaluative and analytical skills. It is your responsibility to submit work which is within the specified limit and to include a word count on all written assessed coursework. If you go beyond this limit assessors will disregard the part of assessed work which exceeds the specified limit by 10% or more.

For example if the word count for the piece of work is 2,000 words, once your tutor has read the first 2,200 words they will then stop reading and disregard the remaining words. If it is considered that you have falsified the word count on an item of your coursework, you will be subject to Student Disciplinary action.

The word limit does not include footnotes and bibliographies (or appendices if relevant).

The reason for this is that it is part of the assessment to work to the word limit. This develops your analytical and evaluative skills as you have to be selective as to which information you include and leave out.

#### 5.5 Academic Appeals

**Please note : You may not appeal on the grounds of academic judgement.**

Your module lecturer will explain to you how the criteria have been applied to produce your mark. If you wish to appeal the decision of an Assessment Board, you may do so but only under specific grounds and after your results have been ratified by an Assessment Board. Please note that this is not a procedure to challenge academic judgement. If you feel you have grounds for an academic appeal you will need to contact the HE Policy and Compliance Officer at [hequality@ucleeds.ac.uk](mailto:hequality@ucleeds.ac.uk) to put forward a claim for an academic appeal. The Assessment Regulations can be found on the VLE

**Please note : You may not appeal on the grounds of academic judgement.**

#### 5.6 How and where do I hand in an assignment?

For each summative assignment a deadline for submission/presentation of the work will be set. Completing the work within this time period and meeting the deadline is part of the assignment.

Work must be handed in according to the instructions given by the module tutor, which will be detailed in the module handbook. **In the majority of cases this will be via Turnitin.**

Only work that is ready by the agreed deadline can hope to qualify for a good grade.

**PLEASE NOTE : Computer failure will not be accepted as a reason for late submission.**

Students must submit assignments in the following format.

- Assignment feedback sheet
- Assignment task sheet
- Assignment
- Bibliography
- Turnitin report

### **5.7 Can I submit a draft?**

The following guidelines have been drafted to promote consistency across the Higher Education provision within University Centre Leeds.

#### **When can I submit a Draft?**

The latest date for draft submissions to be submitted will be 2 weeks prior to the hand in date for the assessment. You must remember that it could take up to a week for the tutor to give you feedback so you may wish to submit your draft earlier than 2 weeks before the deadline so that you have more time to incorporate the feedback into your work.

#### **How much can I submit?**

The draft submission should be no longer than 25% of the maximum words for the assessment component e.g. for a 2000 word report a draft of up to 500 words could be submitted.

#### **How many times can I submit a draft?**

You are allowed to submit one draft submission per assessment component.

#### **What form can the draft take?**

Draft submissions can consist of:

- Assessment plans – so that the tutor can give comments regarding whether you are on the right lines.
- Extracts – for comments on style.
- Referencing – for the tutor to check that your referencing style is correct.
- Reference materials to see if your reading is wide enough for the assessment.
- Data tables.

The above are examples of what could be submitted and is not meant to be an exhaustive list. Drafts can be submitted electronically or in hard copy.

### **5.8 What do I do if I can't meet a deadline for an assignment?**

It is the responsibility of all students to attend examinations and to submit work for assessment by the set date.

## **Extensions to submission date**

There may be times when, for reasons outside your control, there may be circumstances that prevent you from submitting a summative assessment on time or attending an examination.

It is important that you discuss your situation as soon as possible with an appropriate member of staff, such as your Module Leader or Programme Manager, who will be able to provide you with guidance on the most appropriate course of action from the following list:

- *A Short Extension - usually for 5 working days (not available for a resit attempt);*
- *Suspension of study for a period of up to 2 years;*
- *Alternatively, if your problems are exceptional and outside of your control, you can apply for Mitigating Circumstances.*

If you realise that you are not going to meet the agreed deadline date because of illness or other exceptional circumstance, you must request an extension using the appropriate form. It is important to note that an extension will only be granted when it is clear that exceptional circumstances are preventing you from completing your work on time. Please make sure that you follow the guidance provided on the form and attach appropriate evidence. Please see the Student Guide to Extensions and Mitigation for full details here:

[Student-Guide-to-Extensions-and-Mitigation.pdf \(ucleeds.ac.uk\)](https://ucleeds.ac.uk/student-guide-to-extensions-and-mitigation.pdf)

Applications for Mitigation should be submitted prior to the assessment deadline, however can be submitted up to 5 working days after the assessment deadline. In exceptional circumstances late applications, submitted up to 5 working days late may be considered, if there is a valid reason for the lateness. Please note any forms submitted after this time will not be considered.

NB Extensions are an exception rather than the norm.

Please note that short extensions are only available for first submissions.

## **Fit to Sit/Submit**

The University Centre's Extenuating Circumstances and Mitigation regulations are based on the Fit to Sit/Submit principle. This means that when you take an assessment you are declaring yourself fit to take the assessment.

If you feel that you are not fit to take the assessment then you may wish to apply for an extension or submit a claim for your extenuating circumstances to be considered by the Mitigation panel.

In the event that you do not take an assessment and have not submitted a claim for extenuating circumstances, then your assessment will normally be recorded as a non-submission.



If extensions are granted, your work will be marked as if it was handed in on time. Work that is late and which is not covered by extensions or mitigation will be penalised in accordance with the Assessment regulations.

If you feel that you require an extension please speak to your module tutor in the first instance and they will be able to offer you advice. Further guidance and the relevant forms can be found on the VLE.

### **Late submission**

If you fail to submit work by the published date without approval, but submit within six calendar days it will be marked and then subject to the following penalties.

Submission within 6 calendar days: a 10% reduction for each calendar day late down to the 40% pass mark and no further.

Submission that is late by 7 or more calendar days: submission refused, mark of 0.

Please note that these deductions normally apply to weekends, Bank Holidays and University Centre Closure Days.

## **5.9 What if I have extenuating circumstances and require a longer extension?**

What follows is a brief summary of the Extenuating Circumstances Regulations. A student guide is available on the VLE

You are strongly recommended to read these Regulations. They provide a detailed explanation of Extenuating Circumstances and the procedures expected to be followed when you feel that your performance in a summative assessment would be affected.

**Extenuating Circumstances are defined as unforeseen and unpreventable circumstances outside the control of the student, which may significantly affect performance and/or attendance in a summative assessment and could not have been remedied in the time available.**

The University Centre recognises that there may be times when your circumstances are such that you cannot complete assessments to the best of your ability, are unable to attend an examination, or are unable to meet an assessment deadline due to adverse circumstances beyond your control. In such circumstances the Extenuating Circumstances Regulations enable you to request that your situation is taken into consideration. You are expected to have taken reasonable steps to ensure that you could not have prevented the circumstances from taking place. It is your responsibility to notify your Programme Manager of any Extenuating Circumstances, which you feel will affect your ability to undertake a summative assessment.

Remember, any application you make has to be approved and may not be granted.

Students can apply for Extensions, or Mitigating Circumstances for all forms of summative assessment. You can also apply for Mitigating Circumstances for re-sit opportunities offered by the relevant Examination Board. However, Short-Extensions will not normally be allowed for re-sits because of the need for timely progression to the next stage at the beginning of the academic year.

It is important that you discuss your situation with a tutor who will be able to provide guidance on the most appropriate course of action. In circumstances which are likely to affect your progress over a longer time period, you may be advised to suspend your studies until the circumstances no longer have an impact on your studies.

The following points will help you when submitting an application:

#### **Do**

- Review the grounds for applying for extenuating circumstances (see Student Guide to Extensions and Mitigation).
- Seek guidance from your Programme Manager or Personal Tutor if you are experiencing difficulties in completing your work on time.
- Meet with a tutor prior to the submission/examination date.
- Discuss with a tutor whether an extension would be appropriate.
- Request an extension where you are unable to meet the deadline.
- If applying for Mitigation submit an application that covers all module assessments you are taking during the period of difficulty.
- Submit the application prior to the submission/examination date and for claims of Mitigating Circumstances within 5 working days from the submission or examination date.
- Complete all sections of the form.
- Include evidence to support your application.
- Make sure that you have received a receipt from your Programme Manager when you submit your application.

#### **Don't**

- Apply for any formative assessment pieces of assessment that do not count to your overall module mark.
- Use evidence that is undated or solely from family members supporting your application. You have to provide independent evidence.

If you feel that you require mitigation please speak to David Tipple, the student support manager in the first instance and they will be able to offer you advice. Further guidance and the relevant forms can be found on the VLE.

## **5.10 Re-sit**

If you have submitted an in-course assessment by the defined hand-in deadline and are deemed by the Module Leader not to have passed the assessment or if you have failed to submit anything (non-submission), following the assessment board you may be permitted to re-sit the module assessment. If this is the case the resulting mark achieved for the final piece of work will be capped at the pass mark (40%). Only one re-sit opportunity is possible for any assessment component.

Suitable feedback will be provided to students who are offered a re-sit and a hand-in deadline will be set for the re-sit.

### **Key points**

- Always submit something for every assessment.
- You must attempt all assessments at the first opportunity.
- You must do each assessment (essay, project, report, portfolio, exam etc.) for every module. You should do this even if you don't think you can fully complete them.
- You do not have an automatic right to resit or to repeat a year of study.
- The maximum mark that can be awarded for reassessed components is 40%.

See the Assessment Regulations for full details. These are available on our website.

### **5.11 Re-study**

If, following a re-sit you are still unable to pass a module, the Board of Examiners may, at its discretion, permit one of the following repeat options:

(a) Partial retake as fully registered student:

- (i) You would not be permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,
- (ii) You would have full access to all facilities and support for the modules and/or components being repeated,
- (iii) The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
- (iv) You would retain the marks for the modules and/or components already passed,
- (v) No further resit opportunities would be permitted.

(b) Partial retake for assessment only:

- (i) As above except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

(c) Full retake:

- (i) This is only permitted where you have extenuating circumstances;

- (ii) You do not progress to the next stage of the programme but instead repeat all the modules in the current stage during the following academic year,
- (iii) You have full access to all facilities and support,
- (iv) The marks that can be achieved are not capped, and you would normally be entitled to the resit opportunities available. However, you would not be able to carry forward any credit from previous attempts at the stage.

**Please note that there would be a charge for any re-study opportunity offered**

## **6 Academic and student regulations**

### **6.1 Where can I find the University's academic regulations?**

Your progression from level 4 to level 5 and achievement at level 5, your graduation and classification, are all subject to satisfying the University's assessment and progression regulations. These regulations are available on our website.

If you have any difficulty accessing or understanding the information, please discuss this with your Programme Manager.

### **6.2 What is Academic Misconduct?**

The University Centre Leeds has signed up to the Academic Integrity Charter for UK Higher Education and is committed to implementing its principles. These include working with students to promote academic integrity and take action against all forms of academic misconduct, including plagiarism, self-plagiarism and contract cheating.

The [International Centre for Academic Integrity \(ICAI\)](#) define academic integrity as a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility and courage (ICAI, 2021). You will be introduced to the concept of academic integrity as early as possible in your studies and will receive guidance on the development of academic integrity capabilities and values.

What follows is only a brief summary of the Academic Misconduct procedure and should be read in conjunction with the Student Guide to Academic Misconduct which is available on the VLE.

You are strongly recommended to read the guide. It provides a detailed explanation of academic misconduct, the procedures which must be followed when an academic misconduct offence is suspected and the possible penalties.

In order to avoid academic misconduct, the University Centre is committed to continually educating its students on good academic practice and writing skills. The following support is available and it is recommended that you take advantage of this:

- Guidance from the [Academic Skills Support for HE Students](#) team.
- Advice and guidance from the Students' Union.
- Facility for students and staff to use plagiarism e:detection software – Turnitin.
- Briefings on academic integrity and academic misconduct provided at student induction events and during relevant modules.

The University Centre Leeds has also produced some helpful guidance documents for students. These include a Contract Cheating Guide which explains the nature of contract cheating and informs you about the alternatives to engaging in this form of academic misconduct, along with the consequences of doing so. We also have a Proofreading Guide which clarifies the types of support you are permitted to receive in relation to proofreading when completing your work and the extent of this support. You are strongly encouraged to read these documents which can be found on the VLE.

**Academic misconduct is defined by the College as any activity or attempted activity which gives an unfair advantage to one or more students over their peers and is treated very seriously.**

To ensure that students are treated fairly and equitably, academic misconduct is divided into the following two types:

**Academic Negligence:** This is regarded as the least serious offence and covers first time minor offences. It includes plagiarism that is small in scale, not related to the work of other students, and which is considered to have resulted from ignorance or carelessness.

**Academic Malpractice:** This covers extensive paraphrasing of material with no acknowledgement of the source, systematic failure to reference, cheating, collusion and subsequent cases of Academic Negligence.

If suspected of academic misconduct, you will be required to attend either an informal or formal meeting and if subsequently found guilty, you will receive a penalty, the most serious of which can be exclusion from University Centre Leeds. The processes and penalties are described in The Student Guide to Academic Misconduct. If you are found guilty of academic misconduct after the end of your course, any award that you have received may be withdrawn. This can be done after you have graduated.

The following tips may help you to avoid academic misconduct:

**Do**

- Familiarise yourself with the regulations and penalties that can be incurred. For professional programmes, a single case of academic misconduct may result in you being discontinued from your course.
- Make sure that you know how to correctly acknowledge other people's work or opinions, and seek feedback from your Tutor or the Academic Skills Support for HE Students team on whether or not you are doing this correctly.
- Take care when making notes from books or articles. Always keep a record of whether your notes are a paraphrase of the source or a direct quotation, so that you don't inadvertently include quotes without proper acknowledgement (this is a frequently cited reason students give when accused of academic misconduct).
- Seek support from your Module or Personal Tutor if you are experiencing difficulties in completing your work on time.

### **Don't**

- Cut and paste (or reproduce) chunks of material from electronic sources or books/articles (even if you acknowledge the source, material not stated as being a direct quotation will make you vulnerable to an accusation of academic misconduct).
- Loan your work to other students (if it is then copied, you may be accused of academic misconduct).
- Borrow work from current or previous students.
- Submit the same work for different assessments.
- Get someone else to do your work (essay-writing web sites don't always keep their promises and have been known to inform universities of students who have purchased work). The University Centre Leeds has a number of measures in place to prevent contract cheating sites engaging with our students whilst they are on-site, including blocking specific essay mill sites on the College network. These sites are both generic and discipline-specific and include:
  - <https://essaymills.com/>
  - <https://essaywritingserviceuk.co.uk>
  - <https://www.lawteacher.net/>
  - <https://revisesociology.com/>

### **6.3 Are there any regulations relating to use of social media?**

Social media provides wonderful opportunities for life and for learning. The term social media describes the online tools, websites and services that people use to share content, profiles, opinions, insights, experiences, perspectives and media itself. These tools include social networks, blogs, message boards, podcasts, microblogs, livestreams, social bookmarking, wikis and vlogs. The feature that all these tools, websites and services have in common is that they allow conversations and online interactions between groups of people. These guidelines are not intended to deter individuals from using these communication tools but are necessary to help protect staff and students and to prevent them damaging the college either inadvertently or intentionally.

All students should be aware that failure to follow these guidelines could lead to disciplinary action, and in more serious cases could be considered gross misconduct and may lead to exclusion.

University Centre Leeds is committed to the responsible use of social media. The College may routinely monitor social media and it reserves the right to instruct relevant parties to remove unauthorised sites. Any information posted on social media sites must comply with the Data Protection Act.

For further information and full details please refer to the Student IT and Social Networking Policy which can be found on the Student Intranet.

#### **6.4 Are there any regulations relating to research?**

When planning your research, you must identify the ethical issues involved at an early stage. Ethical problems may arise at any stage of the research process, but typically feature at the data collection and interpretation stages.

All work related and research projects will have to be agreed by your research supervisor to make sure that your plans conform to the Research Ethics Guidelines set by the University Centre Leeds. The guidelines can be found on the VLE. The ability to act ethically is a key graduate attribute and professional skill, so it is important that you follow these regulations closely and adhere to the guidance of your research supervisor.

Before starting your research, you will be required to complete an institutional research proposal for which will ask you to consider the ethical issues associated with your research. Any research that involves human subjects (particularly individuals who may not be able to give fully informed consent to participate in your research project) will have ethical implications. In addition, any research that involves access to confidential personal data, or where there is any potential physical, mental or emotional threat to participants, carries significant ethical risks and will require detailed discussion with your research supervisor.

It is also extremely important to consider the research setting; for example, you may be conducting research with the employees of a company and it is essential to seek permission from the research setting before approaching any employees to participate in your research or accessing any data.

Once you have completed your research proposal form, you should submit this to your research supervisor to be considered and countersigned. The form will then be presented at the next Research Ethics Committee which will conduct an ethical review of your research proposal. At this stage, approval to undertake your research will either be granted, or withheld. If ethical permission is withheld, you will be given an opportunity to action any suggested amends to your research and re-submit your form which will then be presented at the next panel. It is imperative that you do not begin your research before approval is formally granted by the committee. You will be informed of the outcome of the committee's decision in writing.

## 7 Quality Control

The course is not subject to an external examination regime. All student work is continually assessed by the lecturers and is subject to internal and external moderation.

A range of checks and safeguards is in place to ensure that the qualification you receive at the end of the course continues to be acceptable to the College, HE institutions and employers.

The Awarding Body is The Open University. In order to be able to offer this qualification, the College has to gain approval from the university, meeting strict criteria on things like staffing, resources and quality systems. The Open University monitors the quality of the awards through a range of measures. The College is also subject to inspections undertaken by the QAA (Quality Assurance Agency) in order to ensure that prescribed quality standards are being maintained.

Finally all of your tutors will have been observed in action by the College's Learning Observation Team. All University Centre Leeds tutors have to be observed annually.

### 7.1 End of Year Procedures

Once all assessments have been marked, moderated and seen by the External Examiner, your mark profile will be compiled and submitted to the Examination Board. The Examination Board considers the mark profiles of each student and will confirm achievements and classifications. These results will then have to be ratified by the Open University Module Results Approval and Qualifications Classification Panel (MRAQCP) before they can be released to students.

Within 10 working days of the results being ratified by the Open University ratification panel (MRAQCP), the Chair of the Examination Board will write to you informing you of the decision of the Board and will give you a copy of your grade profile. If you, when you consider your grade profile, think you might have grounds to request an Academic Appeal (see the Academic Appeal Regulations/Guide for information relating to grounds) you must initially engage in an informal discussion with the Higher Education Policy and Compliance Officer within 10 days of the results being published

**Please note if you have not paid your fees in full your profile will not be presented to the Examination Board and you will not be able to proceed into the second year or receive your award.**

Any issues that cannot be resolved through an informal discussion may result in the submission of an application for an Academic Appeal – please see the Student Guide to Appeals, which can be found on the website on this link



<https://ucleeds.ac.uk/assests/terms-and-conditions/student-guide-to-appeals-and-complaints.pdf>

**N.B. It is your responsibility to ensure that your Programme Manager has your correct address. The College will not be responsible for results which are sent to old addresses if you have not updated your contact details. If you do not receive your results within the agreed time it is your responsibility to contact the Higher Education Registry Assistant at [heregistrar@ucleeds.ac.uk](mailto:heregistrar@ucleeds.ac.uk)) to obtain a replacement letter.**

## **7.2 Programme specification**

A programme specification is a concise description of your course's aims and objectives and how you will be taught and assessed to achieve the required learning outcomes. It includes information on admissions, course structure and the maintenance of academic standards. This can be found via the following <https://ucleeds.ac.uk/programme-specifications/>

## **7.3 External Examiners**

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An external examiner is generally an experienced lecturer from another university who offers an independent view as to whether the work of students on the course is of the correct standard. The external examiner does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified. The external examiners' reports are made available to students on the VLE.

The main external examiner for your course is Lucinda Bromfield and she works at BPP Law. Sometimes, your modules may have a different external examiner and your module leader can provide details on request.

Please note that students are not permitted to contact external examiners directly and external examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to your Programme Manager.

## **8 Have your say**

### **8.1 Student course representatives**

Our College is committed to ensuring that the views of students are heard and responded to. This is partly achieved through course-level student course representatives, which are recruited across all courses.

Each course will elect a representative whose responsibility it will be to represent the course group at Course Committee meetings.

Course Committee meetings are an essential part of the College's quality assurance process and provide opportunities for both staff and students to use a range of feedback and indicators to ensure that issues affecting students on the course are promptly dealt with alongside a broader discussion of academic matters.

Course Committee meetings will take place twice per academic year – dates for your Course Committee meetings are:

Thursday 9<sup>th</sup> November 2023

Wednesday 13<sup>th</sup> March 2024

Student reps will have various opportunities to collect feedback and voice the opinions of their peers throughout the academic year. Details of these meetings will be provided at the mandatory training session for reps, which usually takes place in October/November.

Engaging with the Students' Union is also an important element of the Student representative role. Our College and the Students' Union work together to raise awareness of student academic representation and to provide training and development for student reps. The Students' Union office is located at the Park Lane Campus and they can be contacted at [su.enquiries@leedscitycollege.ac.uk](mailto:su.enquiries@leedscitycollege.ac.uk)

## **8.2 Module evaluation**

We value your feedback. Our College undertakes module evaluations to give you the opportunity to tell us what you think about module delivery, assessments and the learning resources available to you. We are interested in hearing about areas that have exceeded your expectations as well as those that have not met your needs or requirements. There is also a free text comments section where you can submit additional remarks and suggestions.

Module evaluations are confidential and completed anonymously. This feedback is used at both course and faculty level so that the student experience can be continuously improved. By undertaking module evaluations you can help us to refresh and revise our module delivery to enhance the learning experience and continue to improve upon our academic provision.

## **8.3 Your feedback**

There are many ways that you can tell us about your experience here at our College. The Students' Union runs regular meetings where you can come along, meet students from other courses, and discuss your concerns with members of staff from across all faculties and services.

The faculty will also organise a Course Committee meeting to cover your course and level twice yearly, where you can give feedback on your experience of the course to a range of academic staff. Any issues noted at these groups will be fed into the formal monitoring and review process.

If you are entering into your final year you may also be invited to participate in the National Student Survey. This is a survey for all final year students in all universities in England and the results are made public to help prospective students make choices about where and what to study. Again these results are used by staff on your course to make improvements and to share good practice. Your feedback matters – so take these opportunities to get involved.

#### **8.4 What happens with my feedback?**

We take your comments very seriously and you can find out what actions have been taken in response to your feedback through your Course Representative, the Students' Union, your tutors or your course Moodle page.

Alterations have been made to assessment type, modules and assessment schedules in response to student feedback.

#### **8.5 How would I make a complaint?**

We always hope that your experience of the college and your course will be a positive one, however at times things do go wrong. If you have cause for complaint we would encourage you to talk to your Programme Manager in the first instance, however if you wish to make a formal complaint you will find information on the process here

<https://ucleeds.ac.uk/assests/terms-and-conditions/student-guide-to-appeals-and-complaints.pdf>

### **9 Where to get help**

#### **9.1 Student Support**

As a University Centre Leeds student, you will have learning, wellbeing, careers and financial support, all designed to suit your needs and ensure your experience is as stress-free as possible.

You will have access to coaching tutors for study support, and our learning support team can help with alternative assessment arrangements, applications for Disabled Students' Allowance or help you improve your study skills.

You will have access to mental health support, professional counselling and guidance about wellbeing support available should you want someone to talk to confidentially. Students can refer themselves to the HE Counselling and Mental Health Officer for an initial assessment to discuss their mental health support needs, or tutors can refer students to the service.

Our financial support includes help with Student Finance applications, access to extra funding and bursaries, a student hardship fund to help you in times of need and access to personalised advice on budgeting.

Our progression and careers support can provide you with face-to-face advice, skills development, paid work opportunities and placements, and resources to help you build your CV and professional networks.

The University Centre Hub is the home of your online classroom, news, events and study information. It also features useful services from our Student Support Team, along with the referral forms for any of the support mentioned above. You also have access to lots of information on wellbeing, finance, additional learning support available and all the key information you need whilst you study. You can use The UC Hub to connect with other students, discover opportunities or keep up to date with University Centre news.

## **9.2 The Virtual Learning Environment (VLE)**

All programmes are supported by the College's VLE which provides a range of resources, activities and information for students. The College utilises Blackboard as a VLE and you will find that there is a section that provides general information, made available to all Higher Education students, in addition to a programme specific area, which only students on your programme will have access to. It is important that you familiarise yourself with both areas to ensure that you have access to all the relevant information you need.

## **9.3 Students' Union advice**

If you need independent advice, information or representation, the Students' Union Advice Service provides a free, confidential and non-judgemental advice service.

The service is staffed by professionals, who are specialists in providing information and advice on all regulations, policies and procedures, including academic appeals, student complaints, disciplinary hearings, cheating and plagiarism.

## **9.4 Safety, health and well-being**

### **Fire safety procedures**

Fire prevention is everyone's responsibility. You can help to prevent fires by:

- Good housekeeping
- Safe use of electrical and gas appliances
- Observing our College no-smoking policy

### **Fire information**

Fire information is present on Fire Action Notices displayed in all College buildings. These are normally present in corridors or inside classrooms.

They inform you of the appropriate action to take, the location of the nearest Fire Alarm Call Point, the location of fire fighting equipment and the location of fire assembly points.

All fire exit routes are clearly identified. You should take the opportunity to familiarise yourself with the location of fire exit routes and fire assembly points for the buildings that you may use in the course of your studies.

### **If you discover a fire**

If you discover a fire, you should sound the alarm by operating the Fire Alarm Call Point. You should report the circumstances and site of fire by calling 999 – indicated on the Fire Action Notice.

Do not tackle the fire unless you have been trained to do so. Evacuate the building to the fire assembly point indicated on the Fire Action Notice. Do not re-enter the building until officially authorised to do so.

### **Fire evacuation**

On hearing the Fire Alarm, everyone should proceed calmly to the nearest available safe fire exit, as indicated by the green and white fire exit signage. Please assist visitors.

Follow the route to get out of the building and continue on to the fire assembly point so as not to impede the remaining evacuees exiting the building.

Take appropriate action to assist mobility impaired persons or wheelchair users to a safe refuge.

- Do not stop to collect belongings and do not try to leave by your usual entry route unless this is the way indicated by the escape signs.
- Do not attempt to use the lifts.
- Do not restrict emergency service access routes.
- Do not re-enter building until officially authorised to do so

Evacuation is practised through fire drills. However, you should regard any continuous sounding of the alarm as a fire incident and act accordingly.

### **Disabled students**

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. hearing impairment or the use of a wheelchair.

If you are referred to the Disability Adviser, a Personal Emergency Evacuation Plan (PEEP) will be developed for you, as appropriate.

### **First Aid**

First Aid Notices (green and white) are displayed in all College buildings alongside the Fire Action Notices (predominantly blue and white) and alongside, or adjacent to, each First Aid box. Each first Aid Notice gives the following information:

- The location and contact number of the nearest First Aiders(s)
- The location of the nearest First Aid box
- The College emergency telephone number 3333 (Park Lane campus – for other campus' please check
- Other emergency contact numbers

The names and telephone numbers of the nearest First Aiders can also be obtained from the Health and Safety team at [health&safety@leedscitycollege.ac.uk](mailto:health&safety@leedscitycollege.ac.uk)

### **Accident and incident reporting**

All accidents, incidents and dangerous occurrences must be reported to, and recorded by College staff.

Accident report forms (HS1) are available on the intranet.

### **Policy statement**

University Centre Leeds Corporation accepts both moral and legal responsibility as an employer to ensure; so far as is reasonably practicable, the safety, health and welfare at work of all its employees. The College will ensure to conduct its undertakings in such a way that persons not in direct college employment (i.e. students, contractors and members of the general public) who may be affected, are not exposed to risks to their safety and health. In addition the College will actively endeavour to limit the adverse affects on the environment in which operations are carried out.

All safety, health and welfare matters will be treated as a management responsibility equal to that of any other managerial function.

University Centre Leeds Corporation is committed to continuous improvement in health and safety performance and to attaining the highest possible practice standards throughout the college.

## Appendices

### Appendix 1 - Useful Links

Academic Regulations (Open University validated programmes)	<a href="#">UC Hub - Awarding Bodies (google.com)</a>
Academic Regulations (University Centre Leeds validated programmes)	<a href="#">UC Hub - Awarding Bodies (google.com)</a>
Careers and Progression Information	<a href="#">UC Hub - Careers and Progression (google.com)</a>
Fees and Funding Information	<a href="#">UC Hub - Fees and Funding (google.com)</a>
Forms and Guides	<a href="#">UC Hub - Forms and Guides (google.com)</a>
Help and FAQs	<a href="#">UC Hub - Help (google.com)</a>
Library/Learning Resource Centre	<a href="#">ilearn (google.com)</a>
Policies & Procedures	<a href="#">Policies and Procedures - University Centre Leeds (ucleeds.ac.uk)</a>
Prevent Information	<a href="#">Safeguarding Prevent and British Values - University Centre Leeds</a>
Programme Specifications	<a href="#">Programme Specifications - University Centre Leeds (ucleeds.ac.uk)</a>
Safeguarding & Prevent	<a href="#">SECTION 3 (ucleeds.ac.uk)</a>
Referencing Guides	<a href="#">Quick referencing guide.pdf - Google Drive</a> <a href="#">Harvard referencing guide.pdf - Google Drive</a>
Student Disciplinary Procedure	<a href="#">Promoting Positive Relationships and Supporting Behaviour Policy, 2021/22 updates v1.5.docx (ucleeds.ac.uk)</a>
Student Support	<a href="#">Student Support Hub (google.com)</a>
Student Union Information	<a href="#">UC Hub - Student Union (google.com)</a>
Student VLE	<a href="#">UC Hub (google.com)</a>
Submission Guidelines	<a href="#">Draft Submissions Guidelines students - Google Docs</a>

**Appendix 2 - HE Calendar 2023-24**

<b>College Week</b>	<b>Commences Monday</b>	<b>Note</b>	<b>Teaching Week</b>	<b>Required Days in College</b>
1	31-Jul-23			
2	7-Aug-23			
3	14-Aug-23			
4	21-Aug-23			
5	28-Aug-23	<b>Bank Holiday – Monday 28 August 2023</b>		
6	4-Sept-23	<b>HE ENROLMENT WEEK</b>		
7	11-Sept-23	<b>HE ENROLMENT WEEK</b>		
8	18-Sept-23	<b>Semester 1</b>	1	
9	25-Sept-23		2	
10	2-Oct-23		3	
11	9-Oct-23		4	
12	16-Oct-23	<b>CPD Day – Trauma Informed – centralised day for all College staff – Day TBC</b>	5	
13	23-Oct-23		6	
14	30-Oct-23	<b>Reading Week</b>		
15	6-Nov-23		7	
16	13-Nov-23		8	
17	20-Nov-23		9	
18	27-Nov-23		10	
19	4-Dec-23		11	
20	11-Dec-23		12	
21	18-Dec-23	<b>Last day of term – Friday 22<sup>nd</sup> December 2023</b>	13	
22	25-Dec-23	<b>Christmas Break Bank Holidays – 25 and 26 December 2023</b>		
23	1-Jan-24	<b>Bank Holiday – New Years Day 2024</b>		
24	08-Jan-24		14	
25	15-Jan-24		15	
26	22-Jan-24	<b>Semester 2</b>	16	
27	29-Jan-24		17	



28	5-Feb-24		18	
29	12-Feb-24	<b>Reading Week</b>		
30	19-Feb-24	<b>CPD Day 19th February– Cross Curriculum Day (curriculum teams only) Service Areas – Content to be confirmed</b>	19	
31	26-Feb-24		20	
32	4-Mar-24	<b>HE EXAM BOARD WEEK</b>	21	
33	11-Mar-24		22	
34	18-Mar-24		23	
35	25-Mar-24	<b>Easter Bank Holiday – Friday 29<sup>th</sup> March 2024</b>	24	
36	01-Apr-24	<b>Easter Break Easter Bank Holiday – Mon 1 April</b>		
37	08-Apr-24	<b>Easter Break</b>		
38	15-Apr-24		25	
39	22-Apr-24		26	
40	29-Apr-24		27	
41	6-May-24	<b>Bank Holiday – Monday 6<sup>th</sup> May 2024 CPD Day – CSR + Team – Tuesday 07 May 2024</b>	28	
42	13-May-24		29	
43	20-May-24	<b>End of Semester 2</b>	30	
44	27-May-24	<b>Half Term Bank Holiday Monday 27 May</b>		
45	3-Jun-24			
46	10-Jun-24	<b>Unlocking potential – TBC 9<sup>th</sup>/10<sup>th</sup> or 11<sup>th</sup></b>		
47	17-Jun-24			
48	24-Jun-24	<b>HE EXAM BOARDS</b>		
49	01-Jul-24	<b>Research Festival/Annual Planning</b>		
50	08-Jul-24			
51	15-Jul-24			
52	22-Jul-24			

**Appendix 2 - HE Assessment Calendar 2023-24**

<i>College Weeks</i>	<i>Commences Monday</i>	<i>Calendar/Assessment Deadlines</i>	<i>HE Weeks</i>
1	31-Jul-23		
2	07-Aug-23		
3	14-Aug-23		
4	21-Aug-23		
5	28-Aug-23	<b>Bank Holiday</b>	
6	04-Sep-23	<b>HE Enrolment</b>	
7	11-Sep-23	<b>HE Enrolment Induction week</b>	
8	18-Sep-23	<b>START OF TEACHING</b>	<b>1</b>
9	25-Sep-23		<b>2</b>
10	02-Oct-23		<b>3</b>
11	9-Oct-23		<b>4</b>
12	16-Oct-23	<b>Staff Development Day (Wednesday)</b>	<b>5</b>
13	23-Oct-23	<b>LLB5 - Land Law Group Discussion 20 minutes (50%) LLB6 - Criminal Justice 15-minute presentation (40%)</b>	<b>6</b>
14	30-Oct-23	<b>HALF TERM</b>	<b>*</b>
15	06-Nov-23	<b>LLB5 - Equity and Trusts Case study 2000 words (50%) LLB4 - Academic Skills Written Essay, 1500 words (50%)</b>	<b>7</b>
16	13-Nov-23	<b>LLB4 - English Legal System Groups Presentation 20 Mins (50%) LLB5 - Contract Case File Response 2000 words (50%) LLB6 - Client Care 15-minute Roleplay (30%)</b>	<b>8</b>
17	20-Nov-23		<b>9</b>
18	27-Nov-23	<b>LLB4 - Criminal Law Memorandum 1500 words (50%) LLB6 - Dissertation Research Proposal 10 minutes (20%)</b>	<b>10</b>
19	04-Dec-23		<b>11</b>
20	11-Dec-23		<b>12</b>
21	18-Dec-23	<b>LLB4 - English Legal System written essay 1500 words, (50%) LLB5 - Land Law Case Study 2000 words (50%)</b>	<b>13</b>
22	25-Dec-23	<b>CHRISTMAS HOLIDAYS</b>	<b>*</b>
23	01-Jan-24	<b>CHRISTMAS HOLIDAYS</b>	<b>*</b>
24	8-Jan-24	<b>LLB4 - Academic Skills Group Discussion 20 mins (50%) LLB5 - Equity and Trusts Group Presentation 20 minutes (50%) LLB6 - Client Care written assessment 3500 words (70%)</b>	<b>14</b>
25	15-Jan-24	<b>LLB4 - Criminal Law CMA 120 mins, (50%) LLB5 - Contract CMA 120 mins (50%) LLB6 - Criminal Justice Class-Based Assessment 2 hours (60%)</b>	<b>15</b>
26	22-Jan-24	<b>SEMESTER 2 STARTS</b>	<b>16</b>
27	29-Jan-24		<b>17</b>

28	05-Feb-24		<b>18</b>
29	12-Feb-24	<b>HALF TERM</b>	<b>*</b>
30	19-Feb-24		<b>19</b>
31	26-Feb-24		<b>20</b>
32	04-Mar-24	<b>LLB4 - Tort Memorandum, 1500 words (50%)</b> <b>LLB5 - Wills and Probate Individual Presentation 15 Mins (50%)</b> <b>LLB5 -Youth Crime and Justice Case Study 2000 words (50%)</b>	<b>21</b>
33	11-Mar-24	<b>LLB4 - Public Law and Human Rights Presentation, 15 mins (50%)</b> <b>LLB5 - Business Law and Practice Problem-Based Assessment 120 mins (50%)</b> <b>LLB5 -Criminal Justice Individual Presentation 15 mins (50%)</b> <b>LLB6 - Criminal Litigation Written Assignment 2500 words (50%)</b>	<b>22</b>
34	18-Mar-24	<b>LLB4 - Legal Research and Ethics Group Discussion 20 mins (50%)</b> <b>LLB5 - Property in Practice Case File Response 2000 words (50%)</b> <b>LLB5 - Psychology and Crime Case Study 2000 words (50%)</b>	<b>23</b>
35	25-Mar-24	<b>BANK HOLIDAY FRIDAY</b>	<b>24</b>
36	01-Apr-24	<b>EASTER HOLIDAY</b>	<b>*</b>
37	8-Apr-24	<b>EASTER HOLIDAY</b>	<b>*</b>
38	15-Apr-24		<b>25</b>
39	22-Apr-24		<b>26</b>
40	29-Apr-24		<b>27</b>
41	06-May-24	<b>BANK HOLIDAY MONDAY</b> <b>LLB4 - Legal Research and Ethics PBA 1.5 hours (50%)</b> <b>LLB5 - Wills and Probate Case Mater Analysis 150 mins (50%)</b> <b>LLB5 -Youth Crime and Justice Essay 2000 words (50%)</b> <b>LLB6 - Civil Litigation Portfolio 5000 words (100%)</b>	<b>28</b>
42	13-May-24	<b>LLB4 - Tort CMA 2 hours (50%)</b> <b>LLB5 - Business Law and Practice Individual presentation 15 mins (50%)</b> <b>LLB5 -Criminal Justice Essay 2000 word (50%)</b> <b>LLB6 - Criminal Litigation Examination 3 hours (50%)</b>	<b>29</b>
43	20-May-24	<b>LLB4 -Public Law and Human Right 1500 word essay (50%)</b> <b>LLB5 - Property in Practice Case Matter Analysis 150 mins (50%)</b> <b>LLB5 - Psychology and Crime Group Discussion 20 mins (50%)</b> <b>LLB6 - Dissertation 8000 words (80%)</b>	<b>30</b>
44	27-May-24	<b>HALF TERM</b>	
45	03-Jun-24		
46	10-Jun-24		
47	17-Jun-24		
48	24-Jun-24	<b>HE END OF YEAR EXAM BOARDS</b>	
49	01-Jul-24	<b>HE END OF YEAR EXAM BOARDS</b>	
50	8-Jul-24	<b>Research Festival</b>	
51	15-Jul-24		

**NOTES:**

- The College main sites will be closed for the days stated above and also to students on the Staff Development Days.
- Some programmes may vary from the 2 semester calendar. Students will be informed of these dates at the start of their programme.
- Students may take additional leave for festival days associated with their practiced religion. Tutors must be notified in advance.

**Appendix 3 - Learning Outcome Grids**

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	✓		✓	✓	✓					✓

