

Programme Specification

1	Awarding Institution/Body	Luminate Education Group															
2	Delivery Location(s)	University Centre Leeds															
3	Programme Externally Accredited by (e.g., PSRB)	N/A															
4	Award Title(s)	LLB (Hons)															
5	UCAS Code	2R11															
6	Apprenticeship	n/a															
7	HECoS Code and Description	11485 - law															
8	Mode of Attendance	Face-to-Face/Taught Duration: Full Time, 3 years															
9	Relevant QAA Subject Benchmarking Group(s)	Subject Benchmark - Law (2023)															
10	Relevant Additional External Reference Points (e.g., National Occupational Standards, PSRB Standards)	Bar Standards Board, Bar Training: Curriculum and Assessment Strategy, December 2023 Cilex Professional Qualification: Advanced Stage Syllabus, 2025. National Occupational standards from the business suites Legal Administration, Legal Advice,															
11	Date of Approval/ Revision																
12	Criteria for Admission to the Programme <u>Undergraduate (Hons) Entry Criteria</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th><th style="width: 45%;">Typical offer</th><th style="width: 30%;">Minimum Offer</th></tr> </thead> <tbody> <tr> <td>UCAS tariff points:</td><td>48 UCAS tariff points from two A-levels (or equivalent qualifications)</td><td>16 UCAS tariff points from one A-level (or equivalent qualifications)</td></tr> <tr> <td>IELTS:</td><td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td></tr> <tr> <td>International qualifications:</td><td colspan="2">International qualifications will be assessed against these criteria</td></tr> <tr> <td>Mature applicants:</td><td colspan="2"> University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i> </td></tr> </tbody> </table>			Typical offer	Minimum Offer	UCAS tariff points:	48 UCAS tariff points from two A-levels (or equivalent qualifications)	16 UCAS tariff points from one A-level (or equivalent qualifications)	IELTS:	IELTS 6.0 with no less than 5.5 in any component.		International qualifications:	International qualifications will be assessed against these criteria		Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>	
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13	Educational Aims of the Programme • Enable students to develop an understanding of the nature of law and the theoretical 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, to apply practice to real world situations, and to engage in extended research. • Develop students' knowledge and skills to support their progression into legal employment in a range of roles or further study. • Produce graduates who are equipped with key transferable skills such as collaboration, communication, presenting, research and drafting. • Produce graduates who are equipped for training and employment in the legal profession and in other fields of employment or to undertake postgraduate study.														
14	Programme 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: <table border="1"> <tr> <td colspan="2" data-bbox="185 1585 1471 1626">Knowledge and Understanding</td></tr> <tr> <td data-bbox="185 1626 304 1697">K1</td><td data-bbox="304 1626 1471 1697">Critically analyse substantive law, theoretical perspectives and legal practice informed by legal doctrine</td></tr> <tr> <td data-bbox="185 1697 304 1767">K2</td><td data-bbox="304 1697 1471 1767">Critically analyse aspects of substantive law, legal theory and apply to legal practice</td></tr> <tr> <td data-bbox="185 1767 304 1836">K3</td><td data-bbox="304 1767 1471 1836">Evaluate aspects of substantive law, theoretical perspectives and legal practice supported by legal authority and academic sources.</td></tr> <tr> <td colspan="2" data-bbox="185 1836 1471 1877">Cognitive/Intellectual Skills</td></tr> <tr> <td data-bbox="185 1877 304 1946">C1</td><td data-bbox="304 1877 1471 1946">Evaluate principles of law and legal theory to advise on relevant options, strategies and appropriate solutions</td></tr> <tr> <td data-bbox="185 1946 304 2011">C2</td><td data-bbox="304 1946 1471 2011">Construct balanced and logical arguments supported by relevant principles and authorities and apply to legal practice</td></tr> </table>	Knowledge and Understanding		K1	Critically analyse substantive law, theoretical perspectives and legal practice informed by legal doctrine	K2	Critically analyse aspects of substantive law, legal theory and apply to legal practice	K3	Evaluate aspects of substantive law, theoretical perspectives and legal practice supported by legal authority and academic sources.	Cognitive/Intellectual Skills		C1	Evaluate principles of law and legal theory to advise on relevant options, strategies and appropriate solutions	C2	Construct balanced and logical arguments supported by relevant principles and authorities and apply to legal practice
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	C3	Critically evaluate data from a range of appropriate legal and academic sources	
	Professional Skills		
	P1	Act autonomously within agreed guidelines	
	P2	Critically analyse effective solutions to complex legal problems.	
	Key Transferable Skills (<i>insert additional rows as necessary</i>)		
	T1	Communicate clearly, fluently and effectively in a range of styles in a range of professional contexts to diverse audiences.	
	T2	Demonstrate the ability to effectively collaborate with others.	
15	Key Learning & Teaching Strategy and Methods		
	The teaching and learning strategy of this programme is to provide relevant and realistic professional scenarios for the students to develop their legal knowledge while applying this to practice. The purpose of this is to support the students' progression into the workplace following graduation alongside providing the key knowledge and understanding of the law to enable to student be an effective practitioner, or to pursue further study. The core aspects of each module will be taught through a mixture of lectures, seminars and tutorials. The lecture programme will convey core principles of the substantive law and legal practice elements relevant to each module. Seminars will focus on the critical analysis of the concepts taught in the lectures. These will consist of learning activities, small group presentations and pre-prepared work that will allow students to develop their research skills and their levels of critical evaluation. The seminars will also require students to reach conclusions and justify them based on the sources and critical evaluation they carry out. The tutor will lead seminar feedback sessions through discussion of the answers with student contribution. The seminars will provide guidance on additional reading and research for the students to complete to aid them in identifying secondary sources and using them effectively. Seminars will consist of learning activities, discussion groups and pre-prepared work that will allow students to develop their research skills and their levels of evaluation. Students individual progress will be supported by 1:1 tutorials with academic staff, where students are able to discuss their progress, clarify learning, During the Dissertation module students will have tutorials with an allotted supervisor to support them to negotiate their independent research projects. Students will also engage with regular individual and group pastoral tutorials to support them in their learning. Students will be taught using methods of application such as IRAC (Issue, Rule, Analysis and Conclusion). Students will be taught this method then set tasks within the classroom to use it. The tasks will revolve around hypothetical cases and scenarios. The students will be encouraged to enhance their level of analytical skills and legal advice by examining the available evidence in a case, the facts, the defences available and the remedies. Students will learn through problem-based learning. In problem-based learning (PBL) students do independent, self-directed study on a scenario before returning to the group to discuss and refine their acquired knowledge. Within this is the skill of gathering, selecting and critically evaluating different forms of data and information to answer the problem.		

There will be student led activities to enhance the written communication in the context of advising clients and applying concepts to scenarios. Teaching methods such as student led discussion, small presentations, moots etc will be used throughout several modules to enhance the level of the students' verbal communication. Group work will be embedded in the activities such as group discussions, group tasks relating to consolidation, group presentations and other group tasks.

The teaching and learning strategy of this programme is designed to provide students with relevant and realistic professional scenarios through which they can develop their legal knowledge, apply legal principles in practice, and develop the professional skills required for employment in the legal sector. The programme adopts a vocational approach, enabling students to understand not only the substantive principles of law but also how those principles operate within professional contexts. This approach supports students' progression into legal employment, postgraduate vocational training routes, or further academic study.

The programme's teaching and learning approach is underpinned by the development of legal knowledge, critical thinking, problem-solving, professional communication, digital capability, and independent learning. Students are encouraged to develop the attributes expected of modern legal professionals, including the ability to research effectively, manage information, use legal technology, communicate with clients and colleagues, and adapt to changing professional environments.

The core aspects of each module will be delivered through a combination of lectures, seminars, tutorials, independent study, and digitally supported learning activities. The lecture programme will introduce and develop the core principles of substantive law, legal theory, and professional practice relevant to each module. Lectures will provide students with the foundational knowledge required to engage with more complex legal problems and practical scenarios.

Seminars will focus on the application and critical analysis of concepts introduced through lectures. These sessions will include problem-solving activities, small group discussions, student-led presentations, and pre-prepared tasks designed to develop research skills, evaluation skills, and professional reasoning. Students will be expected to reach justified conclusions based on appropriate legal authority, academic sources, and relevant evidence. Seminar activities will support students in developing the ability to locate, evaluate, and apply legal and academic sources effectively.

Students' individual progress will be supported through one-to-one tutorials with academic staff, enabling students to discuss their development, clarify areas of learning, and receive feedback on their progress. Within the Dissertation module, students will receive individual supervision to support the development and completion of an independent research project. Students will also engage in regular individual and group pastoral tutorials to support their academic development, wellbeing, and progression throughout the programme.

The programme embeds digital skills throughout the curriculum to prepare students for the increasingly technology-enabled legal profession. Students will develop confidence in using digital legal research platforms, electronic legal databases, online academic resources, and digital communication tools. The programme Virtual Learning Environment (Blackboard) will provide a central platform for accessing learning materials, assessment guidance, recorded content, interactive activities, discussion forums, and additional legal resources. Blackboard will support students in developing digital literacy, managing independent learning, engaging with blended learning opportunities, and accessing resources beyond scheduled teaching sessions.

Students will be taught using applied legal problem-solving methods, including IRAC (Issue, Rule, Analysis and Conclusion). Students will be introduced to this approach and will apply it through

	classroom activities and assessments based on hypothetical and realistic legal scenarios. These activities will require students to analyse evidence, identify relevant facts and legal issues, consider available arguments and defences, and propose appropriate legal remedies or advice. This supports the development of analytical skills and mirrors the approaches used within professional legal practice. Problem-based learning (PBL) is embedded across the programme to provide students with opportunities to engage with realistic legal scenarios and develop solutions collaboratively and independently. Through PBL, students undertake self-directed research before contributing to group discussions where they refine their understanding and evaluate alternative approaches. This develops key professional skills, including information gathering, source evaluation, teamwork, decision-making, and the ability to apply legal knowledge to unfamiliar situations. Work-related learning and industry preparedness are integral components of the programme. Students will engage with professional scenarios, case studies, simulations, client-focused tasks, legal drafting exercises, roleplays, mooting activities, and assessments designed to replicate aspects of legal practice. These activities enable students to develop an understanding of professional expectations, ethical responsibilities, client communication, and the practical application of legal knowledge. Where appropriate, links with legal practitioners, professional bodies, and employers will support students' awareness of current industry expectations and career pathways. Students will develop written communication skills through activities focused on professional legal writing, including advising clients, drafting legal documents, preparing case responses, and presenting reasoned legal arguments. Verbal communication skills will be enhanced through student-led discussions, presentations, mooting, roleplay activities, and collaborative exercises. These activities develop students' confidence in articulating legal arguments, explaining solutions to legal problems, and communicating effectively with different audiences. Collaborative learning is embedded throughout the programme through group discussions, group tasks, presentations, peer feedback activities, and problem-solving exercises. These activities reflect the collaborative nature of legal practice, where effective teamwork, communication, and professional conduct are essential. Students will also develop reflective skills by engaging with feedback and using this to enhance their academic and professional development. Overall, the teaching and learning strategy provides an authentic and supportive learning environment that integrates legal knowledge, practical application, digital capability, professional skills, and employability development. Through a combination of academic study and practice-based learning, students are prepared to become effective legal professionals or progress successfully to further vocational or postgraduate study.
16	Key Assessment Strategy and Methods The overall assessment strategy is guided by the principle that assessments should reflect the skills, attributes, and competencies required in legal employment. The assessment types enhance the resilience and employability of students by simulating the practices they will encounter in the workplace and during postgraduate study. The Key Assessment Strategy and Methods for the LLB (Hons) programme are vocational and designed to mirror the requirements of professional legal practice, to deliver the content to support the student to progress into subsequent postgraduate training routes like the Solicitors Qualifying Examination (SQE) and the CILEX Professional Qualification (CPQ).

The strategy emphasises testing applied knowledge, research skills, critical analysis, and professional communication through a variety of methods rather than relying solely on the traditional essay or exam format.

The programme uses specific methods to directly prepare students for vocational examinations. Case and Matter Analysis (CMA) and Problem-based Assessment (PBA) closely link to the SQE2 assessment skills, specifically assessing the identification of relevant facts, client-focused advice, use of clear language, and comprehensive application of the law. The programme includes many skill development assessments including seminar questions, timed short answer questions, discussions, quiz activities (often on cases and legislation), group and individual Problem-Based Learning (PBL) tasks, and peer feedback.

It also embeds legal writing practice activities such as drafting exercises and practicing OSCOLA referencing.

The assessment strategy acts like a lawyer's litigation preparation, where the Case File Response simulates the ongoing development of a client matter, the CMA tests the ability to draft focused, timely responses under pressure based on prior preparation, and the Roleplay ensures that the professional communication skills needed to handle clients are clear and effective.

The LLB (Hons) assessment strategy is designed to reflect the skills, knowledge, and professional competencies required for employment in the legal sector. Assessments are vocational in focus and mirror the types of tasks undertaken in legal practice, while also preparing students for postgraduate training routes such as the Solicitors Qualifying Examination (SQE) and the CILEX Professional Qualification (CPQ).

Rather than relying solely on traditional essays and examinations, students are assessed through a range of authentic assessment methods that test the practical application of legal knowledge, legal research, critical analysis, problem-solving, professional communication, and legal writing.

Students will complete a variety of summative assessments throughout the programme, including:

- **Case and Matter Analysis (CMA):** Students analyse legal scenarios, identify relevant facts and legal issues, apply the law, and provide clear, client-focused advice. These assessments closely reflect the skills assessed in SQE2.
- **Problem-Based Assessments (PBA):** Students apply legal principles to realistic client problems, demonstrating legal reasoning, analysis, and practical decision-making.
- **Case File Responses:** Students develop and manage a simulated client matter over time, producing written work similar to that expected in legal practice, such as advice, correspondence, and case preparation.
- **Roleplay Assessments:** Students demonstrate professional communication and client interviewing skills through simulated interactions, developing the confidence and professionalism expected of legal practitioners.
- **Written Coursework:** Depending on the module, students may complete research-based assignments, legal reports, drafting exercises, reflective work, or other professionally focused written assessments.

Throughout the programme, students also undertake a range of formative activities that support their learning and prepare them for summative assessment. These include seminar exercises, timed short-answer questions, case and legislation quizzes, group and individual problem-based learning activities, drafting exercises, OSCOLA referencing practice, discussions, and peer feedback.

Overall, the assessment strategy reflects the progression of a legal matter in practice. Students develop a case through ongoing Case File Responses, demonstrate their ability to produce focused

	legal analysis under time constraints through Case and Matter Analysis, and build the professional communication skills required to advise and support clients through Roleplay assessments. This integrated approach develops the knowledge, practical skills, and professional behaviours expected by legal employers and required for progression to vocational legal training.
17	Industry Specific Skills Development The Industry Specific Skills Development embedded within the LLB (Hons) programme is one of its central features, designed to prepare graduates for employment in the legal industry or to progress onto professional qualifications, such as the Solicitors Qualifying Examination (SQE) and the CILEX Professional Qualification (CPQ). The strategy focuses on developing practical legal competencies through both dedicated skills modules and practical assessment methods. The programme content and structure are deliberately informed by the requirements of the legal industry's major qualification bodies, ensuring students gain relevant knowledge and familiarity with professional assessments. The curriculum incorporates core content and skills from the SQE Assessment Specifications. Modules like <i>Public Law and Human Rights</i>, <i>Contract Law</i>, <i>Tort Law</i>, <i>Property in Practice</i>, <i>Business Law and Practice</i>, <i>Wills and Probate</i>, <i>Client Care</i>, <i>Criminal Litigation</i>, and <i>Civil Litigation</i> have indicative content specifically informed by the SQE. The degree is structured to provide an opportunity for students to gain exemptions for the CILEX Professional Qualification Advanced Stage. The mandatory modules in the CPQ Advanced Stage, such as Professional and Legal Skills, Dispute Resolution, Criminal Law and Litigation, and Property and Conveyancing, are reflected in the programme structure. The programme meets the regulatory requirements set by the BSB, ensuring that all Foundations of Legal Knowledge subjects (<i>English Legal Systems</i>, <i>Criminal Law</i>, <i>Public Law and Human Rights</i>, <i>Tort Law</i>, <i>Land Law</i>, <i>Contract Law</i>, and <i>Equity and Trusts</i>) are studied. Students must achieve a pass mark of at least 40% in each of these subjects to retain eligibility for the academic component of the route to qualification as a barrister. As per the Bar Qualification Manual Part 2 the Academic Component for Bar Training must adhere to the following regulations: This module must be passed at 40% or above. 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." The Procedural Knowledge module is focused on practice, such as Civil Litigation and Criminal Litigation, use Case File Response assessments to demonstrate how legal representatives must be reactive to new information and manage a case progression from one stage to the next. <i>Criminal Litigation</i> explicitly develops Procedural knowledge. The programme embeds crucial commercial skills and procedural knowledge essential for entering the job market. The <i>Academic Skills</i> module introduces students to the structure of law firms, the economics of legal services (fees, billing, client relationships), and emerging commercial trends like technology and AI.

	In <i>English Legal Systems</i> , students are encouraged to attend court visits organised by the tutor to see law in action, helping to consolidate theory and enhance evaluation skills.
18	Transferable Skills Development The development of Key Transferable Skills is a fundamental aim of the LLB (Hons) programme, integrated across all modules and teaching methods to ensure graduates are equipped for both legal careers and broader professional employment. Students are supported to become reflective and autonomous practitioners. The <i>Academic Skills</i> module encourages students to reflect on their career aspirations and current skills to produce a Personal Development Plan. The programme explicitly aims to produce graduates who possess key transferable skills such as communication, collaboration, legal research, drafting skills, and presentation skills. These skills are consistently taught, practised, and assessed within the programme. For example, communication skills are developed continuously in both written and verbal formats, with an emphasis on professional appropriateness and clarity. There are opportunities to collaborate across the curriculum. Group work is embedded in classroom activities and seminars. Tutors facilitate and provide feedback on group work skills through activities such as group discussions and group tasks for consolidation. Collaboration is assessed through methods that measure individual contributions to group tasks. In the Group Discussion/Presentation assessments, these tasks require students to work collaboratively with peers, build public speaking skills, and demonstrate active listening. In <i>English Legal Systems</i> and <i>Equity and Trusts</i>, teamwork includes division of labour and respecting others during verbal delivery. In <i>Land Law</i>, collaboration requires sharing information and actively listening. The <i>Client Care</i> roleplay assessment also requires students to collaborate with the client (actor) to establish key information, objectives, and next steps. Throughout the programme students are also taught skills that are transferrable across industries such as research, a fundamental skill developed throughout the degree, especially for identifying accurate, current, and relevant information. Students are trained to gather, select, and critically evaluate different forms of data and information to solve problems. Students will also develop skills in effective time management and organisation. The use of Case File Responses (CFR) requires students to manage a fictional case bundle over the course of a module, reacting to updates provided over time before a deadline. This mimics the demands of a professional case workload. Time management is a key transferable skill listed in numerous module specifications, including <i>Business Law and Practice</i>, <i>Civil Litigation</i>, <i>Contract Law</i>, <i>Criminal Law</i>, <i>Land Law</i>, <i>Tort Law</i>, and <i>Wills and Probate</i>. The development of critical thinking is embedded through specific teaching and assessment methods. The ability to construct structured and coherent arguments is a learning outcome of the <i>Academic Skills</i> module. The <i>Criminal Litigation</i> module including critical thinking and problem solving/decision-making skills as key transferable skills.
19	Sustainability The LLB (Hons) addresses sustainability by focusing on commercial viability and longevity, ensuring that students are aware of modern commercial trends, including sustainability and

technology, while grounding them in universally applicable legal and ethical skills that withstand future changes in the legal sector.

Sustainability is embedded primarily through the development of forward-looking commercial awareness and the integration of modern professional trends and technology. Throughout the programme the students will gain an understanding of how lawyers and legal professionals find employment, the structure of law firms, and the commercial aspects of the industry such as attracting new clients, responding to advances in the law or technology and charging for time.

This is addressed through the curriculum design, ensuring the programme remains relevant and prepares students for the evolving legal and commercial environment. The delivery of the fundamental areas of law and the skills learned on this programme will always be relevant for any professional career, regardless of subsequent changes or reforms.

Commercial Sustainability is the focus of the Academic Skills module in Level 4 and develops the students commercial awareness by introducing emerging commercial trends. These emerging trends include technology, sustainability, and innovation in legal practice.

Much of the teaching on this programme relates to the broader concept of social sustainability, the programme ensures ethical practice is developed across modules. Modules such as Wills and Probate aim to develop an understanding of ethical implications and situations. The Client Care module specifically aims to develop an understanding and appreciation of ethical implications and obligations within client care. The Business Law and Practice module also aims to develop an understanding of ethical implications and situations that may arise within business law and practice.

20	Programme Modules				
	Level 4				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Contract Law	20	Core	Compensatable
		English Legal Systems	20	Core	Compensatable
		Criminal Law	20	Core	Compensatable
		Public Law and Human Rights	20	Core	Compensatable
		Legal and Academic Skills	20	Core	Compensatable
		Tort Law	20	Core	Compensatable
	Level 5				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Legal Research & Ethics	20	Core	Compensatable
		Equity and Trusts	20	Core	Compensatable
		Land Law	20	Core	Compensatable
		Business Law and Practice	20	Core	Compensatable
		Wills and Probate	20	Core	Compensatable
		Property in Practice	20	Core	Compensatable
	Level 6				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Dissertation	40	Core	Non-Compensatable
		Family Law	20	Core	Compensatable
		Client Care	20	Core	Compensatable
		Civil Litigation	20	Core	Compensatable
		Criminal Litigation	20	Core	Compensatable

21 Programme Structure

<u>Programme Structure - LEVEL 4</u>	
	<u>Semester runs in</u>
English Legal Systems	1
Legal and Academic Skills	1
Criminal Law	1
Public Law and Human Rights	2
Tort Law	2
Contract Law	2

<u>Programme Structure - LEVEL 5</u>	
	<u>Semester runs in</u>
Legal Research & Ethics	1
Equity and Trusts	1
Land Law	1
Business Law and Practice	2
Wills and Probate	2
Property in Practice	2

<u>Programme Structure - LEVEL 6</u>	
	<u>Semester runs in</u>
Dissertation	1&2
Criminal Litigation	2
Family Law	1
Client Care	1
Civil Litigation	2

The academic year is made up of two 15-week semesters. Students are taught for the first 13 weeks of a semester, and the remaining two weeks allow the students to work on their assessment submissions. A 20 credit module has 39 hours delivery, which is usually 3 hours per week over 13 weeks. Outside of classroom sessions it is expected that students are working independently towards their assignments.

	The dissertation is a 30 week long 40 credit module and is taught throughout the year. This module is taught using a variety of methods including taught classes and supervision meetings.
22	Apprenticeships n/a
23	Support for Students and Their Learning At University Centre Leeds we have a specialised Student Support team where students can access support for learning, wellbeing, welfare, and financial support, designed to suit the needs of individual students and support their studies. This support includes access to diagnostic assessments and an Additional Learning Support Officer who can provide disability advice and Study Skills for students with a disability, neurodiversity, diagnosed mental health condition, or long-term health condition. The team will support eligible students to apply for Disabled Students' allowance (DSA); a government grant to provide individualised support such as specialist computer equipment, assistive software, mentoring support, study skills support, and/or or help with travel costs. Working with the student, the team will agree tailored support for learning including accessible learning practices, adjustments, and additional considerations. Our Counsellors provide tailored support to students including confidential short term counselling support, workshops, mentoring, referral and signposting, self-care tools, and resources to promote resilience and positive mental health. Our Student Funding and Welfare Adviser provides students with support to help understand how student finance works, find out what financial support is available, apply for student finance, how to manage budgets and money matters, and other financial guidance and advice to ensure students feel prepared financially whilst studying. They also offer advice on bursaries and financial support available. The Student Accommodation Adviser will offer guidance on accommodation available and ensure that all students feel supported, included, and equipped to succeed. There is also specific support available for students who are care experienced, estranged, carers, or seeking sanctuary. The University Centre Leeds library offers a range of physical and online resources. The online resources, including Westlaw, ebooks, ejournals and specialist websites are available to students whether they are on site or off campus. The HE Librarian can deliver a range of study skills sessions, in areas such as academic skills, research skills, critical thinking, and referencing. These can be for student groups or as 1:1 sessions for individual students, to support their overall information literacy and the development of their academic, research and digital skills. One of the core focuses of the programme and the LLB (Hons) is the concept of employability. The students are exposed to practice through the course content itself; the experience of the staff and the opportunities to engage in mooting and other extra-curricular activities. Students all have the opportunity to engage in mooting and the Law Society which all enhance employability and help to enhance soft skills that employers seek. We pride ourselves on our pastoral and personal care of the students. We have an open-door philosophy, and we have excellent relationships with the students, this is continually commented upon by the existing students and is one of the major reasons that we have excellent internal progression levels throughout our 'feeder' courses.
24	Distinctive Features The programme offers the opportunity for students to gain exemptions for the CILEX Professional Qualification Advanced Stage through the completion of specified core and optional modules. 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. 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.

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

Students benefit from high levels of tutor contact and accessible academic support throughout the programme. Academic guidance is provided through regular tutorials, supervision and study skills support, helping students to develop confidence, independent learning skills and academic success throughout their studies.

The programme is further enhanced by teaching delivered by experienced legal practitioners, enabling students to benefit from professional knowledge, practical insight and contemporary legal practice. This strengthens the connection between academic study and the legal profession and supports students' preparation for graduate employment and further professional training.

CILEX Foundation & Advanced Stage Exemptions — Students completing specified core modules gain exemption from the CPQ Foundation Stage and CPQ Advanced Stage, reducing the number of professional assessments required after graduation. LLB graduates are eligible for the following exemptions from Cilex:

- Civil Litigation & Criminal Litigation (F7 & F8)
- Introduction to Property, Private Client and Skills (F9)
- Dispute Resolution and Litigation (A1)
- Criminal Law and Litigation (A2)
- Property and Conveyancing (A3)
- Wills, Probate and Private Client (A6)
- Family Law and Practice (A7)

Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
K1	Critically analyse substantive law, theoretical perspectives and legal practice informed by legal doctrine	Analyse substantive law, theoretical perspectives and legal practice and legal doctrine	Describe substantive law, theoretical perspectives and legal practice
K2	Critically analyse aspects of substantive law, legal theory and apply to legal practice	Analyse substantive law, theoretical perspectives and apply to legal practice	Apply aspects of substantive law, theoretical perspectives to legal practice
K3	Evaluate aspects of substantive law, theoretical perspectives and legal practice supported by legal authority and academic sources.	Analyse aspects of substantive law, theoretical perspectives and legal practice	Describe aspects of substantive law, theoretical perspectives and legal practice
C1	Evaluate principles of law and legal theory to advise on relevant options, strategies and appropriate solutions	Effectively apply principles of law and legal theory to advise on relevant options, strategies	Utilise principles of law and legal theory and apply to a relevant scenario
C2	Construct balanced and logical arguments supported by relevant principles and authorities and apply to legal practice	Construct arguments supported by relevant principles and authorities	Build arguments supported by given principles and authorities
C3	Critically evaluate data from a range of appropriate legal and academic sources	Evaluate data, legal and academic sources	Review data, legal and academic sources
P1	Act autonomously with limited supervision within agreed guidelines	Act autonomously with some supervision	Act independently under regular supervision
P2	Critically analyse effective solutions to complex legal problems.	Analyse effective solutions to legal problems.	Describe solutions to legal problems.

T1	Communicate clearly, fluently and effectively in a range of styles in a range of professional contexts to diverse audiences.	Communicate clearly, fluently and effectively in professional contexts	Communicate clearly, and fluently in a professional context
T2	Demonstrate the ability to effectively collaborate with others.	Work with others to deliver collaborative tasks.	Contribute to the work of a team

Appendix 2

Map of Outcomes to Modules

Outcome Key										
Module Titles	K1	K2	K3	C1	C2	C3	P1	P2	T1	T2
Level 4										
Contract Law	✓		✓	✓				✓	✓	
Legal & Academic Skills					✓	✓	✓		✓	✓
English Legal Systems					✓		✓			✓
Criminal Law		✓	✓	✓				✓	✓	
Public Law and Human Rights	✓	✓				✓				
Tort Law	✓	✓		✓				✓	✓	
Level 5										
Legal Research and Ethics			✓			✓	✓			✓
Equity and Trusts		✓			✓					✓
Land Law	✓		✓		✓					✓
Business Law and Practice		✓		✓		✓	✓		✓	

Wills and Probate	✓	✓				✓	✓	✓	✓	
Property in Practice	✓			✓				✓	✓	
Level 6										
Dissertation		✓	✓		✓	✓	✓		✓	
Family Law	✓		✓	✓	✓					✓
Client Care				✓				✓	✓	✓
Civil Litigation	✓	✓				✓		✓		
Criminal Litigation	✓	✓				✓	✓			

Appendix 3

Map of Teaching and Learning Methods

Level 4

Module Titles	Methods								
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Problem-based Learning	Group activities	Peer learning and feedback	Independent / E Learning/ On-line forums	Student led verbal activities such as presentations/ Moots/discussion/ Mock trials
Legal & Academic Skills	✓	✓		✓		✓	✓	✓	✓
English Legal Systems	✓	✓				✓	✓		✓

Criminal Law	✓	✓	✓			✓	✓		✓
Public Law and Human Rights	✓	✓			✓	✓	✓	✓	✓
									✓
Tort Law	✓	✓	✓			✓	✓		✓
Contract Law	✓	✓	✓			✓	✓		✓

Level 5

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

Level 6

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

Appendix 3

Map of Assessment Methods

Level 4

Module Titles	Case File Response	Memorandum	Written Essay	Group Discussion	Problem-based assessment	Case Matter Analysis	Presentation	Group Presentation	Personal Development Plan
Legal & Academic Skills				50% (15minutes) wk 13					50% (1500 words) wk 7
English Legal Systems			50%					50% (15 minutes)	

			(1500 words) Wk 14					wk 8	
Criminal Law		50% (1500 words) wk 9				50% (90 minutes) wk 15			
Public Law and Human Rights			50% wk 30 (1500 word)				50% (15minutes) wk 22		
Tort Law		50% (1500 words) wk 21				50% (90 minutes) wk 29			
Contract Law	50% (1500 words) wk 28					50% (90 minutes) wk 20			

Level 5

Methods								
Module Titles	Essay	Case File Response	Group Discussion	Problem-based assessment	Case Study	Case Matter Analysis	Individual Presentation	Group Presentation
Legal Research and Ethics			50% (20 minutes) wk 8	50% (120minutes) wk 15				
Equity and Trusts					50%			50% (20 minutes)

					(2000 words) wk 7			wk 14
Land Law			50% (20 minutes) wk 6		50% (2000 words) wk 13			
Business Law and Practice				50% (120 minutes) wk 22			50% (20 minutes) wk 29	
Wills and Probate						50% (120 minutes) wk 28	50% (20minutes) wk 21	
Property in Practice		50% (2000 words) wk 23				50% (120 minutes) wk 30		

Level 6

Methods							
Module Titles	Case File Response	Group Discussion	Presentation	Case and Matter Analysis	Roleplay	Dissertation	Problem Based Assessment
Dissertation			40% (20 mins) wk 8			60% (6,000 words) wk 30	
Client Care	50% (2500 words) wk 14				50% (25 minutes) wk 9		
Family Law		50%					

		(25 minutes) wk 10		50% (150 mins) wk 15			
Civil Litigation	100% (5000 words) wk 28						
Criminal Litigation				50% (150minutes) wk 29			50% (150 minutes) Wk 22

Map Subject Benchmarks to Programme and Module Learning Outcomes

Subject Benchmark Area - Knowledge and understanding of the principal features and doctrines of English law					
Threshold Level	Module & Learning Outcomes	Typical Level	Module & Learning Outcomes	Excellent Level	Module & Learning Outcomes
L4 English Legal Systems – K1, K3; Contract Law – K1, K3; Criminal Law – K1, K2; Public Law & Human Rights – K1, K2; Tort Law – K1, K2		Business Law & Practice – K1, K2; Equity & Trusts – K1, K2; Land Law – K1, K3; Property in Practice – K1; Wills & Probate – K1, K2		civil Litigation – K1, K2; Criminal Litigation – K1, K2; Family Law – K1, K3; Dissertation – K2, K3	
Subject Benchmark Area - Understanding of legal concepts, values, principles and the relationship between legal doctrines					
English Legal Systems – K3; Public Law & Human Rights – K2		Land Law – K3; Equity & Trusts – K2; Business Law & Practice – K2		Family Law – K3; Dissertation – K3	
Subject Benchmark Area - Application of legal knowledge to factual situations					
Contract Law – C1, P2; Criminal Law – C1, P2; Tort Law – C1, P2; Public Law & Human Rights – P1		Property in Practice – C1, P2; Wills & Probate – P1		Client Care – C1, P2; Civil Litigation – P2; Criminal Litigation – P1; Family Law – C1	
Subject Benchmark Area - Use and application of legal reasoning					
English Legal Systems – C2; Legal & Academic Skills – C2		Equity & Trusts – C2; Land Law – C2		Dissertation – C2; Family Law – C2	

Subject Benchmark Area - Legal research using primary and secondary sources					
Legal & Academic Skills – introductory research and communication skills		Legal Research & Ethics – K3, C3, P1; Business Law & Practice – C3; Wills & Probate – C3		Civil Litigation – C3; Criminal Litigation – C3; Dissertation – C3	
Subject Benchmark Area - Critical evaluation of legal rules and principles					
English Legal Systems – K3		Land Law – K3; Business Law & Practice – K2		Family Law – K3; Dissertation – K2, K3; Civil Litigation – K1, K2	
Subject Benchmark Area - Recognition of the social, political, ethical and economic context of law					
Public Law & Human Rights – K2; English Legal Systems – K3		Legal Research & Ethics – K3; Business Law & Practice – K2		Dissertation – K2, K3; Family Law – K3	
Subject Benchmark Area - Ability to construct reasoned arguments supported by authority					
English Legal Systems – C2; Contract Law – P2; Tort Law – P2		Equity & Trusts – C2; Land Law – C2		Family Law – C2; Dissertation – C2	
Subject Benchmark Area - Accurate use of legal terminology and communication					
Contract Law – T1; Criminal Law – T1; Legal & Academic Skills – T1; Tort Law – T1		Property in Practice – T1		Client Care – T1; Dissertation – T1	
Subject Benchmark Area - Independent learning and personal responsibility					
Public Law & Human Rights – P1		Legal Research & Ethics – P1; Wills & Probate – P1		Criminal Litigation – P1; Dissertation – P1	
Subject Benchmark Area - Collaboration and working with others					
English Legal Systems – T2; Legal & Academic Skills – T2		Equity & Trusts – T2; Land Law – T2; Legal Research & Ethics – T2		Client Care – T2; Family Law – T2	
Subject Benchmark Area - Professional judgement and problem solving					
Contract Law – P2; Criminal Law – P2; Tort Law – P2		Property in Practice – P2; Wills & Probate – P1		Civil Litigation – P2; Client Care – P2; Criminal Litigation – P1	
Subject Benchmark Area - Autonomous learning and inquiry					
Legal & Academic Skills (foundation for independent study)		Legal Research & Ethics – P1		Dissertation – P1, C3, K2, K3	
Subject Benchmark Area - Synthesis and critical analysis of complex legal issues					
Developing across Level 4 through K1–K3 and C1–C3		Business Law & Practice, Equity & Trusts, Land Law – analytical and evaluative outcomes		Dissertation, Civil Litigation, Criminal Litigation, Family Law – critical analysis and synthesis (K2, K3, C2, C3)	

Overall Alignment

The programme demonstrates a clear developmental progression against the QAA Law Subject Benchmark Statement:

- **Threshold level (Level 4)** establishes students' knowledge of core legal principles, introduces legal reasoning and problem-solving, develops communication skills, and begins professional awareness.
- **Typical level (Level 5)** extends analytical ability, independent legal research, application of legal principles across specialist subjects, ethical awareness, and collaborative working.
- **Excellent level (Level 6)** requires students to critically analyse complex legal issues, synthesise legal authorities, undertake independent research, exercise professional judgement, and communicate sophisticated legal arguments consistent with honours-level expectations.

This mapping also evidences vertical alignment with the programme learning outcomes (K1–K3, C1–C3, P1–P2, T1–T2), showing that the programme progressively develops students from foundational legal knowledge to autonomous critical and professional capability in accordance with the QAA Subject Benchmark Statement for Law.