



Approved December 2017
Effective for LLB (Hons) from September 2018

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (<i>ICE / SAC / SSHS</i>)	SAC
Professional accreditation body (<i>if applicable</i>)	Solicitors Regulation Authority ("SRA") and Bar Standards Board ("BSB")
Final award (<i>eg. BA Hons</i>)	(LLB) Hons
Title of programme(s)	Law
Subsidiary award(s) (<i>if any</i>)	Certificate of Higher Education Diploma of Higher Education LLB [Ordinary degree]
Honours type (<i>Single / Joint / Combined</i>)	Single
Duration and mode(s) of study	3 years full-time or 4 years full-time (including Professional Work Placement Year)
Start date (this version) (<i>month and year</i>)	September 2018
Periodic review next due (<i>acad. year</i>)	TBC
JACS subject code(s) (<i>Level 3</i>) (Please refer to HESA listing on AQO website)	M190
UCAS course code & code name	M100 LLB Law (3 Yr)
SITS codes (<i>Course / Pathway / Route</i>)	UGBLB / LAWSSGH / LAWSSGH
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme (<i>from the student's and a marketing perspective</i>)
This LLB programme has been specifically designed to meet the requirements for accreditation as a Qualifying Law Degree (QLD). A QLD is recognised by the Solicitors Regulation Authority (SRA) and Bar Standards Board (BSB), the regulators of the solicitors' and barristers' professions, respectively, as meeting the academic stage requirements for qualification as a solicitor or barrister.

Our LLB programme is designed for students who wish to qualify as a solicitor or barrister, as well as for students who are studying law to prepare for other careers where knowledge of the law will be an asset, or for general interest. In other words, our programme aims to meet your needs, whatever your career intentions. According to accepted data, at least 50 per cent of law graduates do not go on to enter the legal profession. Consequently, we believe a LLB programme should meet the needs of those who do not wish to qualify as a solicitor or barrister, as well as those who do. The aim of this LLB programme, therefore, is to provide students with an all-round legal education, which develops students' critical thinking and analytic skills in a legal context, and also develops an awareness and understanding of law in the context of social justice.

Achievement of these aims is assisted by students on the LLB programme having the enhanced learning opportunities provided to students on all Leeds Trinity University programmes through our Professional Development Placement programme, which involves short placements in each of your first two years, and an optional Professional Learning Through Work module in your final year. Our Placement and Partnership Office will help you locate the right placement and has experience of placing students with legal firms and legal service providers in the Yorkshire region.

All students have additional learning opportunities through extra-curricular activities such as mooting, client interviewing competitions, and mock trials, which enable students to develop a clear understanding of the context of law in society and its practice. All placements and extra-curricular activities also serve to encourage students to think about how their knowledge can be applied to future employment, and assist them in making informed decisions about their career choices.

The Joint Statement on the academic stage of training, a Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Initial or Academic Stage of Training by Obtaining an Undergraduate Degree, 1999, and Supplement to the Joint Statement, 2002 ("Joint Statement") set out the requirements for recognition as a QLD. The Joint Statement specifies the Foundations of Legal Knowledge subjects which must be taught on the LLB programme if it is to be recognised as a QLD ("Foundation Subjects"). The Foundation Subjects are: Public Law, including Constitutional Law, Administrative Law and Human Rights; Law of the European Union; Criminal Law; Obligations including Contract, Restitution and Tort; Property Law; Equity and Trusts. Students on a QLD are also required to be trained in legal research, and to develop intellectual and practical skills to meet the specific "Knowledge" and "Transferable Skills" requirements specified in the Joint Statement. Successful completion of all the assessment and examination requirements for the QLD enables a student to proceed on the qualification pathway for solicitor or barrister, respectively, subject to meeting SRA and BSB requirements of character and suitability.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **employability skills (E)**

On successful completion of the LLB programme students will have demonstrated the following learning outcomes:

Knowledge and understanding

K1 The law and legal system of England and Wales: Knowledge and understanding of the fundamental doctrines and principles which underpin the law of England and Wales

JOU6022 replaced JOU6902 – AG Chair Approval 25.9.18

Structure clarified (AHoS) and wording amended re L6 module choices 11.12.18

IA – June 2019

Replacement of PTC6072 by SOC6122 – AG Chair approval 22.7.19

particularly in the Foundations of Legal Knowledge; of the sources of that law, and how it is made and developed; and of the institutions within which, and procedures by which the law is administered and the personnel who practise law;

- K2 **Legal concepts, contexts and relationships:** Knowledge and understanding within institutional, social, cultural, economic, national and global contexts of a wide range of legal concepts, values, principles and rules of English law, and of the relationship between them in a number of particular areas;
- K3 **Law, justice and ethics:** Awareness of principles and values of law and justice, and of ethics and academic integrity;
- K4 **Substantive areas of law:** Knowledge and understanding of some substantive areas of law in depth and context.

Intellectual/cognitive/'thinking' skills

- I1 **Application of knowledge:** the ability to apply knowledge to complex situations and to offer evidenced conclusions, addressing complex actual or hypothetical legal problems;
- I2 **Independent thinking:** the ability to exercise independent thought; to ask and answer cogent questions about law and legal systems; to engage in critical analysis and evaluation;
- I3 **Research skills:** the ability to identify accurately the issue or issues which require researching; to use and analyse the law from relevant primary and secondary sources; to identify and retrieve accurate, current and relevant information from a range of appropriate sources including primary legal sources and standard paper and electronic sources and to apply the findings of such work to the solution of legal problems;
- I4 **Analysis, collation and synthesis:** the ability to recognise and select the key relevant issues and to formulate them with clarity; to rank and collate issues in terms of relevance and importance; and to synthesise relevant issues and information;
- I5 **Critical judgement and evaluation:** the ability to make a personal and reasoned judgement based on an informed understanding of standard arguments in the area of law in question; to provide critical judgement of the merits of particular arguments and supporting reasons for them; to recognise potential alternative conclusions for particular situations; to recognise ambiguity and deal with uncertainty in law; and to present and make a reasoned choice between alternative solutions;
- I6 **Autonomy and ability to learn:** the ability to act independently in planning and undertaking tasks in areas of law which have already been studied; to undertake self-directed research in areas of law not already studied; to reflect on their learning and to understand and identify gaps in their knowledge, the limits of their knowledge, and the consequent influence on their analysis, and acquire new knowledge; to be willing to acknowledge and correct errors; to seek and make effective use of feedback, and to engage with their own personal and professional development.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating;

contributing to discussions; awareness of interdependence with others;

- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.

The proposed programme is congruent with:

- The QAA's Quality Code for Higher Education
- The Framework for Higher Education Qualifications
- The QAA Subject Benchmark Standard: Law, 2015 ("Law Benchmark Standard")

and, for accreditation as a Qualifying Law Degree, with the Joint Statement (see 2. above).

4. Learning outcomes for subsidiary awards

Guidance	The learning outcomes for subsidiary awards cross-refer to the relevant programme learning outcome/s.
The assessment	Generic Learning outcomes for the award of <u>Certificate of Higher</u>

JOU6022 replaced JOU6902 – AG Chair Approval 25.9.18

Structure clarified (AHoS) and wording amended re L6 module choices 11.12.18

IA – June 2019

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<p>strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p><u>Education:</u></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) Interpret and evaluate data: Describe the fundamental doctrines and principles which underpin the law of England and Wales particularly in the Foundations of Legal Knowledge; the sources of that law, and how it is made and developed; and of the institutions within which, and procedures by which, the law is administered, and the personnel who practise law, within institutional, social, cultural, economic, national and global contexts, and of the relationship between them in a number of particular areas, with an awareness of principles and values of law and justice, and of ethics and academic integrity; ii) Use judgement: Apply their knowledge and understanding to complex situations, exercising independent thought, and asking cogent questions about law and legal systems; iii) Problem-solve: identify accurately the issue or issues which require researching; and apply the findings of research to the solution of legal problems; iv) Communicate: Understand and use the English language proficiently and with care and accuracy in relation to legal matters; use and apply legal terminology and legal concepts with care and accuracy; present knowledge or an argument in relation to legal matters, both orally and in writing, in a way which is comprehensible to others and appropriate to the needs of a variety of audiences, and which is directed at the particular audience's concerns; including listening and responding to written and oral stimuli, including questions and instructions; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p>	<p><u>Generic Learning outcomes for the award of Diploma of Higher Education:</u></p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate, an ability to:</p> <ul style="list-style-type: none"> i) Critically analyse and evaluate: Engage in critical analysis and evaluation, and make a personal and reasoned judgement based on an informed understanding of standard arguments in the area of law in question; ii) Offer evidenced conclusions: Offer evidenced conclusions, addressing complex actual or hypothetical legal problems; iii) Retrieve and analyse the law: Use and analyse the law from relevant primary and secondary sources; identify and retrieve accurate, current and relevant information from a range of

	<p>appropriate sources, including primary legal sources and standard paper and electronic sources; act independently in planning and undertaking tasks in areas of law which have already been studied;</p> <p>iv) Recognise and formulate issues: Recognise and select the key relevant issues and formulate them with clarity; rank and collate issues in terms of relevance and importance; read and discuss legal materials which are written in technical and complex language;</p> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <p>i) Critical judgement: Provide critical judgement of the merits of particular arguments and the supporting reasons for them; recognise potential alternative conclusions for particular situations, and recognise ambiguity and deal with uncertainty in law; and present and make a reasoned choice between alternative solutions;</p> <p>ii) Synthesise: Synthesise relevant issues and information;</p> <p>iii) Self-directed research: Undertake self-directed research in areas of law not already studied,</p> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>

5. Content

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p>
<p>As an accredited QLD, the programme requires:</p> <ul style="list-style-type: none"> • the study of legal subjects representing no fewer than 240 academic credits • study of the Foundation Subjects (see 2. Aims of the programme above) comprising no fewer than 180 credits of the required 240 credits for legal subjects; • study of legal subjects into the final year of the programme; • students to acquire the knowledge and general transferable skills set out in Schedule One of the Joint Statement. <p>At Level 4, students study four Foundation Subject modules, which set out the essential principles of legal studies:</p> <ol style="list-style-type: none"> 1. LAW4002 <i>The English Legal System</i> introduces the legal system of England and Wales, its institutions and processes as well as key powers in law-making and legal interpretation. 2. LAW4042 <i>Public Law</i> covers the Constitutional Law and Administrative Law elements of the Joint Statement. 3. LAW4022 <i>Contract Law</i> introduces basic but very widely used legal principles.

4. LAW4052 Law of the European Union, which draws on principles outlined in both *Public Law* and *The English Legal System*.

Students will also study:

- LAW4032 *Legal Skills* which develops your skills of analysis, collation and synthesis, and critical judgement and evaluation
- LAW4992 *Ethics, Society and Employability*, which considers aspects of professional employment, including legal ethics, such as the role of confidentiality. On this module students also undertake a work placement.

At Level 5 there are three required Foundation Subjects, each of which relies upon prior study of the Level 4 Foundation Subject modules. Students will study:

1. LAW5012 *Land Law*, which draws upon principles established in *Contract Law*.
2. LAW5022 *Criminal Law*, which draws upon the institutions and processes identified in *The English Legal System* and principles outlined in *Public Law*.
3. LAW5032 *Torts*, which draws upon principles established in both *Contract Law* and *Public Law*.

Students will also study:

- LAW5042 *Advanced Legal Skills*, which further develops your skills of analysis, collation and synthesis, and critical judgement and evaluation.
- LAW5052 *Professional Development and Placement*.

At Level 6, you will be required to take the final Foundation Subject, LAW6002 *Equity and Trusts*, in Semester 1. The remainder of the Level 6 is made up of 20-credit optional modules. At least one optional module must be a law option, while the remaining optional modules may be law or non-law. During Level 6 you will continue to develop your practical skills and employability skills.

Selection of non-law option subjects offers the opportunity for you to expand your law study into areas such as Business; Journalism; Working with Children, Young People and Families; Criminology and Sociology; and Politics.

Through our Placement and Partnership Office we provide opportunities, at each level, for sustained engagement with relevant law and legal service providers (L4: a 7-week programme of preparation, training and placement work; L5: a 6-week placement block; L6 an optional *Professional Learning through Work* module that enables sustained year-long engagement with a relevant organisation delivering a negotiated project). Students receive substantial and regular support from their progress tutor while on placement. Through this provision students have the opportunity within the programme to explore the range of career opportunities for Law graduates; to experience mentorship, and to establish a network of contacts. In addition, you can elect to take a Professional Work Placement between Levels 5 and 6, which comprises not fewer than 31 weeks of work placement activity during the academic year.

6. Structure

LLB (Hons) LAW (Single Honours)

Duration: 3 years full-time

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2018

Core: Students are required to take:

LAW4002	The English Legal System*	Sem 1 & 2	20 credits
LAW4022	Contract Law*	Sem 1 & 2	20 credits
LAW4032	Legal Skills	Sem 1 & 2	20 credits
LAW4042	Public Law*	Sem 1 & 2	20 credits
LAW4052	The Law of the European Union*	Sem 1 & 2	20 credits
LAW4992	Ethics, Society and Employability	Sem 1 & 2	20 credits

Level 5 – with effect from September 2019

Core: Students are required to take:

LAW5072	Human Rights and Social Justice*	Sem 1 & 2	20 credits
LAW5012	Land Law*	Sem 1 & 2	20 credits
LAW5022	Criminal Law*	Sem 1 & 2	20 credits
LAW5032	Torts*	Sem 1 & 2	20 credits
LAW5042	Advanced Legal Skills	Sem 1 & 2	20 credits
LAW5052	Professional Development and Placement	Sem 2	20 credits

Level 5b – with effect from September 2020

Optional:

LAWP000	Professional Work Placement	Sem 1 & 2	0 credits
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Level 6 – with effect from September 2020

Core: Students are required to take:

LAW6002	Equity and Trusts*	Sem 1 & 2	20 credits
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and are required to choose a minimum of 20 credits from:

LAW6012	Professional Learning Through Work	Sem 1 & 2	20 credits
LAW6052	Law Research Report	Sem 1 & 2	20 credits

and are required to choose a minimum of 20 credits from:

LAW6022	Employment Law	Sem 1 & 2	20 credits
LAW6032	Family Law	Sem 1 & 2	20 credits
LAW6042	Comparative Law	Sem 1 & 2	20 credits

and choose a maximum of 20 credits from:

LAW6022	Employment Law†	Sem 1 & 2	20 credits
LAW6032	Family Law†	Sem 1 & 2	20 credits
LAW6042	Comparative Law†	Sem 1 & 2	20 credits
JOU6022	Law for Journalists	Sem 1 & 2	20 credits

and choose a maximum of 20 credits from:

CYP6072	Child and Youth Justice	Sem 1	20 credits
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PTC6022	Democracy and Democratization	Sem 1	20 credits
BMM6422	Business and Management Strategy	Sem 1	20 credits
BMM6582	e-Business and e-Marketing	Sem 1	20 credits
SOC6122	Intelligence and Security	Sem 1	20 credits
<u>and</u> choose a maximum of 20 credits from:			
BMM6492	Corporate Sustainability	Sem 2	20 credits
BMM6462	Business Ethics	Sem 2	20 credits
SOC6022	Prisons and Punishment	Sem 2	20 credits
SOC6082	Critical Criminology	Sem 2	20 credits
PTC6082	Freedom of Speech	Sem 2	20 credits
Note - * indicates a Foundation Subject under the Joint Statement.			
† indicates subject may not be selected if already selected as a Law Option			

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The programme aims to help students develop a legal mindset, which is defined in two ways:

1. Knowledge and Understanding The acquisition of: a deep understanding of legal institutions and their articulation and interactions; legal principles, concepts, and processes and the terminology associated with them and their secure application to specific instances or cases, and an understanding of how to conduct legal research appropriately for different types of case.
2. Application of Knowledge The ability to approach cases or scenarios in a systematic way, establishing: what is required from engagement with the case; the main legal principles in play and their order of priority, and the ability to present the conclusions in a precise, accurate, and secure manner.

These two aspects guide the learning and teaching structure for each module, and also the nature of assessments used within each module. This is described in the following section.

Essays and Reports

Knowledge and understanding is typically tested through essays and reports, which relate specific cases or institutions to the appropriate wider contexts and also establish a precise sense of priority, order, and sequence within those wider contexts. The essay and report structure dominates in some modules, such as:

- LAW4002 *The English Legal System*
- LAW4042 *Public Law*
- LAW4052 *Law of the European Union*
- LAW5072 *Human Rights and Social Justice*
- LAW6052 *Comparative Law*.

Knowledge and understanding is also used as preparation for application, and a number of modules feature essays or reports as the first of the two assessments, such as:

- LAW4022 *Contract Law*
- LAW5012 *Land Law*
- LAW5022 *Criminal Law*
- LAW5032 *Torts*

- LAW6002 *Equity and Trusts*
- LAW6022 *Employment Law*
- LAW6032 *Family Law*.

The application of that knowledge and understanding to varied requirements and purposes and an understanding of ethical and legal constraints that apply in doing so are best suited to assessment that approximates live-scenarios with questioning (typically portfolios, exams or vivas). Subjects that are case-based will use formative exercises to develop confidence in the ability to think reliably on one's feet. Exams are a particular format that is significant for legal studies and is the preferred mode for qualification purposes beyond the LLB stage.

Both forms of assessment (essays/reports and portfolio/exam/viva) require support and training and this is specifically provided within each level. This happens in two particular ways:

1. LAW4032 *Legal Skills* supports the development of the ability to work with cases, parsing, analysing, and researching them. This module explains the nature of working with cases, and establishes, through training and testing, the method and practice for this that is used in the other Level 4 modules. The equivalent Level 5 module, LAW 5042 *Advanced Legal Skills*, builds upon this and explains, trains, develops, and supports the particular nature of working with cases in Level 5 and Level 6 modules, in which conflict is central and appraisal and research are more complex. Students will learn how to act for each side, identifying likely outcomes for each side, and to identify potential issues that complicate the decision to act for each side. In performing these functions, both modules also help train students for assessment in other modules.
2. A structure of weekly practice has been established so that students undergo formative practice and rehearsal each week in *one* of their modules (except at the very start of each semester when modules are starting and the very end when assessments draw close). This develops student confidence and builds their capacity for any exams or vivas. This work can constitute an element within a portfolio. In each case this practice will follow on from specific learning undertaken in that module the week before. This requires coordination across the modules running in each semester and the assessment chart, NP3a, shows the timings of these formative exercises.

General Learning and Teaching Principles:

The following approaches are prioritised in delivering the LLB programme:

Teaching

- **Student-Led Enquiry:** The main form of teaching session is the seminar, where concepts and skills introduced by the lecturer are learned through practical application – specific tasks, problem-solving, discussion and collaborative close reading of texts, with regular provision of formative feedback on those activities. The emphasis is on problem-based sessions, with real or hypothetical case studies, as well as group learning activities to develop team-working ability.
- **Directed Activities:** You are encouraged and expected to undertake independent research through directed reading and study in order to supplement and consolidate the formal teaching. You are required, for example, to complete specific activities each week between sessions, in order to support your learning and active engagement in teaching sessions. These activities are also used, as appropriate, as a vehicle for formative feedback and for structuring teaching sessions.
- **Use of VLE:** To support student-led inquiry, learning materials and resources are supplied in advance via Moodle. Resources offered include bespoke videos and podcasts; links to external sites and on-line resources; and access to all hand-outs, powerpoints, etc.

- **Use of other online resources and technology:** Full use is made of on-line resources which are available, in teaching sessions, independent study, and assessment, in order to support legal study and research – particularly in the modules LAW4032 *Legal Skills* and LAW5042 *Advanced Legal Skills*.

Assessment

- **Formative assessments:** Students have access to formative assessment in every module studied. This usually takes the form of feedback on specific tasks given in teaching sessions, on-line feedback, or feedback on outline plans for assessed work available via individual meetings. For modules which are assessed by written examination, you will also have the opportunity to do a mock examination as part of the formative assessment.
- **Integrated Assessment:** Students undertake an integrated assessment at Level 4, for which a two-week period is set aside towards the end of Semester 2. This assessment is a mock court-room exercise, requiring students to research a given area of criminal law, prepare a brief and deliver oral arguments before a magistrate. This provides marks for two modules that help prepare students for this assessment: LAW4032 *Legal Skills* (30%) and LAW4992 *Ethics, Society and Employability* (40%)
- **Academic appeals:** The University has in place mechanisms to deal with academic appeals against assessment processes and decisions, which is a requirement of the SRA and BSB for QLDs

In this programme, negotiated assessment is not used because of the need to ensure attainment of the required outcomes for a QLD.

7b) Programme learning outcomes covered

	L4					L5					L6			
	English legal system	Contract Law	Public Law	Law of the EU	Legal Skills	Human Rights and Social Justice	Land Law	Criminal Law	Torts	Advanced Legal Skills	Equity & Trusts	Employment Law	Family Law	Comparative Law
<u>KNOWLEDGE AND UNDERSTANDING</u>														
K1: The law and legal system of England and Wales														
K2 Legal concepts, contexts and relationships														
K3 Law, justice and ethics														
K4 Substantive areas of law														
<u>INTELLECTUAL/COGNITIVE/'THINKING' SKILLS</u>														
I1 Application of knowledge														
I2 Independent thinking														
I3 Research skills														
I4 Analysis, collation and synthesis														
I5 Critical judgement and evaluation														
I6 Autonomy and ability to learn														
I7 Literacy, technical language and communication														
<u>EMPLOYABILITY SKILLS</u>														
E1 Self-management														
E2 Teamworking														
E3 Business and sector awareness														
E4 Application of numeracy														

	L4					L5					L6			
	English legal system	Contract Law	Public Law	Law of the EU	Legal Skills	Human Rights and Social Justice	Land Law	Criminal Law	Torts	Advanced Legal Skills	Equity & Trusts	Employment Law	Family Law	Comparative Law
E5 Application of information technology														
E6 Entrepreneurship/enterprise														
E7 Social, cultural & civic awareness														

8. Entry requirements

Honours degree programmes
<p>The University's general entry requirements are a minimum of 5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and one should be GCSE English Language at grade C (or equivalent). Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus.</p> <p>In addition to the University's general entry requirements, the entry requirements for the LLB programme are:</p> <ul style="list-style-type: none">• three A-Level passes at ABB, excluding general studies, and• GCSE grade C or above (Grade 4 for those sitting the GCSE from 2017) in English Language and Mathematics, or equivalent. <p>The SRA and BSB permit entry requirements for an accredited QLD to be set by the awarding institution.</p> <p>For students whose first language is not English, a recognised English language qualification is required, such as an overall band of 6.5 in the International English Language Testing Service (IELTS). Other qualifications may be acceptable and can be checked upon request.</p> <p>Applications are welcome from those with non-standard qualifications, or from mature students (those over 21 years of age on entry) with significant relevant experience. If an applicant has prior assessed or certificated learning, or prior experiential or work-based learning which may be equivalent to parts of this programme, the University will assess and, where appropriate, accredit this learning in order to provide applicants with exemptions from specified modules or parts of the programme to the extent that such exemptions are permitted by Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning, and that such exemption/s will be recognised by the SRA and BSB.</p>

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)		
<p>The standard progression requirements, as set out in the current <i>Taught Course Academic Regulations</i>, apply to the LLB programme, subject to the following requirements of the SRA and BSB in relation to the Foundation Subjects, which are covered by the following modules:</p>		
Stage 1:	LAW4002 <i>English Legal System</i>	20 credits
	LAW4022 <i>Contract Law</i>	20 credits
	LAW4042 <i>Public Law</i>	20 credits
	LAW4052 <i>Law of the European Union</i>	20 credits
Stage 2:	LAW5012 <i>Land Law</i>	20 credits
	LAW5022 <i>Criminal Law</i>	20 credits
	LAW5032 <i>Torts</i>	20 credits
	LAW5072 <i>Human Rights and Social Justice</i>	20 credits
Stage 3:	LAW6002 <i>Equity and Trusts</i>	20 credits
<p>Students must pass all Foundation Subjects in order to be awarded a QLD, subject to SRA and BSB requirements as detailed.</p>		

Deemed passes

If a student is not awarded a QLD because the student was unable to take all required Foundation Subjects:

- the SRA will recognise the law degree awarded as a deemed QLD if it was only that one Foundation Subject that the student was unable to take and the circumstances which prevented the student from taking the Foundation Subject were exceptional and likely to have impacted on the student's performance. This recognition is subject to the LTU's assessment regulations permitting a deemed pass, and LTU exercising its discretion to deem the student to have passed the subject, confirmed by LTU's examination board or other relevant body which reviews and confirms the exceptional circumstances.
- the BSB will in very exceptional circumstances recognise a LLB awarded as a deemed QLD if, through illness, bereavement or other substantial cause beyond the student's control, the student either failed or had not taken certain Foundation Subject(s). Application for acceptance of a deemed pass or passes must be made to the Academic Stage Office of the BSB.

Compensation and condonation

The SRA defines condonation as:

"Condonation is a judgement by a board of examiners who decide that, in consideration of the overall performance of a student, and of any extenuating circumstances, a module that has been marginally failed can be awarded a pass, without incurring a penalty." (Appendix 4 1.9),

and defines compensation as:

"Compensation is a judgement by a board of examiners who decide that a strong performance by a student, evidencing achievement of the learning outcomes and educational aims of the stage as a whole, may be used as the basis for the award of credit in respect of a marginally failed pass mark requirement in a particular module."

The SRA will recognise condonation or compensation of one Foundation subject only, and only if:

- LTU's assessment regulations permit condonation or compensation;
- there are exceptional circumstances in the student's case that are likely to have impacted on the student's performance;
- the mark actually attained by the student in the subject to be condoned or compensated is not less than 35%;
- there is evidence of the student's academic strength across the entire degree programme.

The BSB may, in exceptional circumstances, condone a single marginal fail in a Foundation subject, and only if the mark obtained in the subject was within 5% of the QLD pass mark of 40%, i.e. 35% or above. Application for condonation must be made to the Academic Stage Office of the BSB. The BSB is unlikely to condone a marginally failed Foundation subject if the student has also failed or been compensated or condoned in one or more other subjects within the degree programme.

Pass mark

Both the SRA and BSB require all Foundation subjects on a QLD to be passed with at least 40%, regardless of any lower pass mark set by LTU.

Attempts

Both the SRA and BSB permit a maximum of three attempts normally for any of the Foundation Subjects within a QLD.

Where all three attempts have been exhausted, the Academic Stage can only be satisfied for BSB purposes by completing a full QLD programme afresh or a CPE. The BSB may accept additional attempts in exceptional circumstances, for which application should be made to the Academic Office of the BSB. Where a Foundation Subject is taught and assessed as two separate units, the BSB permits three attempts at each unit rather than collectively for the subject.

Time-limits for completion of a QLD

Both the SRA and BSB require a QLD to be completed within a maximum of six years.

The SRA may recognise a QLD completed outside this period where there are exceptional circumstances which prevented the student from completing the QLD within the time limit. The decision as to whether an extension of time should be granted is for LTU to make in accordance with its assessment policies and regulation, according to the SRA and BSB.

The BSB may, very exceptionally, recognise a QLD completed outside six years, for which application would need to be made to the Academic Stage Office of the BSB. Similarly, where a student completes a three-year degree in a shorter length of time, the BSB very exceptionally may recognise the degree, but application would need to be made to the Academic Stage Office of the BSB.

Anyone who wishes to qualify as a barrister must commence the vocational stage of training required by the BSB within five years of obtaining a QLD. Failure to do so means that the individual would be required to re-activate their stale qualifications, usually by undertaking the Common Professional Examination (CPE), unless, in exceptional circumstances, the BSB re-activates the stale qualifications without requiring completion of the CPE. The BSB will only not require completion of the CPE where there is reliable and comprehensive evidence from an impartial and professional source that an applicant has current competence in all the Foundation Subjects, eg. through legal work or study. However, the BSB is unlikely to approve an application for re-activation in respect of qualifications which are eight years old or more. Application for re-activation would need to be made to the Academic Stage Office of the BSB.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level.

Not applicable, but students are required to pass all Foundation subjects in order to be awarded a QLD.

11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

Two external examiners will be appointed.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

Learning outcomes

The learning outcomes for the programme are derived from the Subject Benchmark Standard, Joint Statement and SRA Statement of Legal Knowledge. In order to achieve rigour in the consistency of learning outcomes throughout the programme, whether at programme level, subsidiary award level or module level, and to meet the University's requirement for levelness, the programme learning outcomes have been articulated as 'sub-outcomes'. This enables the outcomes to be mapped at sub-outcome level to the different levels of subsidiary award, and to the different subject module learning outcomes. Consequently, all outcomes used on the programme derive from the programme learning outcomes themselves, and have been checked to ensure that all learning outcomes are developed across modules at the appropriate level to ensure that students have the opportunity to develop the competences to demonstrate the learning outcomes over the course of the programme and in a measured and consistent way. To make mapping easier, the learning outcomes – or sub-outcomes – for individual modules have been identified with a module abbreviation and outcome number.

Legal skills

One of the design principles adopted for the design of the programme is that legal skills are explicitly embodied in the learning, teaching and assessment of the substantive modules (Foundation Subjects and Law option modules), and, as well as being taught in both skills modules, are utilised in all modules and at each level on the programme. Consequently, LAW 4032 *Legal Skills* and LAW5042 *Advanced Legal Skills* modules are intended to introduce the skills, and to provide ongoing instruction and guidance in the practice of the various skills in the different modules over the course of the programme. The module learning outcomes are cross-referenced to the programme learning outcomes, so that the incorporation of 'I' and 'E' skills can be seen.

Professional Work Placement Year

This programme provides the option for students to undertake a 31-week professional work placement between Stages 2 and 3. Students who wish to take this option register for a four-year programme.

Personal tutoring

Students on the programme are supported by a personal tutoring system, with each student allocated a personal tutor for pastoral support and guidance.

Complaints procedure

Leeds Trinity University has a Complaints Procedure (October 2017) which is accessible to students via the University Intranet (and the following trail: Infozone – Voicing your Concerns – Complaints Procedure). Students on the law programme are required to direct any complaints to the University in accordance with the Complaints Procedure. Students are informed by way of the programme handbook of this, and that:

- a student must exhaust the internal appeals and complaints procedures, and refer the matter to the Office of the Independent Adjudicator and/or the QAA Concerns Scheme, if the student chooses to do so;
- complaints should only be directed to the BSB when it is the BSB's own regulations which are being disputed;
- only when internal and external complaints processes are complete may a student refer

the matter to the SRA, which will then consider whether any discretionary action is required.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.