

The Programme Specification for Levels 4, 5 and 6 can be found in the [Undergraduate](#) section of the programme of study catalogue.

Version Approved for September 2022



**Leeds Trinity
University**

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (ICE / SAC / SSHS)	Faculty of Social and Health Sciences
Department	Law
Professional accreditation body	n/a
Final award (eg. BA Hons)	BA (Hons) with Foundation Year in Legal Issues
Title of programme(s)	BA (Hons) Criminology and Law with Foundation Year in Legal Issues LLB (Hons) Law with Foundation Year in Legal Issues
Subsidiary award(s) (if any)	<p>BA (Hons) Legal Studies (with Foundation Year in Legal Issues)</p> <p>BA Ordinary Degree in Criminology and Law (with Foundation Year in Legal Issues)</p> <p>BA Ordinary Degree in Legal Studies (with Foundation Year in Legal Issues)</p> <p>LLB Ordinary Degree in Law (with Foundation Year in Legal Issues)</p> <p>Diploma of Higher Education in Criminology and Law (with Foundation Year in Legal Issues)</p> <p>Diploma of Higher Education in Law (with Foundation Year in Legal Issues)</p> <p>Diploma of Higher Education in Legal Studies (with Foundation Year in Legal Issues)</p> <p>Certificate of Higher Education in Criminology and Law (with Foundation Year in Legal Issues)</p> <p>Certificate of Higher Education in Law (with Foundation Year in Legal Issues)</p> <p>Certificate of Higher Education in Legal Studies (with Foundation Year in Legal Issues)</p> <p>Foundation Certificate in Legal Issues</p> <p>Please note:</p> <ul style="list-style-type: none"> • Subsidiary awards "in Law" apply where students have satisfied the requirements of the Solicitors Regulation Authority ("SRA") and Bar Standards Board ("BSB") but not achieved the requisite number of credits for the target award.

	<ul style="list-style-type: none"> Subsidiary awards “in Legal Studies” apply where students have not satisfied the requirements of the Solicitors Regulation Authority (“SRA”) and Bar Standards Board (“BSB”) <u>and</u> have not achieved the requisite number of credits for the target award.
Honours type <i>(Single / Joint / Combined)</i>	Single and joint after progression to Level 4
Duration and mode(s) of study	4 years full-time (one of these is a foundation year)
Month/year of approval of programme	April 2019
Start date <i>(this version) (month and year)</i>	September 2022
Periodic review next due <i>(academic year)</i>	2027
HECoS subject code(s)	For LLB (Hons) Law = 100485 (100%) For BA (Hons) Criminology and Law = 100485 (100%)
UCAS course code & route code <i>(available from Admissions)</i>	LLB (Hons) Law = UGBLB / LAWSSGH / LAWSSGH BA (Hons) Criminology and Law = CRMALAW / UCRMALAW
SITS codes <i>(Course / Pathway / Route)</i> <i>(available from Student Administration)</i>	LLB (Hons) Law = UGBLB / LAWSSGH / LAWSSGH BA (Hons) Criminology and Law = CRMALAW / UCRMALAW
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)
<p>The aim of the Foundation Year is to provide you with an introduction to issues and questions that are key to understanding common legal issues. You will be encouraged to explore issues such as case law, the English legal system and how legal precedent is achieved. You will also gain an understanding of the basic principles of common law and case law. You will be able to explore the usefulness of law reports. In addition to these opportunities, you will also learn about key legal personnel and systems.</p> <p>You will therefore be provided with an opportunity to actively develop your knowledge of law whilst gaining specialised tuition in core academic skills. Through this process it is anticipated that your confidence and readiness for Level 4 study will be enhanced.</p> <p>This programme offers you an alternative entry route for undergraduate study if you are not in a position to commence your university studies at Level 4. Therefore, the Foundation Year in Legal Issues aims to provide access to higher education for students who may otherwise be excluded from university study. For example, you might not have the usual entry requirements to commence learning at Level 4. It is also intended to be a useful pathway for students who have been out of education for a number of years. You may also wish to further build your confidence before studying at Level 4. The Foundation Year in Legal Issues pathway consequently endeavours to promote a widening of participation in higher education.</p> <p>On completion of the Foundation Year, you should be well equipped to go on to Level 4 study on one of the named linked honours degree programmes in Law.</p>

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the foundation year, students will have demonstrated:

- K1 knowledge of key issues in relation to creating legal precedent
- K2 knowledge of concepts related to legal precedent and common law
- K3 an understanding of law reports and case law
- K4 knowledge of technical terminology and scholarly conventions of law and associated academic disciplines
- K5 knowledge of how to effectively present academic work in a variety of forms
- I1 ability to identify and comment on concepts related to legal precedent and common law
- I2 ability to complete a range of assessments
- I3 ability to recognise and describe several key legal personnel
- I4 ability to present results that draw appropriately upon scholarly research and debate

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 **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 various sources
- E4 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes
- E5 **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
- E6 **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
- E7 **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 any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

The subject benchmark statements that are particularly relevant to this programme are:

(1) the QAA subject benchmark statement for Law.

4. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 3.	<p><u>Foundation Certificate in Legal Issues:</u></p> <p>On successful completion of 120 credits at Level 3, students will be able to access this award if they formally state that they do not wish to further pursue their studies at Level 4 study on one of the linked pathways to the Foundation Year in Legal Issues.</p> <p>They must have demonstrated an ability to:</p> <ul style="list-style-type: none">i) describe key concepts in common law and legal precedent;ii) outline several legal cases that have informed common law, legal precedent and case law;iii) communicate their knowledge and awareness coherently, using appropriate scholarly conventions and techniques;iv) undertake a sustained project on a Law related topic.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The Legal Issues Foundation Year is designed to provide students with: (1) an introduction to legal issues and focuses primarily on legal precedent, case law and common law; (2) the skills that will allow them to make a successful progression to Level 4 study and (3) an opportunity to undertake a sustained investigation on a topic of their choice in an area related to their intended future undergraduate studies.

The '**Academic Skills**' module focuses upon developing students' skills so that they can successfully pursue their higher education. The '**Law Foundations**' module introduces foundation legal principles and concepts. It will guide students through various fundamentals of the English

Legal system focusing on interesting and topical contexts, cases and principles as well as the way the law is reported; how citations work; and how to research cases. The third module is '**Law and Society**' and offers a context for the discipline and encourages students to engage with the broader implications of law and legal practice. The module develops an understanding of the nature of common law and legal precedent within UK Law, in distinction from civil code systems. The fourth module '**Law Project**' allow students to study an area of interest related to their chosen future academic specialisation/interest. The '**Law Project**' workshop sessions will facilitate the preparation of a portfolio of materials being produced by the students including a presentation.

6. Structure

Foundation Year to a linked degree

Duration: 1 year full-time

Total credit rating: 120 (for those not progressing to Level 4 on a linked Law degree)

Level 0 – with effect from September 2022

Core: Students are required to take:

LAW3113	Academic Skills and Studying with Confidence	Sem 1 & 2	30 credits
LAW3133	Law Project	Sem 1 & 2	30 credits
LAW3143	Law Foundations	Sem 1 & 2	30 credits
LAW3153	Law and Society	Sem 1 & 2	30 credits

Students should refer to the structure section of the relevant Programme Specification for the structure of Levels 4, 5 and 6 of the following three years.

7. Learning, teaching and assessment

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

The learning and teaching provision on the Foundation Year in Legal Issues is aligned with the central goals, objectives and features of the University's Learning, Teaching and Assessment Strategy 2020-2023. It will provide an experience which is student-centred; teaching which is responsive to the needs of individual students; and a framework within which students are encouraged to begin to their abilities to engage in critical thinking and analytical skills. These are however contextualised within the nature of Level 3.

The following approaches are prioritised in the Foundation Year of the linked degree:

Learning

The focus will be on ensuring that students have an opportunity to develop their understanding of key concepts that are introduced in each module by applying them through active enquiry, practical research tasks, exercises and collaborative projects.

A Progressive Learning Structure is built into the course design:

Students will begin their Level 3 by having an opportunity to develop their academic skills and confidence, before having an opportunity to apply these when they study a negotiated topic of choice for the Project module in Semester 2. How to effectively engage in academic writing, oral presentation and research information will be focused upon in the first semester of the Foundation Year. In their studies of Law, students will begin by looking at key issues before applying academic concepts and theories to these.

Teaching

- **Student-Led Enquiry:** The main form of teaching session will be seminars and workshops, where concepts and skills introduced by the lecturer will be learned through practical application – specific tasks, problem-solving and discussion, with regular provision of formative feedback on those activities.
- **Directed Activities:** Although students will not undertake directed activities at Level 3, students will be set regular activities that will require completion outside formal classes. Formative feedback will be provided on these.
- **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 online resources; online quizzes; and access to all handouts, powerpoints, etc. In addition, all seminars will be followed by a student-led summary of key points learned and discussed, posted on Moodle.
- **Use of other online resources and technology:** Full use will be made, in teaching sessions, independent study and assessment, of online resources available to support an understanding of legal issues and concepts.

Assessment:

- **Formative Assessment:** Students will have access to formative assessment in every module that they study on. This will usually take the form of feedback on specific tasks given in teaching sessions, online feedback, or feedback on outline plans for assessed work.
- **Diversity of Assessment methods:** Assessment methods will be varied in form and credit value.
- **Negotiated Assessment:** Students will have the opportunity in **LAW3133 'Law Project'** to negotiate the mode of assessment for a particular assignment. Forms of negotiated assessment might include: video, podcast, written project

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme									Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	K5	I1	I2	I3	I4	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Issues	Concepts	Understanding of case law	Terminology and scholarly	Present academic work in	Ability to identify and comment on	Ability to complete	Recognise and describe several	Ability to present results	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
LAW3123 Academic Skills and Studying with Confidence																		
LAW3133 Law Project																		
LAW3143 Law Foundations																		
LAW3153 Law and Society																		

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	<p>Applicants should normally have achieved the following prior to registration for the programme:</p> <p>5 academic or vocational qualifications, at least one of which should be a GCE 'A' level (or equivalent at level 3) and one of these should be GCSE English Language at grade C or above (or equivalent). For such students the entry tariff will usually be 32 tariff entry points or above at entry to the foundation year.</p> <p>It is not a requirement that one 'A' level should be in Law or a related subject. A wide range of other subjects can be considered relevant.</p> <p>For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with no component below 5.5, or equivalent test.</p> <p>Applications are welcome from mature students with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.</p>

9. Progression, classification and award requirements

<p>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, e.g. exclusion of Level 4 module marks from Foundation Degree classification)</p>
<p>The following regulations apply, together with the General Academic Regulations:</p> <ul style="list-style-type: none"> • Programme Regulations for the Foundation Year • Programme Regulations for Taught Undergraduate Degrees • Additional Regulations for the Bachelor of Laws (LLB) <p>You will have to pass the Foundation Year to progress to a named linked honours degree programme.</p> <p>All modules are exempt from marginal failure and must be passed for progression.</p>

10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

None

11. 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.