

LEEDS BECKETT UNIVERSITY

# Course Specification

LLB(Hons) Law

2018-19 (LLBLW)

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## Record of Enhancement

<b>No.</b>	<b>Detail of modification</b> (Provide a brief description of the modification and where the Course Specification has been updated)	<b>Date Effective</b> (Indicate the academic year of entry and course level(s) to which the modification will apply)
<b>V1.2</b>	Amended course structure – block delivery of H4 English Legal System & Skills, Level 5 Switch of semester delivery – Property & E&T. Updates to methods of assessment in light of module assessment modifications, H4 English Legal System, H4 The Law of Contract, H4 Tort Law, H5 Foundations of Property Law. Update of sections relation to assessment and student support Addition of optional H6 module, Law Clinic	September 18 onwards
<b>V1.3</b>	Amended text in relation to learning and teaching, student support network, assessment strategy and feedback on assessment to reflect annual operational updates since validation in 2015. Regulation of Exemption details – removal of the reference to the requirement for students to pass all level 4 and 5 modules.	September 18 onwards

## Version Control

For completion by Quality Assurance Services only	
<b>Next Re-validation date</b>	
<b>Version Control</b>	
Version number and date effective	

## Target award, course title and programme code:

LLB(Hons) Law

LLBLW

## Level of qualification:

Level 6

## Course Rationale and Philosophy:

The LLB(Hons) Law is a qualifying Law degree as recognised by the Solicitors Regulation Authority and Bar Standards Board. Students study the seven Foundations of Law. This study provides knowledge and skills that students can take forward into a range of careers, including the legal profession.

## Overview and Aims:

The LLB(Hons) provides a comprehensive knowledge and understanding of law and develops the academic skills associated with graduate studies and those skills essential for a career in law and elsewhere.

The course includes opportunities to study the necessary elements of a qualifying law degree. It satisfies the academic stage of training requirements for students wishing to become a lawyer as determined by the Solicitors Regulation Authority (SRA) Bar Standards Board (BSB) and the Chartered Institute of Legal Executives (CILEX). It seeks to provide a sound, contemporary and relevant education in law for those students who wish to become professionally qualified.

The LLB(Hons) aims to offer students the opportunity to select for themselves a portfolio of modules that matches their career aspirations and interests. It is recognised that not all students wish to progress to professional qualification and the course seeks to develop those intellectual and personal abilities which will be of assistance to students whatever their ultimate career.

## Course Learning Outcomes:

At the end of the course students will be able to:

<b>1</b>	Demonstrate comprehensive and coherent knowledge, understanding and application of underlying legal concepts and principles
<b>2</b>	Act independently in planning and managing study tasks with limited guidance and with an ability to identify their own resources and to retrieve information relevant to the subject matter from multiple digital sources for practical application and integration into existing knowledge

<b>3</b>	Autonomously analyse, critique and challenge contemporary issues in law
<b>4</b>	Demonstrate a conceptual understanding which enables the development and sustaining of supported reframing of knowledge to provide realistic and coherent strategic solutions to legal problems and the recognition of conflicts and tensions in the law
<b>5</b>	Demonstrate a critical awareness and understanding of the position and rule of law, both in relation to specific subjects and generally within its social, economic, commercial, political, historical, ethical and/or cultural contexts
<b>6</b>	Communicate fluently and coherently, both orally and in writing, including to audiences whose first language may not be English, using legal terminology effectively

### Level Learning Outcomes:

By the end of Level 4 students will be able to:

<b>1</b>	Formulate solutions to clearly defined problems and situations relating to law and explain legal principles
<b>2</b>	Communicate orally and in writing, accurately and reliably including to audiences whose first language may not be English, and with structured and coherent arguments
<b>3</b>	Access and use a range of learning resources in order to acquire the skills to begin the process of moving from dependent to independent learning and to retrieve information relevant to the subject matter from multiple digital sources for practical application and integration into existing knowledge
<b>4</b>	Identify and locate relevant electronic and paper sources of information
<b>5</b>	Work in groups as a participant who contributes effectively to the group's work and to achieve group objectives
<b>6</b>	Identify and evaluate the knowledge, skills and attributes they have and create strategies to improve and develop them

By the end of Level 5 students will be able to:

<b>1</b>	Analyse key elements of legal problems and plan, manage and execute strategies for their solution
<b>2</b>	Effectively communicate information, arguments and analysis in a variety of forms including oral presentations, essays and reports including to audiences whose first language may not be English
<b>3</b>	Read a range of complex works, infer argument and summarise accurately and identify and locate relevant electronic and paper sources of information
<b>4</b>	Function effectively as an independent learner through reflective learning and self-assessment activities and feedback
<b>5</b>	Identify and evaluate how their knowledge, skills and attributes can align to the needs of an employer
<b>6</b>	Determine their own learning needs, develop appropriate strategies and identify the resources needed for personal support

By the end of Level 6 students will be able to:

<b>1</b>	Demonstrate comprehensive and coherent knowledge, understanding and application of underlying legal concepts and principles
<b>2</b>	Act independently in planning and managing study tasks with limited guidance and with an ability to identify their own resources and identify and locate relevant electronic and paper sources of information
<b>3</b>	Autonomously analyse, critique and challenge contemporary issues in law
<b>4</b>	Demonstrate a conceptual understanding which enables the development and sustaining of supported reframing of knowledge to provide realistic and coherent strategic solutions to legal problems and the recognition of conflicts and tensions in the law
<b>5</b>	Demonstrate a critical awareness and understanding of the position and rule of law, both in relation to specific subjects and generally within its social, economic, commercial, political, historical, ethical and/or cultural contexts

<b>6</b>	Communicate fluently and coherently, in writing, including to audiences whose first language may not be English, using legal terminology effectively
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## Course Structure

### Level 4

The level outcomes are designed to introduce students to the broad course structure and their path to acquiring a comprehensive knowledge and understanding of law and the development of the academic skills associated with graduate studies and those skills essential for a career in law and elsewhere. The expectation is that students will have achieved all level 4 outcomes, particularly the ability to formulate solutions to clearly defined problems and situations relating to law and explain legal principles.

In order for the Leeds Law School degree to be a qualifying law degree, the requirements of the Professional Bodies must be complied with - these can be found at <http://www.sra.org.uk/students/academic-stage.page>.

Full Time Delivery

The course commences with English Legal System, Methods and Skills. This module will predominantly be delivered during the first two weeks of Semester 1.

Semester 1	Core (Y)	Semester 2	Core (Y)
English Legal System, Method and Skills	Y	Tort Law	Y
The Law of Contract	Y	Criminal Law	Y
Public Law	Y	Career Development and Employability Skills	Y

### Level 5

At this level students take further steps along their path to acquiring a comprehensive knowledge and understanding of law and the development of their academic skills. Students will have achieved all level 5 outcomes, particularly to

determine their own learning needs, and to develop appropriate strategies and identify the resources needed for personal support.

Students choose one elective per semester. The Law electives on offer at level 5 are shown in the table below. Electives will only run provided sufficient students select them to provide a viable cohort in line with University guidelines.

In order for the Leeds Law School degree to be a qualifying law degree, the requirements of the Professional Bodies must be complied with - these can be found at <http://www.sra.org.uk/students/academic-stage.page>.

Semester 1	Core (Y)	Semester 2	Core (Y)
Foundations of Property Law	Y	Foundations of Equity & Trusts Law	Y
Applied Criminal Law	Y	Law of the European Union	Y
Advocacy Or Medical Law	N	Commercial Law Or Family Law	N

## Level 6

Students will have achieved all level 6 outcomes, most importantly being able to demonstrate comprehensive and coherent knowledge, understanding and application of underlying legal concepts and principle. Students will have equipped themselves for the next stage in their career, be it legal, academic or otherwise.

In order for the Leeds Law School degree to be a qualifying law degree, the requirements of the Professional Bodies must be complied with - these can be found at <http://www.sra.org.uk/students/academic-stage.page>.

### **CILEx (Chartered Institute of Legal Executives) Pathway**

CILEx offers an alternative route to qualification as a lawyer by gaining the title 'Legal Executive Lawyer' that does not require individuals to undertake a training contract (which is the route to qualifying as a solicitor). Students opting to take the CILEx Pathway will take three level 6 options in the final year of study. Upon graduation, and provided the pass threshold for each of the three pathway modules has been met, the student will have satisfied the requirements for the level 6 CILEx Graduate Diploma in Legal Practice and will be eligible to gain membership of CILEx as Graduate Member.

To ultimately qualify as a Legal Executive Lawyer and be eligible to become a Fellow of CILEx, the student will then be required to complete a period of qualifying employment as set by CILEx, for example, by working as a paralegal in legal practice, for a period of three years. This will mean attaining the professional status of a lawyer without the need to secure and complete a training contract / pupillage. The pass mark set by CILEx is 50% (as opposed to the University pass mark of 40%). If a student does not attain the CILEx pass mark for all three of the CILEx pathway modules they will not be eligible to become a Graduate Member of CILEx. In terms of eligibility for the academic award related to their LLB studies, this will be subject to the University's standard requirements and procedures.

Students may elect to take the Day Release module at level 6 and work (at least one day a week) for example as paralegals.

Semester 1	Core (Y)	Semester 2	Core (Y)
Option / Client Care Skills	n/a	Option / Civil Litigation	n/a
Option / Conveyancing	n/a	Option	
Option		Option	

All modules delivered in level 6 are electives that will include a range of specialist law modules. Students should choose up to 6 elective modules, or 5 elective modules if one is worth 40 credits, over two semesters. A list of available modules, which might vary from year to year, will be made available to students prior to the elective modules' delivery. Whilst it cannot be guaranteed that all elective modules will run, in the past, the following electives have been offered (the CILEx and Day Release modules are also now included in the list below):

### Option Choice

Child Law  
 Civil Litigation  
 Client Care Skills  
 Company Law  
 Competition Law  
 Conveyancing  
 Criminal Evidence  
 Day Release  
 Employment Law

Intellectual Property Law  
 International Human Rights Law & Practice  
 Law Clinic  
 Media and Entertainment Law  
 Mental Health Law & Policy  
 UK Anti-Terrorism Law and Policy

Company Law Extended Study (40 credits)  
 Employment Law Extended Study (40 credits)  
 Dissertation/extended study modules (40 credits)

### Contained awards available:

Award	Title	Level	Credits
LLB	Law	6	60
Dip HE	Law	5	120
Cert HE	Law	4	120

### Length and status of programme and mode of study:

Length (years)	Status (FT/PT)	Mode (campus based/DL or other)
3	Full Time	Campus
4	Full Time / Sandwich	Campus
5	Part Time	Campus

## Learning and Teaching

### Learning and Teaching Approaches

#### Students at the centre of our learning and teaching

The LLB (Hons) reflects, supports, and aligns itself to the wider University Learning and Teaching Strategy. In particular the course aspires to put “students at the centre of our activities and providing a flexible and relevant curriculum with excellent teaching and learning”. The student experience of the learning and teaching on the course is at the forefront of our approaches.

### **Authentic and Challenging**

The course is designed so that alongside the rigour of academic study students will find their learning experience both enjoyable and relevant to real life and to future employment. Learning tasks and assessments are authentic as they are heavily based around real life problem situations and require students to give legal advice. Many activities are challenging requiring students to adapt to different situations, employ different skills and perform similar tasks to those which they might be required to do in the workplace.

### **Deep Learning and Peer Learning**

At every level of the course the approach is to encourage deep learning and modules ensure there is a balance between sufficient breadth and depth of study. Students are encouraged to engage as active participants in their learning experience not only via research activities but also by engaging in a range of group learning activities from which they are encouraged to understand different perspectives and to understand and value peer learning.

### **Reflective learners**

The learning processes on the course are also designed to encourage students to become reflective learners. This process is started early at induction when students meet with their Academic Advisor. This theme is picked up and developed in their learning throughout the year. Reflective learning is also an approach encouraged and supported at levels 5 and 6.

### **The experience of level-ness**

The learning teaching and assessment processes on the course are level consistent. This means that within a level just as the module outcomes reflect a similarity in complexity so too do the learning activities. The student experience on the course will be of an increasing complexity as they move through the levels of their study. The modules in the first semester of each year have an active role in explaining and reinforcing the increased depth and complexity of learning and understanding which is necessary at the higher levels.

### **Research and Practitioner Informed Learning**

In addition to research and practitioner input within some modules there is also a programme of guest lectures which is open to all students. These lectures bring a range of practitioner and research perspectives to the learning experience and supplement the module based learning.

## Learning and Teaching Activities

### **The framework of contact time**

All modules at levels 4 and 5 have two hours of lecture time and two hours of workshop (seminar) time per week. At level 6 there is one hour of lecture time and two hours of workshop time per week.

English Legal System, Methods & Skills is delivered intensively at the beginning of Semester 1. The rationale for this delivery is to give students the vital underpinning knowledge and skills that they need to develop and enhance their knowledge and skills in the other level 4 modules.

Throughout the course, academic skills are embedded into module delivery and stand alone sessions are also scheduled, for example, support with exam technique, critical thinking, legal research and referencing (including drop in sessions with academic law librarians and also stand alone sessions).

### **The learning and teaching activities**

Lectures on the course are typically used as vehicles within which to develop knowledge with the emphasis on ensuring students' understanding of the underpinning principles of law. Lectures also provide an opportunity to prepare for, or engage in, an exploration of the more complex areas of law. Interaction in lectures is encouraged and helps to ensure that lectures are active learning experiences for the students. Staff development continues to explore how the lecture space and time may be used to provide opportunities for engaged learning to draw students away from a passive approach and towards fuller and deeper engagement.

Workshops provide an opportunity for all modules to use a range of interesting, challenging and enjoyable activities for learning and are typically characterised by a combination of research exercises and problem solving activities. Problem solving and research based activities lie at the heart of the workshops. The research exercises (for which advance preparation is usually needed) help to develop the student's ability to study independently and to work to a schedule. Contemporary case studies and primary sources are vehicles by which students learn the skills of identifying the factual issues, identifying and understanding legal issues and principles and being able to apply those principles to the facts of the scenario. These skills involve students in understanding and applying the law which involves deep and participative learning

The activities by which the research and problem questions are explored provide variety whilst also allowing for the development of additional essential skills, including critical analysis, critical thinking and reflection. There is a strong emphasis on group work encouraging peer learning and developing the skills required to work in groups with a range of dynamics. Presentations, in a variety of forms and both

group and individual, provide vehicles for exploration of understanding and for developing essential confidence. The students' experiences of real life scenario problems are further enhanced by requiring the students to advise the parties. This takes their learning a stage further by developing skills in communication and an appreciation and understanding of the practical and human issues which may affect the outcome of a dispute or issue.

**Graduate Attributes** *All our undergraduate students will develop three graduate attributes; Enterprise, Digital Literacy, Global Outlook*

**Enterprise (able to problem solve, plan and evaluate, be creative and an effective communicator)**

Enterprise is built into the learning, teaching and assessment strategy in each module. The LLB (Hons) has a strong focus on the real world and the practical approach to problems which employers expect from law graduates.

**Digital Literacy (able to confidently and critically identify and use information and digital technologies to enhance academic, personal, and professional development)**

Students are required to engage with module content via electronic media including MyBeckett, podcasts, and discussion boards. Submission of assessed work and feedback is achieved by the use of MyBeckett and Turnitin as standard.

At level 4 students are introduced to data gathering and analysis and at level 5 their digital literacy is further enhanced. Digital literacy at level 6 is reflected in the learning outcomes of all modules.

**Global Outlook (able to engage effectively and responsibly in a multicultural and globalising world)**

Global outlook is an integral part of many modules and a number of modules have a specific international aspect.

**Use of the Virtual Learning Environment**

The virtual learning environment (VLE) is an integral part of the Course. Students can access course and module information via the VLE (MyBeckett) and have direct access to a range of online texts resources and data bases via the Library Online. There are online information pages and a careers page for the dissemination of course and employability information.

Each module has its own MyBeckett site containing copies of learning and teaching materials and online learning resources and / or activities. The learning activities

include problem scenarios, research questions and online tests and quizzes so that students can assess their progress and receive feedback on their understanding. MyBeckett is used to send announcements about the Course, modules and assessments and students can communicate with each other and tutors via email and discussion boards. Students submit assignments electronically via Turnitin.

Students are introduced to MyBeckett during induction at level 4 and module teams ensure that students are taught how to engage with this virtual learning environment. An individual student's use of MyBeckett resources for each module is tracked by the University's Student Engagement Monitoring system. This means that it is possible for module leaders, module tutors and Academic Advisors to check on a student's MyBeckett engagement and provide appropriate advice and support if a student appears to be falling behind.

### **Use of Blended Learning**

Blended learning is an integral part of teaching and learning on each module. Whilst students are provided with some paper materials the majority of the materials and activities for each module are on the MyBeckett site. Students are provided with online and self-directed study materials, designed to supplement the face to face lecture and workshop programme. Typically this would also include online tests, discussion boards, case studies, group work activities. Whilst there are some time frames within which the work must be done the presence of the online activities allows the student to control the pace, time and place of a large part of their learning.

### **Student Support**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the

Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is [StudentHub@leedsbeckett.ac.uk](mailto:StudentHub@leedsbeckett.ac.uk).

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

## Assessment Strategy

### The aims of the strategy

The assessment strategy for the course reflects discussions within the University and the course team, discussions held with student representatives, and also consideration of the results of NSS surveys. The emphasis is to offer assessment which is relevant to the academic study of law, reflects the rigours of a legal education and has relevance to the workplace.

The assessments which students will undertake on the course will provide an experience which is scaffolded to promote optimal student performance.

The learning activities, the assessment tasks and the assessment pattern encourage student participation, shared learning and high level deep learning.

Students are encouraged to access and feed forward the feedback they receive for formative and summative assessments.

The University's Graduate Attributes of Enterprise, Digital Literacy and Global Outlook are embedded into the assessment strategy.

### Forms of assessment

There is a diverse range of assessments including coursework, presentations and examinations. In light of the forthcoming introduction of the Solicitors Qualifying Examination (SQE), multiple choice questions (MCQs) have been integrated into some of the examination assessments.

### **Alignment of assessments with learning outcomes**

Constructive alignment underpins the construction of assessment, orienting assessments according to the intended learning outcomes. Further, individual learning activities are designed to constructively align with the module outcomes and the module assessment(s). In addition to alignment within a module the outcomes and assessments demonstrate that they are level appropriate.

### **Familiarity and Pattern**

The forms of assessment viewed as a whole should not only offer the student a varied experience, developing diverse skills and confidences, but also they should offer some familiarity. This familiarity is particularly important between levels.

As well as the interest of new methods of assessment there should be an opportunity to repeat some of the same modes of assessment. This allows for the scaffolding of assessments from one module to another and demonstrates for the student the value of feedback as a means by which to move forward. Students can take what they have learned about the demands and opportunities of one type of assessment and feed that forward into their learning and performance in the next semester or level. For example the traditional form of assignment has been retained as a form of assessment at both levels 4 and 5 in order to equip the students to perform to the optimum in this mode of assessment which is prevalent in their final year.

### **Feedback on Assessed Coursework**

Feedback on formative assessment is provided in a variety of ways. With all feedback the teams are conscious of the UK Quality Code for Higher Education indicator that “Feedback on assessment is timely, constructive and developmental.”

The pattern of formative and summative assessments allows for timely feedback on formative assessments. This in turn allows for reflection and further learning before the relevant summative assessment. Generic feedback for summative assessments is provided online within four weeks of the assessment and individual feedback is also available, allowing time for students to feedforward what they have learned into their next modules.

For all summative assessments students receive individual feedback indicating the strengths and weaknesses of their work against the assessment criteria. In addition students have the option to attend an individual face to face appointment with the marker. Attendance for individual feedback is encouraged as it enables tutor and student to engage in a constructive dialogue. A face to face meeting also allows tutors to assist in encouraging the student’s reflection and ongoing development.

## Module Assessment Methods

Module Titles	Written exam	Written assignment, including essay	Report	Dissertation	Portfolio	Project output (other than	Oral assessment and presentation	Practical skills assessment	Set Exercise
<b>Level 4</b>									
English Legal Systems, Methods & Skills	✓	✓							
The Law of Contract	✓	✓							
Public Law		✓							
Tort Law		✓							
Criminal Law		✓					✓		
Career Development & Employability Skills					✓		✓		

<b>Level 5</b>									
Foundations of Equity & Trusts	✓						✓		
Foundations of Property Law	✓								
Applied Criminal Law		✓							
Law of the European Union	✓								

### Level 6: No Core Modules

### Employability and Professional Context:

This course is accredited by the Solicitors Regulation Authority and Bar Standards Board.

Students who graduate with an LLB (Hons) have a well-respected and valued qualification. This makes students attractive in both legal and non-legal graduate environments.

It is appreciated that our LLB (Hons) graduates will undertake a range of graduate roles and there are a range of activities and employability support within course and Leeds Law School designed to enhance students' employability skills.

#### **Career Development and Employability Skills – level 4**

This module gives students an introduction to graduate recruitment and selection processes. Students are given the opportunity to reflect on their career aspirations and can plan their career development objectives with the aim of enhancing their employability skills and prospects. Students work on their presentation skills, competency based questions, and CVs.

#### **MyBeckett Careers module and Careers Tutor**

All students are attached to the non-credit bearing Careers module. The MyBeckett pages provide information on legal and other careers and direct students to University employability resources.

#### **Law in Practice Lecture Series**

Leeds Law School operates a guest speaker programme where legal practitioners and other professionals give their time to present to students. Students have the opportunity to ask questions and to network with the speakers. A strategy is adopted to invite alumni to take part in the guest speaker programme as this is a means of inspiring students and giving them valuable role models.

#### **Professional Mentor Scheme**

Leeds Law School runs a successful professional mentor scheme. LLB (Hons) students can apply to have a professional mentor drawn from a list of alumni and other practitioners. Students are interviewed to ensure that they understand the purpose of the scheme and that they can demonstrate the professionalism necessary to represent Leeds Law School.

Students must take the initiative to build a relationship with their mentor and feedback indicates that students find it a very satisfying and illuminating experience. Mentors are able to advise on CVs and applications and to provide an insight into professional life. Sometimes students are offered work experience with their mentors.

#### **Mooting**

There is an active Mooting programme within Leeds Law School which gives students the opportunity to develop their advocacy skills. Students enter regional and national competitions.

#### **CILEx (Chartered Institute of Legal Executives) Pathway**

The CILEx Pathway provides students with the option of pursuing an alternative route to qualification as a lawyer by ultimately becoming a fellow of CILEx and a 'Legal Executive Lawyer'. Students opting to take the CILEx Pathway will take three

level 6 options in their final year of the LLB. Upon graduation, and provided the pass threshold for each of the three pathway modules has been met, the student will have completed the requirements of the level 6 Graduate Fast Track Diploma in Legal Practice and will be eligible to gain membership of CILEx as a Graduate Member. A further period of qualifying employment, as determined by CILEx, will subsequently need to be completed to become a Legal Executive Lawyer and a Fellow of CILEx (there are associated costs as determined by CILEx).

### **Law Clinic**

The Law Clinic is an elective module available to Level 6 students. This module gives students the opportunity to advise real clients and develop valuable legal skills.

### **Day Release**

The Day Release module is designed to allow students to develop, enhance and reflect upon regular work in a graduate environment. Students who work (at least one day a week) can undertake this 20 credit module during level 6 and it will be attractive to those students who are, for example, working as paralegals. Employers will need to agree to be involved in the module.

### **Study Abroad**

Leeds Law School considers it important that students are able to broaden their horizons by being able to study abroad. Students can therefore elect to study abroad for either a semester or a year at L5 or as a sandwich between levels 5 and 6.

## **Work Related Activities**

**Placement or Work Related Activity Level:**

5 and / or 6

**Placement or Work Related Activity Length in Weeks:**

Full Year at  
Level 5 or 1 day  
per week over a  
48 week period  
at Level 6

**Type of Placement or work related activity:**

The LLB (Hons) aims to develop law students as active citizens who are able to perform meaningful tasks in the real world. Undertaking authentic tasks requires the kinds of activities which lead to deep learning. They develop in students the skills to perform similar tasks in the workplace and authenticate the application of

theoretical knowledge to the learner's real work. Therefore throughout the course there is a strong emphasis on authentic tasks based on real practice.

**Placement or Work Related Activity Level:**

Between level 5 and 6 students may undertake placement year by opting to take the Faculty placement module.

As mentioned above, students who have completed level 5 may elect to study for a year or semester abroad before embarking onto level 6.

Students may elect to take the Day Release module at level 6 and work (at least one day a week) for example as paralegals.

Additionally at all level students are encouraged to undertake legal work experience (placement and/or mini-pupillage) and other work experience relevant to their career aspirations. Emphasis is also placed on the value of general student work experience (such as work in bars and retail outlets).

### **Reference Points used in course design and delivery:**

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and where relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA web site at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the Framework for Higher Education Qualifications (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

## Staff Teaching on the Course:

You can find details of our highly qualified permanent teaching staff on our website, who are involved in teaching, research and administration associated with the course.

## Regulatory Exemption details:

The LLB (Hons) adheres to the Academic Principles and Regulations set out by the University.

<http://www.leedsbeckett.ac.uk/about/academic-regulations.htm>.

As stated above, the Solicitors Regulations Authority ([www.sra.org.uk](http://www.sra.org.uk)) and the Bar Standards Board ([www.barstandardsboard.org.uk](http://www.barstandardsboard.org.uk)) are jointly responsible for accrediting providers and for validating programmes for those who wish to become solicitors and barristers in England and Wales. The Solicitors Regulation Authority acts as the administrator on behalf of both regulators.

The requirements of the professional bodies are outlined in the Academic Stage Handbook (<http://www.sra.org.uk/students/academic-stage.page>).

Certain subjects are prescribed for study by the professional bodies, namely:

- Public Law, including Constitutional Law, Administrative Law and Human Rights;
- Law of the European Union;
- Criminal Law;
- Obligations, including Contract, Restitution and Tort;
- Foundations of Property Law; and
- Equity and the Law of Trusts.

There are also rules about the credits devoted to legal subjects.

The LLB (Hons) is a qualifying degree for the purpose of those who wish to qualify as solicitors and barristers in England and Wales.

Approve Exemption from the Academic Regulations in relation to

- Student entitlement to a second 'reassessment' for failed assessments

Exemption from the Academic Regulations in relation to the amount of option modules on a level of study. Level 6 of the course consists of option modules only as all foundation modules are covered in levels 4 and 5.

## Assessment Proportions and Overall Workload

### Assessment Proportions

The balance of assessment will be informed by the optional modules you select at each level, the following information provides an indication of the percentage by assessment type:

	Level 4	Level 5	Level 6
Examination	10	55	35
Coursework	80	35	55
Practical	10	10	10

### Overall Workload

Whilst overall workload will be informed by the core and optional module, where applicable, at each level, the following information provides an indication of the time required for different activities on your course:

	Level 4	Level 5	Level 6
Teaching, Learning and Assessment	288	288	216
Independent Study	912	912	984
Placement*	NA	NA	*see below

\*placement activities optional at level 6 (Day Release) – would equal 48 days