**LEEDS BECKETT UNIVERSITY**

# Course Specification

Master of Laws of England and Wales

LLMEW (distance learning)

2018/19

LEEDS BECKETT UNIVERSITY

# Record of Enhancement

| No. | Detail of modification<br>(Provide a brief description of the modification and where the Course Specification has been updated) | Date Effective<br>(Indicate the academic year of entry and course level(s) to which the modification will apply) |
|---|---|---|
| 1.1 | Course delivery structure amended to move Foundations of Tort to Semester 1. Standard Assessment Word Count increased, modified assessment for Foundations of Tort (on campus delivery). Modification to standard assessment strategy to enable amendement to Tort.<br>(modifications applied to LLM Qualifying, previous title) | September 2017. |
| 2 | Name Change – from LLM Qualifying to LLM Laws of England and Wales. Assessment Strategy Changes and addition of full time distance learning mode of study | Proposed January 2018 |
| | | |
| | | |
| | | |
| | | |

# Version Control

| For completion by Quality Assurance Services only | |
|---|---|
| **Next Re-validation date** | 2021 |
| **Version Control** | |
| Version number and date effective | UVP 30/01/18 |

## Target award, course title and programme code:

LLM      Laws of England and Wales                    LLMEW

## Level of qualification:                            Level 7

## Course Rationale and Philosophy:

This course serves as a way for non-law undergraduates to satisfy the legal professional bodies' requirements for the academic stage of training and progress to the revelant professional postgraduate courses. Additionally students successfully completing the LLM Laws of England and Wales will achieve a Master's degree.

## Overview and Aims:

The Master of Laws of England and Wales forms the academic stage of training (as determined by the Solicitors Regulation Authority and the Bar Standards Board) for those who wish to qualify as solicitors and barristers in England and Wales and who hold a non-law undergraduate degree (or hold a law degree which is insufficient for the regulatory bodies' requirements).

The course covers the seven foundations of law, namely:

- 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; and
- Equity and the Law of Trusts.

In addition, students are expected to have received training in legal research.

## Course Learning Outcomes:

At the end of the Course you will be able to:

| 1 | Demonstrate a critical awareness and systematic evaluation of the areas of law studied, the  legal process, and the interrelationship between different areas of law in a national and European context |
|---|---|

| 2 | Critically evaluate and apply a range of sources of legal information to assist in legal study and to extract the essential points of that information |
|---|---|
| 3 | Demonstrate a critical understanding of how established techniques of research and enquiry are used to model and synthesise original academic legal theory |
| 4 | Critically evaluate, synthesise and apply advanced and contemporary theoretical principles and emergent primary sources of law to a range of complex and open ended issues, problems and situations |

At Level 7 you will be able to:

| | PG Cert |
|---|---|
| 1 | Demonstrate a critical awareness and systematic evaluation of the areas of law studied, the legal process, and the interrelationship between different areas of law in a national and European context |
| 2 | Critically evaluate and apply a range of sources of legal information to assist in legal study and to extract the essential points of that information |
| | PG Dip |
| 3 | Demonstrate an understanding of how established techniques of research and enquiry are used to create and interpret academic legal theory |
| 4 | Critically evaluate, synthesise and apply advanced and contemporary theoretical principles and emergent primary sources of law to a range of complex and open ended issues, problems and situations |
| | LLM |
| 5 | Demonstrate an originality in the use of knowledge and the application of theory and techniques through the production of a significant piece of high level independent scholarship addressing a question in the field of law |

## Course Structure:

## Level 7

**Full Time Delivery**

The course commences with the module Law, Institutions and Skills, a non credit bearing module introducing students to the basic learning techniques particular to the study of law. Students must pass this module in order to be able to progress on to the rest of the course. Law, Institutions & Skills is delivered in the first two weeks of the course. Full Time Students progress to study four taught modules in parallel during semester 1. Students will study three modules in parallel in Semester 2. The Independent Legal Research Project is delivered across both semesters, with assessment submissions in both Semesters 1 and 2.

*September Start Cohort*

| Semester 1 | Core (Y) | Semester 2 | Core (Y) |
|---|---|---|---|
| Foundations of Tort Law (20 credits) | Y | Foundations of Equity & Trusts (20 credits) | Y |
| Foundations of Public Law (20 credits) | Y | Foundations of Contract Law (20 credits) | Y |
| Foundations of Criminal Law (20 credits) | Y | Foundations of the Law of the European Union (20 credits) | Y |
| Foundations of Property Law (20 credits) | Y | | |
| Independent Legal Research Project (40 credits) | | | Y |

*January Start Cohort*

| Semester 1 | Core (Y) | Semester 2 | Core (Y) |
|---|---|---|---|
| Foundations of Tort Law (20 credits) | Y | Foundations of Public Law (20 credits) | Y |
| Foundations of Equity & Trusts (20 credits) | Y | Foundations of Criminal Law (20 credits) | Y |
| Foundations of Contract Law (20 credits) | Y | Foundations of Property Law (20 credits) | Y |

| | | | |
|---|---|---|---|
| Foundations of the Law of the European Union (20 credits) | Y | | |
| Independent Legal Research Project (40 credits) | | | Y |

**Part Time**

Year 1 of the course commences with the module Law, Institutions and Skills, a non credit bearing module introducing students to the basic learning techniques particular to the study of law. Students must pass this module in order to be able to progress on to the rest of the course. Law Institutions and Skills is delivered in the first two weeks of the course. Students progress to study two modules in parallel during Semester 1 and two modules in Semester 2. The part time course is undertaken over two years. The Independent Legal Research Project is delivered in year 2 across both semesters, with assessment submissions in both Semester 1 and 2.

September Cohort

Year 1

| Semester 1 | Core (Y) | Semester 2 | Core (Y) |
|---|---|---|---|
| Foundations of Tort Law (20 credits) | Y | Foundations of Equity & Trusts (20 credits) | Y |
| Foundations of Public Law (20 credits) | Y | Foundations of Contract Law (20 credits) | Y |

Year 2

| Semester 1 | Core (Y) | Semester 2 | Core (Y) |
|---|---|---|---|
| Foundations of Criminal Law (20 credits) | Y | Foundations of the Law of the European Union (20 credits) | Y |
| Foundations of Property Law (20 credits) | Y | | |
| Independent Legal Research Project (40 credits) | | | Y |

January Cohort

Year 1

| Semester 1 | Core (Y) | Semester 2 | Core (Y) |
|---|---|---|---|
| Foundations of Equity & Trusts (20 credits) | Y | Foundations of Criminal Law (20 credits) | Y |
| Foundations of Contract Law (20 credits) | Y | Foundations of Public Law (20 credits) | Y |

Year 2

| Semester 1 | Core (Y) | Semester 2 | Core (Y) |
|---|---|---|---|
| Foundations of Tort Law (20 credits) | Y | Foundations of Property Law (20 credits) | Y |
| Foundations of the Law of the European Union (20 credits) | Y | | |
| Independent Legal Research Project (40 credits)    Core | | | |

## Contained awards available:

| Award | Title | Level | Credits |
|---|---|---|---|
| PG Cert | Laws of England and Wales | 7 | 60 |
| PG Dip | Laws of England and Wales | 7 | 160 |
| | | | |

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

| Length (years) | Status (FT/PT) | Mode (campus based/DL or other) |
|---|---|---|
| 1 | FT | Distance Learning |
| 2 | PT | Distance Learning |

## Learning and Teaching

### Learning and Teaching Approaches

The learning and teaching strategy for the course is compliant with the University's Education Strategy 2016-2021. The course team is committed to the values articulated in the Strategy (transforming students into sophisticated, independent

critical thinkers, able to apply their knowledge with originality within advanced academic and professional contexts).

The course team puts students at the centre of the Law School's activities by providing a flexible and relevant curriculum with excellent teaching and learning. Team members are committed to the development of their own areas of professional practice and specialisms and this contributes hugely to the quality of learning and teaching experienced by students.

The course is concerned with the practical application of theory to a working environment and the opportunity for students to think about, discuss and where possible relate theory to practice. The teaching style will be student centred.

The course commences with a non-credit bearing induction programme on legal skills and method to orientate students to the study of law at postgraduate level and to underpin the taught modules. The induction will identify a base-line set of skills and knowledge that students will need to develop to fully benefit from the taught modules. The induction will cover: identifying and locating relevant legal sources; using the library and online materials; reading and understanding legal and other relevant materials; critical approaches to legal study; the principles of problem analysis; and commercial awareness.

Students take an active role in the strengthening of student satisfaction, achievement and employment by being involved with the quality assurance processes both formally and informally.

## Learning and Teaching Activities

Student cohorts on the course are typically diverse as students come from a range of academic and professional backgrounds. The learning environment is inclusive as it is non-discriminatory, respectful, and values the perspectives and experiences that each student can offer. The course and the teaching team promote values and practices associated with inclusive attitudes and behaviours in others.

The students' experience of the delivery of this course is through a range of teaching methods and learning activities. Whilst the Online Support Officer and Academic Tutors are there to facilitate learning and disseminate knowledge, there is an emphasis on students' collaboration in the learning experience. Students receive an on-line course handbook, which details the course structure and what is expected of students (it also provides other information about the University, course team, regulations and policies etc.). In addition, students receive an on-line module handbook for each module, providing details about the module, how the module will

be delivered in terms of types of teaching elements and the main topic for each unit, how it will be assessed, a reading list and other material relevant to the module.

With the exception of the  Independent Legal Research Project, each module carries 20 credit points representing 200 hours of activity.  A standard structure is applied to the modules which cover the seven foundations of law. Each module is divided into nine units with each unit generally being studied over a week. This entails 90 hours of core directed learning as students are expected to spend 10 hours on core study per week for each unit. In addition there are 110 hours devoted to supplementary guided learning and assessment completion, arranged as described in each module specification to reflect the subject matter involved.

Students will access online materials in a variety of media, contribute to discussion groups and participate in problem-based, interactive, application based exercises.. The learning and teaching strategy used by each module is articulated in its respective module specification.  Generally preparation will steer students to both the knowledge and critical components of the module and the online learning activities will stress student-led identification, evaluation and critique of issues. Students will be given the opportunity to relate the material covered to the workplace and the relevance of international business law. The integration of students is seen as an important opportunity for students to learn by sharing their and their peers' experience via online discussions.

Learning activities have been selected to represent a challenging and stimulating diet of activities for the student. As set out in the individual module specifications a variety of learning and teaching activities are used across the modules and will include:

- reading;
- audio embedded presentaions/lectures;
- participating in e-activities, sometimes in small groups to engage with learning activities;
- guided and peer group discussions;
- questions and quizzes to check undertsanding
- working independently to research relevant topics, predominantly using electronic databases and search engines;
- completing directed activities and formative assessments, providing opportunities for feedback.


The 40 credit point Independent Legal Research Project module has a more distinctive pattern of study and supervision as described in its module specification. It is an exercise in autonomous student learning involving sustained research and a substantial piece of writing which is supported by the dissertation supervisor. The

supervisor will guide a student on the planning and execution of the dissertation, the development of ideas and the organisation and structure of the work. The preparation of the dissertation will engage students with knowledge at the forefront of the disciplines concerned with their chosen subject area of law.

## Use of the Virtual Learning Environment

The Virtual Learning Environment (VLE) is the delivery method used for all modules offered on the course. Each module (and the course) has its own area on the VLE to present relevant teaching, learning and assessment information (eg, powerpoint slides, activities, receive announcements, receive course information, locate course materials and assessments). In addition, discussion boards and multi-media materials are available to support learning and communication between students, teaching teams and support teams. The VLE interfaces with the University email system.

The development of distance learning modules is a collaboration between the Module Leader and an Academic Instructional Designer based in the Distance Learning Unit (DLU). In building the modules, DLU ensures that all modules follow the same look and feel to ensure a clear and consistent structure across the course in order to provide the best student experience.

As the entire course is delivered via the VLE it is used to present all module content. A typical module consists of a module home page, module introduction, teaching units and assessment section. Within each unit there is 'core' content provided for the students which includes the following:

- Unit introduction – overview, learning outcomes for each unit and a study timetable
- Core reading – specific chapters or articles (available as e-texts eg via the Library)
- Formative activities – examples include video, short answer questions, discussion activities, multiple choice quizzes, completing a reflective journal, further reading

The VLE will also be used by the Online Support Officer and the Academic Tutor to monitor student engagement.

Students are introduced to MyBeckett during induction.
Students will require access to IT/Internet with the following specifications:

Windows Users:

- Windows 8, 7, XP or Vista
- Broadband Internet Connection
- Soundcard and speakers
- Firefox, Chrome or Microsoft Internet Explorer.

Mac OS Users:
- Mac OS X or higher (in classic mode)
- Broadband Internet Connection
- Soundcard and speakers
- Apple Safari.

## Student Support Network

If students have a question or a problem relating to the course, the Online Support Officer is there to assist as is the Course Adminsitsrator. Both work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. The Online Support Officer will also monitor student engagement with the modules. The Course Adminsitrator can provide students with a confirmation of attendance letter, and a transcript. Students may also like to contact the Course Representative or the Students' Union Advice team for additional support with course-related questions.

If students have any questions about life at our University in general, they may contact the Student Hub which consists of a team of recent graduates and permanent staff who are available to support students throughout the course. They will make sure students have access to and are aware of the support, specialist services, and opportunities our University provides. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

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

The **Opportunities** tab is the place for students to explore the options for jobs, work placements, volunteering, and a wide range of other opportunities. For example, students can find out here how to get help with their 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 strategy for the course reflects discussions within the University, course team and feedback from students to ensure that it is appropriate for assessing both campus based and distance learning students at master's level and that all students have the best opportunity to demonstrate their knowledge and understanding of the modules.

There is a varied diet of assessments across the modules designed to assess the full range of learning outcomes. Assessment tasks include portfolio, coursework, time release examination, research proposal and research project. All of these assessments are designed for students to develop and extend their key skills.

Law, Institutions and Skills and two of the legal foundation modules are assessed by way of time release examination, where the examination is available to students during a certain period, say 24 hours. Although examinations can be stressful for students and may not be widely popular, this traditional form of assessment has been included as part of the assessment strategy to prepare the students for the professional courses which many will go on to study eg to become a solicitor or barrister. Traditional time constrained examination is commonly used as a mode of assessment in legal professional courses.

Three of the legal foundation modules are assessed by an electronic portfolio, consisting of various pieces of work, including answers to problem questions and exercises prepared for distance learning units, which may have been discussed and reviewed with other students and tutors via the message boards.  This has a two fold benefit: students are able to gain credit for the preparation they undertake during the module and student engagement throughout the module should be enhanced.  The final piece of work making up the portfolio is an answer to an unseen question.  The format of the answer may vary from module to module but examples include a narrated PowerPoint, a videoed presentation or a more traditional piece of written work.

The remaining two legal foundation modules and the Independent Legal Research Project are assessed by coursework. Normally, coursework assignments are submitted on-line through TurnItIn on the VLE. TurnItIn is a text-matching service which performs an originality check as part of the strategy to guard against unfair practice. Students can access TurnItIn in advance of their deadlines to check the status of their work.

Moderation and standardisation are undertaken for each module assessment prior to publication of marks.

## 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."

Feedback is provided both formally (written feedback sheets and email) and informally (during online activities and discussions).

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. Again allowing time for students to feedforward what they have learned into their next modules.

There is also a level of pastoral feedback supplied by the Online Support Tutor who monitors engagement and deals with any difficulties the student might be experiencing.

## Module Assessment Methods (core modules only, please tick (✓) all which apply)

| Module Titles | Written exam | Written assignment, including essay | Report | Dissertation | Portfolio | Project output (other than dissertation) | Oral assessment and presentation | Practical skills assessment | Set Exercise |
|---|---|---|---|---|---|---|---|---|---|
| **Level 7** | | | | | | | | | |
| Law, Institutions & Skills (0 credits) | ✓ | | | | | | | | |
| Foundations of Tort Law | | | | | ✓ | | | | |
| Foundations of Criminal Law | | | | | ✓ | | | | |
| Foundations of Equity & Trusts Law | | | | | ✓ | | | | |
| Foundations of the Law of the European Union | ✓ | | | | | | | | |
| Foundations of Contract Law | | ✓ | | | | | | | |
| Foundations of Property Law | | ✓ | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Foundations of Public Law | ✓ | | | | | | | | |
| Independent Legal Research Project | | | | ✓ | | | | | |

## Employability and Professional Context:

The Solicitors Regulations Authority (www.sra.org.uk) and the Bar Standards Board (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 course satisfies the academic stage of training for those who wish to qualify as solicitors and barristers in England and Wales.

The two PSRBs have been engaged in a review of legal education (Legal Education and Review) and its impact on the vocational stage of training will require another review of the course in the short term.

## Work Related Activities

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

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

Not applicable

## 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 course adheres to the Academic Principles and Regulations set out by the University.

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

However the Solicitors Regulations Authority and the Bar Standards Board  require that courses such as this one must adhere to specific rules in relation to

Classification of awards

Distinction
A student must be awarded a distinction where:
1. He/she has passed all elements of the assessments at the first attempt, without any subject being compensated, and
2. He/she has obtained an overall average of at least 70%.

A student may be awarded a distinction where:
1. He/she has passed all elements of the assessments at the first attempt, without any subject being compensated, and
2. He/she has obtained an overall average of at least 70% in at least 50% of the subjects counting towards the final award, and
3. He/she has obtained an overall average of at least 67%, and
4. The examination board considers that it is not inappropriate to award a distinction.

A student must not otherwise be awarded a distinction.

Commendation
A student must be awarded a commendation where;
1. He/she has passed all assessments at the first attempt, without any subject being compensated, and
2. He/she has obtained an overall average of at least 60% in all the assessments.

A student may be awarded a commendation where:
1. He/she has passed all elements of the assessment at the first attempt, without any subject being compensated, and
2. He/she has obtained an overage average of at least 58%, and
3. He/she has obtained an overall average of at least 60% in at least 50% of the subjects counting towards the final award, and
4. The examination board considers that it is not inappropriate to award a commendation.

A student must not otherwise be awarded a commendation.

Pass
A student must be awarded a pass where they have passed all assessments (at least 40% in each element of assessment), one element of which may have been compensated in accordance with the rules of the Board. A student must not otherwise be awarded a pass.

A student who fails an assessment and on resitting the assessment achieves a pass can only be awarded a maximum of 40% for the resit assessment.

An aegrotat pass is not permitted.

Institutions may not require that students failing more than one assessment should be required to repeat not only that assessment (and any other assessment, which the student has failed), but also any additional assessments, which the student has successfully managed to complete. In other words, institutions may only require students to resit those assessments, which they have failed.

The maximum numer of attempts for any foundation subject is normally three.

(Taken from the Joint Academic Stage Handbook July 2014)


## Scheduled Non-Modular Contact Hours:
Distance Learning Induction module