



# Programme Handbook

## LLB (Hons)

University Centre Weston

in partnership with

University of the West of England

This handbook is published for students studying at UCW on the above programme and is available in a range of alternative formats on request.

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# 1. Introduction

## Welcome

Welcome to the LLB (Hons). This course is offered in partnership between UWE and University Centre Weston (UCW). You are a registered student at UWE and at UCW, and you have access to services on both sites.

We hope you have an enjoyable and successful time.

## Purpose of the Handbook

This handbook gives you essential background information that will be of help in your studies on the LLB programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Virtual Learning Environment.

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For specific **module information** please see the respective Module Handbook.

## 2. Programme content

### Programme Distinctiveness

The LLB (Hons) allows you to study at degree level, and also benefits from a mix of academic and vocational approaches to learning. The LLB will provide you with a range of opportunities in order to expand your horizons, learn new skills and enhance your knowledge of the Legal sector.

If you successfully gain all the credits necessary to gain the LLB (Hons) Degree, you can apply for progression to the post graduate training options which enable you to practice as solicitor or barrister, alternatively to continue your academic study at Masters level 7 as illustrated in the diagram below (UK's National Qualifications Framework).

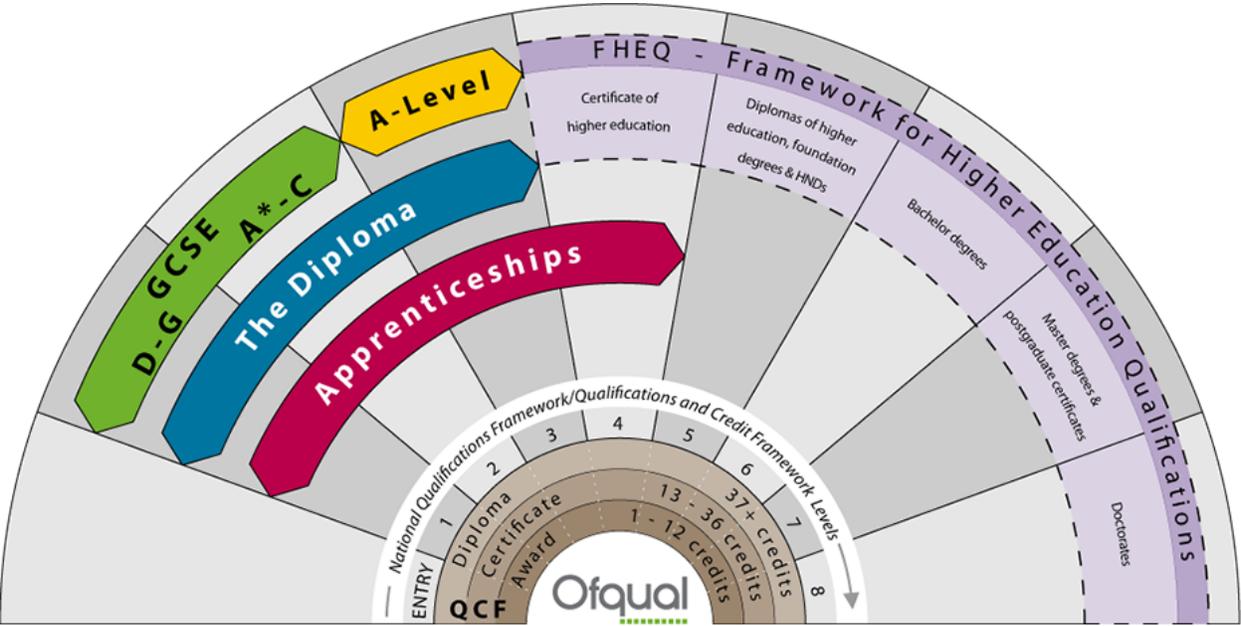


Figure 1: Framework for Higher Education Qualifications

## Link Tutor

Each programme has an identified link tutor from its validating partner University whose role it is to support the UCW team. The link tutor for your programme is:

Kathy Brown (Senior Lecturer in Law): email address – Kathy.Brown@uwe.ac.uk

## Programme structure

### Year One

Full time			
Level	Title	Credits	Code
1	Contract Law	30	UJUTN3-30-1
1	Criminal Law	30	UJUTD3-30-1
1	Public & Constitutional Law	30	UJUUKK-30-1
1	Foundations for Law	30	UJUUKV-30-1

### Year Two (at Frenchay)

Full time			
Level	Title	Credits	Code
2	Law of Torts**	30	UJUUKU-30-2
2	Land Law**	30	UJUUKT-30-2
2	Plus 2 optional Modules	30	
2		30	

### Year Three (at Frenchay)

Full time			
Level	Title	Credits	Code
3	Equity and Trusts**	30	UJUTK4-30-3
3	European Law**	30	UJUUKS-30-3
3	Plus 2 optional Modules	30	
3		30	

**\*\*If you are aiming to become a solicitor or a barrister, you must take these modules to get a Qualifying Law Degree (QLD).**

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). "Study hours" includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

## Programme Team

The people below are staff who have specific responsibilities for your course.

### Programme Coordinator

The Programme Coordinator is responsible for the effective day to day delivery of the course. They have overall responsibility for the assessment of modules and the implementation of teaching and assessment procedures within the course. Please contact your Programme Coordinator if you have any questions regarding the delivery of the course.

### Personal Tutor

At the start of the course you will be allocated a Personal Tutor. Your Personal Tutor's overall role is to ensure that you receive adequate guidance. They act as a first point of contact and responsible person from whom you can obtain general academic and pastoral support. You should contact your tutor if you are ill or unable attend a session. If you need to make an appointment to see your personal tutor you can do this by approaching them personally, e-mailing, phoning or leaving a message on their voicemail.

### Module Leader

Taught modules on the LLB Law course have a designated module leader who has responsibility for the effective delivery of the module. Module Leaders are indicated in Module Handbooks which can be accessed via your Microsoft Teams page.

### Link Tutor

Each course has an identified link tutor from its validating partner University whose role it is to support the UCW team and students. The link tutor for your course is:

Name	Email
Dan Jasinski	Dan.Jasinski@uwe.ac.uk

### 3. Programme Aims

The aim of the degree is to enable students to graduate with the legal knowledge and skills demanded in the modern workplace both in law firms and more generally in the public and private sectors.

The programme develops the following abilities:

- to study both independently and in class to achieve high level skills in terms of argument both written and spoken,
- to critically analyse and evaluate law and other relevant information and materials,
- to carry out independent research using the most appropriate databases to gain a deeper understanding of law subject area,
- to situate legal studies in the relevant contextual setting to demonstrate a deeper understanding of why and how law is made and the organic nature of law and law making.

The degree is also flexible and allows for deep specialisation in subject specific areas. The three modules, Foundation for Law, Legal and Professional Development and Legal, Professional and Ethical Futures aim inter alia to assist the student in the development of their own learning and professional practices. These modules ensure that a graduate achieves the necessary subject and skills specialisms to achieve the Law benchmark skills. It is possible to acquire a qualifying Law Degree, which demonstrates that graduates have gained the skills required by the academic stage of training. This is subject to taking certain compulsory modules.

### Interim Awards

Students who do not complete the course but successfully achieve at least 120 credits will be eligible to receive the interim award of a **Certificate of Higher Education**.

### Progressing onto Honours Degree

To complete your Honours degree you will progress to UWE's Frenchay Campus (Bristol Law School) for the final two years of your programme.

Bristol Law School (BLS) is a leading UK provider of legal education. The brand new £55 million Law School has been purpose built to provide the best possible environment in which to learn.

To be eligible for progression you must have gained, 120 credits at Level 4 (UWE LEVEL 2).

## 4. Learning Environment

### Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

- Lectures
- Seminars
- Experiential learning
- Reflective learning
- Skills practice
- Group work and group discussions
- Workshops
- Case studies
- Student presentations
- Information and communications technology (ICT) based activities
- Visiting speakers/expert practitioners will be used during the programme

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

### Work-based Learning

The course has been designed with work placement opportunities in mind. You will have the opportunity of working in a range of legal organisations to further enhance your experience and graduate skills.

We encourage you to do a 40-week paid [sandwich placement](#) after Year two. It can be in the UK or abroad. Your placement is valuable because it allows you to gain real-world experience and skills that increase your employability.

You'll get help to find all placement and support throughout from your department and the [careers service](#).

### **Final year work experience**

If you choose the final year Law in Action module, you'll spend one day a week working in a local law firm or voluntary organisation. Past students have secured placements with:

- [Bristol Law Centre](#)
- [Watkins Solicitors](#)
- [Red Cross](#)
- Death Row
- [Citizens Advice](#)
- Local schools.

### **Pro Bono Unit**

You'll have opportunities to engage in [Pro Bono](#) work through your degree, volunteering your time to help the local community. Supervised by academics and practitioners, you'll work on cases and provide legal advice through projects such as Legal Advocacy Support Project, Elderlaw, the UWE Street Law Programme and Bristol Musicians Advice Service.

When undertaking a work placement you will be issued with a work placement handbook. The handbook will clearly outline the roles and responsibilities of the student, the work placement host and the University. The handbook will also contain guidance on how to make the most of your work placement opportunity.

As a student, you are responsible for organising a work placement. On placement, you must follow the UCW work placement code of practice and conform to the UWE Work Based and Placement Learning Policy.

## 5. How Quality is assured

### Quality Monitoring and Evaluation

The programme you are studying was approved by UWE. As part of the approval process it was assured that

- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements; and
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

#### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate); and
- student feedback including the National Student Survey (NSS).

Drawing on this, and other information, programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

#### **The role of the Programme Committee**

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

## External Examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme; and
- To ensure fairness and equity.

The external examiner(s) for your programme:

Name (including prefix e.g. Dr.)	Role in institution	Name of institution
Robert Stokes	Lecturer in Law	Liverpool University

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University's response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via the Virtual Learning Environment.

## External references

The following methods are used for gaining the views of other interested parties:

- Feedback from former students;
- Employers;
- Foundation Degree Characteristics Statement
- Relevant QAA Subject Benchmark Statements

## 6. Module Descriptors

Please see Blackboard

Or Module Handbooks for most up to date module specifications

## 7. Programme Specification



PROGRAMME SPECIFICATION Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England Alexander College, Cyprus
Delivery Location	Frenchay Campus Alexander College, Cyprus
Faculty responsible for programme	Business and Law
Department responsible for programme	Law
Modular Scheme Title	Law Undergraduate Scheme
Professional Statutory or Regulatory Body Links	This programme meets the requirements of the Solicitors Regulation Authority (SRA) and the Bar Standards Board (BSB) as a "Qualifying Law Degree" where appropriate modules are selected. These modules are marked with an asterisk in Part 4.
Highest Award Title	LLB (Hons)
Default Award Title	<i>n/a</i>
Fall-back Award Title	<i>n/a</i>
Interim Award Titles	LLB Dip HE Law Cert HE Law
UWE Progression Route	
Mode(s) of Delivery	Sandwich, Full time and Part- time
	<b>UCAS:</b>
	<b>JACS:</b>

PROGRAMME SPECIFICATION Part 1: Basic Data			
Codes	ISIS2: M300 (M300) SW (M30J13) FT/PT M30R Alexander College		HESA:
Relevant QAA Subject Benchmark Statements	Law Benchmarks 2007 ISBN 978 1 84482 756 5		
First CAP Approval Date	1 May 2012	Valid from	September 2012
Revision CAP Approval Date	3 June 2015	Revised with effect from	September 2015 (L1) September 2016 (L2) September 2017 (L3)
Version	2.3		
Review Date	September 2018		

## Part 2: Educational Aims of the Programme

- To facilitate the acquisition of a thorough understanding of the core principles of the English legal system, its institutions and procedures, and of the processes and social drivers through which the Law is developed
- To support students in the development of graduate skills and attributes that will equip them for employment in the legal services and other sectors.
- To provide an opportunity for students to complete some or all of the academic stage of training to become a practising lawyer.

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Students acquire knowledge of some of the Law's core areas and develop key skills and attributes for their future working lives. There are opportunities for a year on placement or study abroad, and participation in a significant range of extra-curricula activities including mooting, pro-bono work and Law student societies. Here, students mix with those on Professional Law courses. The majority of students graduate with a qualifying law degree.

Students are challenged in their ability to communicate, analyse and problem-solve, developing their intellectual capacity focusing on practical, enterprising and future-facing application within the legal arena and elsewhere.

## Part 3: Learning Outcomes of the Programme

<i>Learning Outcomes:</i>	FFL 30 UJUUKV-30-1	Tort UJUUKU-30-2	EU UJUUKS-30-3	Elective Modules
<b>A) Knowledge and understanding of:</b> <i>What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.</i>				
The essential features of the English legal system, including general familiarity with its concepts, values, institutions and procedures	√	√		
The doctrinal, practical, socio-legal and theoretical perspectives underlying the effective and established methods applied for interpreting, applying, analysing and evaluating Common Law	√	√	√	
The principal rules of English law (including some important case law and statute and with reference to its economic, social, commercial or political context)	√	√	√	
The context and impact of the Law's application on society and the individual in the past, the presence and the future, including for example issues of diversity, sustainability and equality	√	√	√	√
The principles and rules of some more specialised areas of English law (including some important case law and statute and with reference to its economic, social, commercial or political context)				√

Part 3: Learning Outcomes of the Programme

<b>Learning Outcomes:</b>	<b>FFL 30 UJUUKV-30-1</b>	<b>Tort UJUUKU-30-2</b>	<b>EU UJUUKS-30-3</b>	<b>Elective Modules</b>
<b>(B) Intellectual Skills</b> <i>Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.</i>				
Ability to collate and synthesise materials in order to summarise the arguments in them and to distil principles from them	√	√	√	√
Critical analysis and evaluation of important legal concepts and principles	√	√	√	√
Identification and evaluation of the relevance and importance of standard legal arguments based on established orthodoxies of the Law in the relevant area	√	√	√	
Making choices between positions based on the adoption of the arguments of a chosen legal protagonist, with some supporting reasons	√	√	√	

### Part 3: Learning Outcomes of the Programme

Awareness and critical evaluation of the ethical dimension of the Law and its application	√	√		
Reflection on learning experiences in terms of own progress and effectiveness, and help available and required	√	√	√	
<b>Learning Outcomes:</b>	<b>FFL</b> 30 UJUUKV-30-1	<b>Tort</b> UJUUKU-30-2	<b>EU</b> UJUUKS-30-3	<b>Elective Modules</b>
<b>(C) Subject/Professional/Practical Skills</b> <i>Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.</i>				
Understanding and correct use of legal terminology	√	√	√	√
Analysis of factual scenarios to identify the relevant legal issues	√	√	√	√
Strong awareness of ethical professional issues, including their identification in real life situations and the ability to formulate a practical approach to them (ESD)	√	√		

### Part 3: Learning Outcomes of the Programme

Ability to argue solutions or conclusions to an identified problem or question based on research and legal knowledge gained from identified sources	√	√	√	√
Ability to research a particular problem or issue, and to identify and interpret principal legal rules from relevant sources, using electronic retrieval systems and non-electronic sources to make appropriate searches	√	√	√	√
When reporting research findings, using a logical and coherent structure and adhering to accepted citation and referencing requirements	√	√	√	
<b>Learning Outcomes:</b>	<b>FFL UJUUKV-30-1</b>	<b>Tort UJUUKU-30-2</b>	<b>EU UJUUKS-30-3</b>	<b>Elective Modules</b>
<b>(D) Transferable skills and other attributes</b> <i>An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.</i>				
Good written English communication skills	√	√	√	√
Good oral presentation skills			√	

### Part 3: Learning Outcomes of the Programme

	Ability to produce electronic text to a good standard (including footnotes and basic formatting) using standard applications to present information if required	√	√	√	√	
	Ability to research a particular problem or issue, and to identify and interpret findings from relevant sources	√	√	√	√	
	Ability to comply with rules and regulations and to understand process requirements, including to manage time and to adhere to strict deadlines	√	√	√		

## Part 4: Student Learning and Student Support

### **Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated**

#### Structure of Teaching and Learning

There is a minimum average requirement of 12 hours/week contact time over the course of any UWE Bristol full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities are embedded within the programme which, together with the contact time, will contribute to learning outcomes being achieved and demonstrated.

The programme's teaching is a mix of scheduled, independent and optional placement learning.

**Scheduled learning** includes lectures, seminars/workshops, simulations, group project supervision and individual supervision, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged, individually or in groups, with essential reading, researching topics, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision etc, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

#### Optional Placement/Study Year Abroad

Students may elect to take a year working in an organisation for normally forty weeks, such placement normally to be sourced by the student themselves. UWE professional services may assist with this process. Students may, at their election, choose to study for a year in a partner university of UWE. The study year proposed needs to be in accordance with UWE requirements and is therefore subject to the approval of the Programme Manager. The placement year or study year abroad will be taken between the second and third year of study. Students must have successfully completed 210 credits before being eligible for a placement or study year abroad. Students will, during this placement or study year, undertake a 15 credit module – Learning and Development on Placement (UMCDDA-15-3). This will be complemented on their return by undertaking a 15 credit Law Project (UJUUK3-15-3), conducting further research and writing a report based around the placement.

Note: Students may, at their election, (subject to approval of the Programme Manager) choose to study their final year at a UWE Partner University that offers UWE modules (eg Alexander College Cyprus). In this case, students will obtain credits for those modules successfully completed.

## Part 4: Student Learning and Student Support

### Path of Progression

The three taught levels of the programme build on each other.

Level 1 provides an overview and thorough grounding for the newly arrived students in their first year at university. The Foundations for Law 30 credit module focuses on key legal and personal skills and attributes which will enable them to succeed in their studies as well as their chosen career path; this module also provides students with the detailed knowledge of legal systems including court structure and personnel, and the theory as well as the practical legal methods for finding, analysing and evaluating Law from different sources available that will be required throughout their studies of the Law. Subject specific knowledge is gained in the other three 30 credit modules at this level (Contract Law, Criminal Law, Constitutional and Administrative Law), where students also start developing their skills in problem solving, essay planning and writing, exam technique, case analysis, statutory interpretation, research methodology and techniques, oral presentation skills and team working. There are no optional modules at this level.

Level 1 is shared in common with the LLB (Hons) Commercial and LLB (Hons) European and International Law programmes. This allows students the flexibility to change award programme during Level 1.

Level 2 and 3 build on the skills and competencies acquired, and attributes developed, at Levels 1 (and 2) in a progressive manner, including revision, application and further exploration of specific skills and attributes. This includes for example the development of oral presentation skills at Levels 1 and 2 by way of teaching including formative assessment of it in the compulsory subjects at those levels, followed by summative assessment at Level 3.

At these levels, the programme is designed to offer students the benefit of a significant degree of flexibility: if aiming for a QLD, students have 60 credits available at each of the two levels to choose from a wide range of optional modules; students not aiming for a QLD have only one compulsory module at each level leaving even greater flexibility of 90 credits at each of the two levels to choose optional modules. This highly flexible approach enables LLB students to tailor their programme to their interests and to develop specialisms if desired with the potential of evidencing a coherent and cohesive narrative of a student's pathway into a particular career direction when looking for employment after graduation.

### Graduate Attributes and Employability

The programme is designed to enable students to shape their own futures. There is an emphasis on enabling students to maximise their employment prospects through the progressive acquisition of graduate skills and attributes both through teaching within the modules of the programme (see detail above) and also through the wide range of relevant extra-curricular activities on offer (including award winning pro bono unit; mooting;

## Part 4: Student Learning and Student Support

speaker programme; the department's law fair focusing on Bristol and regional legal services).

Many students use the degree as a route into the legal profession in which case they take the modules that cover the foundations of legal knowledge required for a QLD (carrying an asterisk in Part 6). Alternatively, there is a great number of other career paths open to law graduates and the programme is designed to enable students to tailor the structure of the programme to their particular interests. The programme provides students with a wide range of options which enables them to focus on those areas of Law that interest them most and that best support their career aspirations.

Students are advised about available Level 2 and Level 3 option choices in the preceding level when they are provided with full information regarding the modules on offer (including presentations by module leaders in dedicated option information sessions), including the subject areas covered by the syllabi, skills developed, methods of delivery and assessment. Before making their choices, students can discuss the option offer with their Academic Personal Tutor (more information below) on a one-to-one level when they are also able to discuss the differences between the QLD and non- QLD route. Students also have the option to meet with the module leaders of the modules from which they are choosing their options.

### Learning Support

All students, at UWE or at partner colleges, are fully supported by UWE Library Services through excellent print and online resources and information skills support.

The faculty's Peer Assisted Learning programme and support offered by the Academic Success Centre assist students particularly with their transition into higher education and their progression while on the programme.

Academic student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders and for more general academic and professional concerns, by Academic Personal Tutors (APTs). APTs, or the equivalent at partner colleges, are also the students' first point of contact as a named individual who is concerned for their well-being and progress. The aim is to help students in the achievement of their academic and employability goals.

Where students have problems of a personal nature they are referred as appropriate to UWE Student Services' Student Advisors, or the equivalent at partner colleges, and to UWE Careers, or the equivalent at partner colleges, as follows:

- Student Services Student Advisors, or the equivalent at partner colleges, provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on,

## Part 4: Student Learning and Student Support

including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources.

- Students and graduates are also supported by UWE Careers, or the equivalent at partner colleges, who help them to access opportunities to acquire skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers or the equivalent at partner colleges, provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union Jobshop.
- A dedicated employability support tutor is responsible for organising Law specific employability initiatives and events as well as identifying and publicising relevant faculty, university and external employment related initiatives and events to those on the programme.
- Both programme staff and UWE Disability Services support students throughout their learning. Students are informed and then regularly reminded regarding the resources available, and where they can access additional support. Both curriculum design and delivery takes into account inclusivity and accessibility, for example by making available briefing notes and/or hand-outs in advance of lectures; giving permission to record lectures; taking into account disability and inclusivity considerations when producing PowerPoint presentations, charts, graphs and other images or by diagrams and other pictorial aids being verbally described by the presenter. Disability Services support tutors understanding of disability and inclusivity considerations on a general and also an individual basis, and support individual students through advice, reporting and the reasonable adjustment procedures both for learning and teaching and ultimately for assessments.
- There is also specialist placement support offered through the employability teams at UWE Careers which provide extensive support for students in preparation for, as well as throughout, their placement period.

### Direct Entry students

UWE's LLB (Hons) degree attracts a significant number of direct entry students particularly through UWE's involvement in UK Transfer Degree Programmes with HELP University College, INTI University College and Taylors University. These students can enter into either Level 2 or Level 3 with most entering into Level 3. These students will gain credit for their prior study. The UK Transfer Degree Programme has proved a good preparation for direct entrants to this programme. However, such students typically have had only limited experience of degree level team working. Accordingly the Law of the European Union

## Part 4: Student Learning and Student Support

module provides an opportunity for students to develop and be assessed in this important skill.

The faculty has a dedicated Associate Head of Department for matters concerning international students who provides advice and guidance to direct entrants in a practical and tangible manner. The faculty's Peer Assisted Learning Programme supports these students in their transition to a new University learning environment. There is also specialist support for international students studying at UWE Bristol, including specific resources developed for a range of countries from where students are recruited. Students are introduced to the service during the induction to the course and are encouraged to use the service throughout their undergraduate programme and for three years after graduation.

### Description of any Distinctive Features

The learning of intellectual, practical and professional skills and the acquisition of graduate attributes and competencies is of paramount importance for the future ability of graduates to succeed with their career ambitions. Following a comprehensive review and mapping of the programme's skills teaching and development of graduate attributes, the programme succeeds in embedding these in the modules delivered across the programme. It enables students continuously and steadily to work towards the graduate attributes defined by UWE's 2020 vision and the QAA's Benchmark Statement for Law. The programme fosters and nurtures skills and competencies learning, producing future facing, ready and able graduates with highly sought after attributes such as self-reliance, connectivity, sense of enterprise and global responsibility. It does so by providing space for practical and ethical skills acquisition within the subject modules as well as through the systems of academic personal tutoring and of structured peer assisted learning, through volunteering and pro bono work, through extensive departmental and university wide employability and careers support, and through external engagement.

At Alexander College, Cyprus students in the Eastern Mediterranean have an opportunity to obtain an English Qualifying Law Degree.

## Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Where students are studying an accelerated version of the programme an approved variant to Academic Regulations & Procedure allow students to study more than 160 credits in any one academic year.

### Assessment Strategy

**Part 5: Assessment**

The assessment strategy provides for a variety of modes of assessment which are employed at each Level and which are designed to test and enhance students’ knowledge, skills and abilities as well as prepare them for the demands of the work place. These include written tests and exams, but also for example oral assessment, assignments and portfolios. The assessment methods deployed at different Levels of the programme are specifically designed to reflect the learning outcomes appropriate to that Level, and to encourage progression in the acquisition of both the knowledge base and skills appropriate to a student’s development. More specifically, it is expected that students will progress from developing essential basic academic research and study skills in Level 1 to the development of problem-solving, critical evaluation, analytical and oral and written argumentative skills at Level 2 with their further refinement enhanced by a greater degree of reflection at Level 3. Some of these skills will be assessed early on in Level 2, and some will be assessed later at Level 3 following formative assessments in Level 2.

The programme team aims to develop a shared understanding with the students as to what constitutes high quality work in the respective modules. This shared understanding is achieved in a number of ways. Examples of this include students being provided with written guidance explaining the purpose of a particular assessment, the learning outcomes, general assessment criteria, marking guidelines as well as subject specific criteria; the students being provided with guidelines as to what constitutes a 1st, 2:1, 2:2, 3rd and a fail; students being provided with anonymised examples of good and poor work of students so that students can evaluate what makes a good assessment.

**Assessment Map**

The programme encompasses a range of **assessment methods** including essays, presentations, projects, coursework and other written examinations as follows:

**Assessment Map for LLB(Hons)**

		Type of Assessment									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
* QLD G- Group work											
<b>Compulsory and Level 1 Modules</b>	UJUUKK-30-1 Consti & Adm*	A (50)						B (50)			
	UJUTD3-30-1 Criminal Law*		A (50)					B (30)	B (20)		
	UJUTN3-30-1 Law of Contract*		A (50)	B (25)							B (25) G
	UJUUKV-30-1 Foundation for Law	A (30)									B (70)
	UJUUKU-30-2 Law of Torts*		A (100)								
	UJUUKS-30-3 European Union Law *	A (30)					B (50)				



Part 5: Assessment

							(30) G				
	UJUTA9-30-3 Gender and the Law	A (50)					B (50)				
	UJUUH4-30-3 Globalisation, Trade and Natural Resources					A (30)		B (70)			
	UJUTKB-30-3 Intellectual Property Law		A (75)				B (25)				
	UJUUKQ-30-3 Law of International Trade	A (50)					B (50)				
	UJUTD8-30-3 Law of Evidence	A (50)					B (50)				
	UJUTNG-30-3 Media and Entertainment Law	A (75)					B (25)				
	UJUTAA-30-3 Legal Process				A (30)	A (30) G	A (10)	A (30) G			
	UJUTNB-30-3 Medicine and the Law					A (50)	B (50)				
	UJUTAE-30-3 Sexuality and the Law					A (50) G	B (50)				
	UJUUK3-15-3 Law Project									A (100)	

\* = QLD subject; G= assessed in a group setting

Assessment Map

Assessment Map for LLB(Hons)Delivered at Alexander College, Cyprus

* QLD G- Group work		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
<b>Compulsory Modules Level 1</b>	UJUUKK-30-1 Consti & Adm*	A (50)					B (50)			
	UJUTD3-30-1 Criminal Law*		A (50)				B (30)	B (20)		
	UJUTN3-30-1 Law ofContract*		A (50)	B (25)			B (25)			
	UJUUKV-30-1 Foundation for Law	A (30)								B (70)

	UJUUKU-30-2 Law of Torts*		A (100)								
	UJUUKS-30-3 European Union Law *	A (30)				B (50)					
<b>Optional Modules Level 2</b>	UJUUKT-30-2 Land Law*	A (100)									
	UJUUR-30-2 Employment Law	A (100)									
	UJUJU-30-2 Public International Law	A (30)								B (70)	
<b>Optional Modules Level 3</b>	UJUTK4-30-3 Equity & Trust*	A (60)			B (15)		B (25 )				
	UJUUKP-30-3 Company Law in Context	A (40)					B (60 )				
	UJUTKA-30-3 Cyber Law	A (50)					B (50 )				
	UJUTA7-30-3 Dissertation								A (100)		
	UJUTD8-30-3 Law of Evidence	A (50)					B (50 )				
	UJUTK7-30-3 Family Breakdown	A (70)					B (30 )	G			
	UJUTKB-30-3 Intellectual Property Law		A (75)				B (25 )				

\* = QLD subject; G= assessed in a group setting

**Part 6: Programme Structure** LLB (Hons)

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- Level and credit requirements
- interim award requirements
- compulsory modules marked <sup>c</sup>
- QLD subjects marked \*

<b>ENTRY</b>	<b>Level 1</b>	<b>Compulsory Modules</b>	<b>Other Modules</b>	<b>Interim Awards</b>
↓		UJUUKV-30-1 Foundations for Law <sup>c</sup>	UJUUKK-30-1 Constitutional and Administrative Law *  UJUTN3-30-1 Law of Contract *  UJUTD3-30-1 Criminal Law *  Students transferring to the LL.B from UWE Joint Law Awards at the end of Level 1, may count a maximum of 60 Level 1 non-law credits from the Law Joint Awards Programme towards this Programme.  No option choice at Level 1	<b>Cert HE Law</b> 120 credits at appropriate Level          Students transferring from UWE Law Joint Awards must take either UJUTN3-30-1 Law of Contract OR UJUTD3-30-1 Criminal Law in Level 2 AND UJUUH7-30-3 Comparative Constitutional Law in Level 3.

Level 2	<p><b>Compulsory Modules</b></p> <p>UJUUKU-30-2 Law of Torts*<sup>c</sup></p>	<p><b>Other Modules</b> <i>(subject to availability)</i></p> <p>90 credits from:</p> <p>UJUUKT-30-2 Land Law *</p> <p>UJUUJR-30-2 Employment Law</p> <p>UJUUE-30-2 Environmental Law</p> <p>UJUUIS-30-2 International Trade</p> <p>UJUUIJ-30-2 Dispute Resolution Skills</p> <p>UJUUIW-30-2 Sexual Offences and Offending: Criminal Justice Responses</p> <p>UJUUIH-30-2 Penology</p> <p>USSJT4-30-2 Forensic Evidence</p> <p>UJUUIJN-30-2 Civil Liberties</p> <p>UJUUIJF-30-2 Migration Law and Policy</p> <p>UJUUIJU-30-2 Public International Law</p> <p>UJUUIJG-30-2 Sports Law</p>	<p><b>Interim Awards</b></p> <p><b>DipHE Law</b> 240 credits 120 credits at appropriate Level</p>
<p><b>Optional Placement/Study Year Abroad</b></p> <p>Students may elect to take a year working in an organization for normally forty weeks, such placement to normally be sourced by the student themselves. UWE Central Services may assist with this process. Students may, at their election, choose to study for a year in a partner university of UWE subject to the approval of the Programme Manager. The placement year or study year abroad will be taken between the second and third year of study. Students must have successfully completed 210 credits before being eligible for a placement or study year abroad. Students will, during this placement or study year, undertake a 15 credit module – Learning and Development on Placement (UMCDDA-15-3). This will be complemented on their return by undertaking a 15 credit Law Project (UJUUK3-15-3), conducting further research and writing a report based around the placement.</p> <p>Note: Students may, at their election, (subject to approval of the Programme Manager) choose to study their final year at a UWE Partner University that offers UWE modules (eg Alexander College Cyprus). In this case, students will obtain credits for those modules successfully completed.</p>			

Level 3	<p><b>Compulsory Modules</b></p> <p>UJUUKS-30-3 European Union Law *c</p>	<p><b>Other Modules</b> <i>(subject to availability)</i></p> <p>90 credits from:</p> <p>UJUTK4-30-3 Equity and Trusts* UJUTD7-30-3 Criminal Justice UJUTD8-30-3 Law of Evidence UJUTK6-30-3 Commercial Law UJUTKB-30-3 Intellectual Property Law UJUTKA-30-3 Cyber Law UJUUKP-30-3 Company Law in Context UJUUKQ-30-3 The Law of International Trade UJUUH4-30-3 Globalisation, Trade and Natural Resources UJUUH7-30-3 Comparative Constitutional Law UJUTG7-30-3 European Human Rights UJUTK7-30-3 Family Breakdown UJUTNB-30-3 Medicine and the Law UJUUH5-30-3 Education and the Law UJUTNG-30-3 Media and Entertainment Law UJUTA9-30-3 Gender and the Law UJUTAE-30-3 Sexuality and the Law UJUTAA 30-3 Legal Process UJUTA7-30-3 Dissertation UJUTAF-30-3 Law in Action</p> <p>(UJUUK3-15-3 Law Project PLUS Placement module)</p>	<p><b>Awards:</b></p> <p>LLB (Hons)</p>
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**GRADUATION**

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

International students seeking direct entry into Level 3 require IELTS with 6.0 in all components or an overall band score of 6.5 or above.

## Part 8: Reference Points and Benchmarks

The following reference points and benchmarks have been used in the design of the programme:

### External

The learning outcomes of the programme map against both the QAA subject benchmark statement for Law Benchmarks 2007 ISBN 978 184482765-5 and the Joint Statement issued in 1999 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.

The programme team follows closely developments subsequent to the the Solicitors Regulation Authority, the Bar Standards Board and ILEX Professional Standards' joint Legal Education and Training Review , and in particular the SRA's response, via its Training for Tomorrow Policy implementation, to the review's report. As part of this, the programme team took into account the SRA's consultation paper regarding the new Competence Statement for Solicitors, and the BSB's steps to develop benchmarks for its Future Bar Training Programme. The programme team will continue following the professional bodies' endeavours clearly to define competence for access to the legal profession with a view to the programme continuing to support its students to achieve those competence requirements.

External stakeholder input informed the process, see below.

### Internal

The programme was designed on the basis of and in accordance with University and Faculty strategies and policies including:

- UWE Bristol Strategy 2020
- UWE Charter
- UWE Bristol Graduate Attributes Framework

Education for Sustainable Development (ESD)

## Part 8: Reference Points and Benchmarks

The Programme Team is actively participating in the faculty's further development of ESD through the Learning and Teaching Enhancement Group in order to continue to participate in the implementation of the University's strategic priorities regarding ESD as stated in the UWE Bristol Strategy 2020. Particular internal and external reference points in this context are:

- the UWE Bristol Quality Management and Enhancement Framework
- the QAA Graduate Outcomes Checklist for ESD
- the UNESCO Characteristics for ESD

The development of the programme used a range of sources and methods in order to evaluate and improve the quality and standards of students' learning:

### Initiatives and Groups

The university, the faculty and the department have procedures and initiatives in place with the aim regularly and frequently to evaluate and improve students learning. These include regular meetings and identification of concrete action points relating to curriculum design at the Faculty's Learning and Teaching Enhancement Group, staff away days and meetings and initiatives led by the Faculty's Academic Success Centre.

The outcomes and findings of these have informed the design of the programme and its module, and will continue to do so.

### Research Informed Scholarship

Staff is encouraged to utilise own research and that of colleagues to inform teaching, both in terms of content and pedagogic approach. To this end, subject specific teaching and learning teams meet to discuss research and teaching and inform curriculum design that way.

### Stakeholder Input and Feedback

Student feedback was obtained and evaluated on the one hand via the university's governance system including Student Staff Representative Fora, Departmental Committees and Academic Standards and Quality Committee, but also through the National Student Survey and the Annual UWE Student Union Representation Report for the Department of Law.

Employers and alumni are regularly consulted to ensure the currency and relevance of the programme. Their expectations regarding relevant graduate competencies were and are continually taken into account in the curriculum design.

### Mapping of Assessments and of Graduate Skills Teaching

## Part 8: Reference Points and Benchmarks

The programme team benefited from the recent mapping of LLB assessment practice and the ongoing mapping of graduate skills teaching on the LLB. The tutor leads for these two exercises were closely involved in the design of the programme.

### Consultation with the Professional and Legal Skills team

The programme discontinued the previous strand of free standing Professional and Legal Skills modules. The knowledge and experience of those modules' leaders and their teams, and the experience gained through running these modules, significantly informed the design of the programme.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

## 8. Appendix 1 - Marking Criteria

Marks will be allocated using the following qualitative guidelines

70% +	<p>Demonstrates considerable ability to analyse and evaluate the marketing communications issues posed and reaches an effective conclusion in terms of communications approaches and strategies.</p> <p>Clearly and persuasively argued answers with specific relevant examples and demonstrating clear learning from the module.</p> <p>Covers most of the suggested content in detail, showing breadth and depth of knowledge and comprehension.</p> <p>Evidence of putting the questions in the context of the 'bigger picture'.</p> <p>Answer should reflect additional reading, in addition to lecture notes and core text.</p>
60% - 69%	<p>Thorough and well-argued answers illustrated with relevant examples.</p> <p>Good levels of knowledge, comprehension, application, and evaluation</p> <p>Most of the suggested content will be covered, showing breadth, but not necessarily the same depth of knowledge as a first-class answer.</p> <p>Clearly written but not as persuasively and confidently as a first-class answer.</p> <p>The response should contain some evidence of further reading</p>
50% - 59%	<p>Reasonably well argued answers but will not have the depth of knowledge, comprehension, application, and evaluation to provide consistently good answers.</p> <p>Limited use of relevant examples to support answer</p> <p>Incomplete theories/concepts</p> <p>Knowledge likely to reflect lecture notes and core text reading only.</p>
40% - 49%	<p>Demonstrating some knowledge and comprehension but poorly argued answers- little structure.</p> <p>Few examples to support answers</p> <p>Limited evidence of reading core text</p> <p>Few, if any, incomplete theories and concepts</p>
39% or below	<p>Evidence of insufficient knowledge and comprehension.</p> <p>Little evidence of module learning.</p>

	Knowledge superficial and/or confused. Insufficient reading and reflection Poorly written and structured and an incomplete awareness of what the question requires them to do
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## 9. Appendix 2 – Policies and Procedures

Policies relating to HE Students can be found on the Virtual Learning Environment.

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