

Programme Handbook

UCAS code: M100

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

**LLB (Hons)**

University Centre Weston

in partnership with

University of the West of England

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# 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 Moodle account: <https://moodle.weston.ac.uk>

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.

# 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).

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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 Weston team. The link tutor for your programme is:

|  |  |  |  |
| --- | --- | --- | --- |
| Richard Clements | Link Tutor | Senior Lecturer in Law | Richard.Clements@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 |  |

**A current list of option modules is available here** [**https://courses.uwe.ac.uk/M100/law**](https://courses.uwe.ac.uk/M100/law)

**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).**

**If you are using the electronic version please click on the module title for the full module descriptors for each unit.**

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.

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# 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).

# 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](http://www1.uwe.ac.uk/study/businesssandwichplacements) 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](http://www1.uwe.ac.uk/students/careersandemployability.aspx).

**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](http://www.ablc.org.uk/)
* [Watkins Solicitors](http://www.watkinssolicitors.co.uk/)
* [Red Cross](http://www.redcross.org.uk/)
* Death Row
* [Citizens Advice](https://www.citizensadvice.org.uk/)
* Local schools.

**Pro Bono Unit**

You'll have opportunities to engage in [Pro Bono](http://www1.uwe.ac.uk/bl/bls/aboutus/probonounit.aspx) 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/College. 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.

# 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 Moodle.

## 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

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# Module Descriptors

This section provides you with the module descriptions for your programme as validated by UWE, Bristol. They should be read in conjunction with the additional information that will be provided in the module brief on Blackboard.



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

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| --- |
| **Part 1: Basic Data** |
| Module Title | Constitutional and Administrative Law |
| Module Code | UJUUKK-30-1 | Level | 1 | Version | 1.2 |
| Owning Faculty | FBL | Field | Law Undergraduate |
| Contributes towards  | LLB (Hons); LLB (Hons) Commercial Law; LLB. (Hons) European and International Law**;** LLB (Hons) Law with Criminology; BA (Hons) Criminology and Law; BA (Hons) Criminology with Law; LLB (Hons) Law with Business; BA (Hons) Business and Law; BA (Hons) Business Management with Law; LLB (Hons) Law with Psychology; BSc (Hons) Psychology with Law; Law Joint Awards |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Standard |
| Pre-requisites | none | Co- requisites | none |
| Excluded Combinations | none | Module Entry requirements | University entrance requirements |
| First CAP Approval Date  | 1 May 2012 | Valid from  | September 2012 |
| Revision CAP Approval Date | 1 September 2013 | Revised with effect from | September 2013 |
|  |  |
| **Review Date** | September 2018 |  |

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| **Part 2: Learning and Teaching** |
| Learning Outcomes | On successful completion of this module students will be able to:1. understand the nature and role of a constitution and the nature of nationhood and government (Component B and possibly Component A)
2. demonstrate a sound knowledge and understanding of the UK constitution (Components A and B)
3. appreciate the principal historical and conceptual influences upon it (Component B and possibly Component A)
4. demonstrate a critical understanding of the strengths and weaknesses in the workings of the UK constitution (Component B and possibly Component A)
5. provide an informed assessment of possible future change to the UK constitutional (Component B and possibly Component A)
6. be aware of comparisons or contrasts between the constitutional arrangements of the UK and that of at least one other country (Component B and possibly Component A)
7. understand the judicial procedure, ground and remedy for an individual’s grievance against the state (Component A and possibly Component B)

Depending on the coursework problem set and the case study on which the exam precisely which learning outcomes will be assessed in any one year may vary.Other learning outcomes which are not specifically assessed include the ability to:1. apply a range of study and employability skills
2. understand how the module inter-connects with other modules such as Criminal Law and Legal Methods by showing how a constitution relates to the citizen and state and to a citizen’s life, for instance
3. understand how the constitutional principles of the rule of law apply in the sphere of crime and punishment
 |
| Syllabus Outline | The emphasis throughout will be on providing the student the opportunity and facilities to question, understand, describe and evaluate the law in its historical, practical, academic and social context. The learning context is student-centred and utilizes a variety of techniques to encourage independent thought and constructive criticism. Dialogue is promoted between student and lecturer in an inter-active relationship which emphasizes the two-way flow of information and criticism. Subject to the requirements of the Professional Bodies, it is not necessarily envisaged that every topic in the syllabus will be covered in any one academic year. Areas which have topical significance could, therefore, be developed at greater length and less important areas delineated in outline only.**Outline**: * Constitutional Law, constitutions, constitutionalism
* The structure of the United Kingdom, devolution, the European UnionNature, characteristics and sources of the UK constitution
* Constitutiona conlventions
* Separation of Powers
* The Rule of Law
* The Crown and prerogative powers
* Parliamentary sovereignty, parliamentary sovereignty and EU lawParliament, Elections
* The Human Rights Act 1998, the European Conventions for the Protection of Human Rights and Fundamental Freedoms 1950
* Free expression, privacy
* Public order, police powers
* The judiciary, judicial review
 |
| Contact Hours/Scheduled Hours | A weekly two-hour LectureA fortnightly two-hour seminar  |
| Teaching and Learning Methods | Lectures provide the core outline, fleshed out by seminar preparation and in-session discussion and task-based workStudent preparation includes individual and group research, book-based and on-lineSeminar sessions are practical in nature, incorporating law/professional/work-place/transferable skills alongside understanding the traditional understanding and application of academic law, via a task-based approach.Skills embraced include research, group-work, presenting/oral speaking, organisation, time-management, drafting, critical analysis and reflection, and advocacy.Students are expected to make full use of their independent learning time to reflect critically upon the subject and to develop their own ideas. Roughly two to three hours should be spent by the student in preparing for each seminar, principally in researching, reading, answering questions to be discussed and planning for tasks to be undertaken in the seminarWhilst some time may be allocated solely to consideration of law issues, most seminar time is devoted to tasks in which the law and skills are tackled simultaneously |
| Key Information Sets Information | Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. The table below indicates as a percentage the total assessment of the module which constitutes a -**Written Exam**: Unseen written exam, open book written exam, In-class test**Coursework**: Written assignment or essay, report, dissertation, portfolio, project**Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical examPlease note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: |
| Reading Strategy | The course documentation recommends that the student buys a single core text (currently *Public Law*, Elliott & Thomas, 2011, OUP) and core seminar reading is derived from this source. Students are referred to an extensive list of supplementary reading, and given details of free library and other resource access where appropriate .The list and related student guidance follows:- *“Journals** *Public Law* - published quarterly, the specialised journal for this branch of the law
* *Law Quarterly Review* (LQR)
* *Modern Law Review* (MLR)
* *Modern Law Quarterly* (MLQ)
* *New Law Journal* (NLJ)
* *Cambridge Law Journal* (Camb LJ)

*Websites*[www.parliament.uk](http://www.parliament.uk)[www.parliament.uk/.../committees](http://www.parliament.uk/.../committees)[www.directgov](http://www.directgov) [www.homeoffice.gov.uk/](http://www.homeoffice.gov.uk/)[www.justice.gov.uk/](http://www.justice.gov.uk/)[www.number10.gov.uk/](http://www.number10.gov.uk/)[www.cabinetoffice.gov.uk/](http://www.cabinetoffice.gov.uk/)[www.legislation.gov.uk](http://www.legislation.gov.uk)[www.hmso.gov.uk/](http://www.hmso.gov.uk/)[www.niassembly.gov.uk/](http://www.niassembly.gov.uk/)[www.northernireland.gov.uk/](http://www.northernireland.gov.uk/)[www.scottish.parliament.uk/](http://www.scottish.parliament.uk/)[www.Scotland.gov.uk/](http://www.Scotland.gov.uk/)[www.Wales.gov.uk/](http://www.Wales.gov.uk/)[www.europarl.europa.eu/](http://www.europarl.europa.eu/)[www.consilium.europa.eu/council/](http://www.consilium.europa.eu/council/)[www.ec.europa.eu/](http://www.ec.europa.eu/)Westlaw, LexisNexis and Lawtel also are employed. |
| Indicative Reading List | Core text (above), Elliott & Thomas, *Public Law,* OUP, 2011Supplementary, more specialist texts include:-* *The New British Constitution*, Bogdanor, Hart, 2011
* *The Coalition and the Constitution*, Bogdanor, Hart, 2011
* *The British Constitution in the Twentieth Century*, Bogdanor, The British Academy 2007
* *The Changing Constitution*, Jowell & Olliver, OUP 2011
* *Constitutional History of the UK*, Lyon, Cavendish 2003
* *Constitutional Conventions* , Marshall Clarendon
* *The Rule of Law*, Tom Bingham, Allen Lane 2010
* *Britain and Europe*, Crowson*, A Politicial History since 1918*, Routeldge 2011
* *Constitutional History of the United Kingdom*, Lyon, Cavendish

Study aids. Students are directed to a variety of study aids including:-* Referencing
	+ The ‘My Skills Zone’ on the library website deals comprehensively, including specific guidance upon the OSCOLA & Harvard systems
		- [www.uwe.ac.uk/library/](http://www.uwe.ac.uk/library/)
 |

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| **Part 3: Assessment** |
| Assessment Strategy | The assessments are writtenAs well as testing knowledge, understanding and application of relevant, material law, the *Essay* tests: * Independent learning
* Research and use of primary and secondary sources
* Synthesis and marshalling of a range of source materials
* Critical analysis and evaluation
* Literacy and effective, accurate communication
* Essay-writing skills
* Time management and organisation
* Critical analysis and evaluation
* Construction of argument

And the *Exam* tests* Effective use of advance and take-in materials
* Independent learning
* Research and use of primary and secondary sources
* Construction of argument, persuasion
* Drafting
* Time management and organisation
* Literacy and effective, accurate communication

Students receive guidance upon each assessment, and on essay preparation, in Lecture and Seminar sessions as identified in the modular timetable. Detailed written assessment criteria are used for each assessment, published to the student cohort in advanceAll elements of each assessment test all of the assessment criteriaFeed-back is a 3-stage process, (i) detailed written comment upon the script and accompanying Feed-back Form, (ii) global written feed-back upon common strengths and weaknesses, and (iii) one-to-one meetings to discuss scripts further as and when necessary. |
| Identify final assessment component and element | **Component A** |
| **% weighting between components A and B** (Standard modules only) | **A:**  | **B**:  |
| **50%** | **50%** |
|  |
| **First Sit** |
| **Component A** (controlled conditions)**Description of each element** | **Element weighting****(as % of component)** |
| 1. End of year 2-hour Exam based upon a case study the materials  distributed in advance
 | 100% |
| **Component B** **Description of each element** | **Element weighting****(as % of component)** |
| 1. A written Essay (max 2000 words)
 | 100% |
|  |  |
| **Resit (further attendance at taught classes is not required)** |
| **Component A** (controlled conditions)**Description of each element** | **Element weighting****(as % of component)** |
| 1. A 2-hour Exam based upon a case study the materials  distributed in advance
 | 100% |
| **Component B** **Description of each element** | **Element weighting****(as % of component)** |
| 1. A written Essay (max 1500 words)
 | 100% |
| If a student is permitted a **RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences. |



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

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| **Part 1: Basic Data** |
| Module Title | Criminal Law |
| Module Code | UJUTD3-30-1 | Level | 1 | Version | 7 |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | WBL module? | No |
| Owning Faculty | FBL | Field | Law Undergraduate |
| Department | Law | Module Type | Standard |
| Contributes towards  | LLB (Hons); LLB (Hons) Commercial Law; LLB (Hons) European and International Law**;** LLB (Hons) Law with Criminology; BA (Hons) Criminology and Law; BA (Hons) Criminology with Law; LLB (Hons) Law with Business; BA (Hons) Business and Law; BA (Hons) Business Management with Law; LLB (Hons) Law with Psychology |
| Pre-requisites | None | Co- requisites | None |
| Excluded Combinations | None | Module Entry requirements | None |
| First CAP Approval Date | 1 May 2012 | Valid from | September 2012 |
| Revision CAP Approval Date  | 3 June 2015 | Valid from | September 2015 |
|  |  |  |
| **Review Date**  | *September 2018* |  |

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| **Part 2: Learning and Teaching** |
| Learning Outcomes | On successful completion of this module students will be able to:Demonstrate subject knowledge of major concepts, values and principles of the English criminal legal system and be able to apply that knowledge to a range of different contexts such as problem solving, essay writing, research and other assessed work.(Component A1, A2, B1)Demonstrate an understanding of primary and secondary sources of law and be developing an understanding of the use of contextual materials to support the making of legal arguments. (Component A1, B1)Develop the ability to identify and critically analyse relevant materials and information, evaluating legal arguments and material drawn from a range of appropriate sources. (Component A1, B1)Demonstrate the ability to communicate effectively in a written format, using appropriate legal terminology for the audience and making use of relevant numerical and statistical information derived from primary sources when necessary. (Component A1, A2, B1)Develop the ability to conduct searches efficiently and effectively, access appropriate legal and contextual materials using electronic and non-electronic systems. (Component B1)Demonstrate the ability to undertake research activities (appropriate to level 1) in order to produce a piece of work for a defined purpose that is supported by appropriate primary and secondary materials and a fully referenced bibliography. (Component B1)Develop the ability to work independently to accomplish a defined outcome and demonstrating a capacity to reflect upon their own experience in order to formulate appropriate strategies for future progress. (Component B1, B2)  |
| Syllabus Outline | This module will focus on providing students with a knowledge and understanding of the criminal law, together with the context in which the criminal law operates. The subject content is foundational and will provide students with an understanding of the inter-relationship of statute and case law in the development of the criminal law.The precise content may vary from year to year (based on contemporary developments) but the following is an indicative list of areas that may be covered:* Introduction to criminal law, elements of the criminal justice system and why certain activities are criminalised.
* The elements of a crime, the nature of actus reus, omissions and causation.
* The notion of culpability, the place of mens rea and the nature of different states of mind such as intention, recklessness and negligence.
* The law on homicide, including murder, voluntary and involuntary manslaughter and specific partial defences such as diminished responsibility and loss of control.
* The law relating to non-fatal offences against the person.
* General defences such as duress, necessity and self-defence.
* Issues of capacity & incapacity such as intoxication, insanity and automatism.
* Sexual offences and the role of consent.
* Property offences such as theft, robbery and burglary.
* Parties to a crime, secondary participation and inchoate offences.

In relation to the above topics the approach will be to examine the current law, consider recent developments, assess any proposals for reform and identify some of the theoretical underpinnings of the current legal approach. |
| Contact Hours | Contact hours are delivered by the following:Twenty four 2 hour lectures (delivered weekly throughout the academic year)Twelve 2 hour workshops (delivered fortnightly throughout the academic year) |
| Teaching and Learning Methods | This module is taught by means of weekly 2 hour lectures and fortnightly 2 hour workshops. Lectures will introduce students to the various criminal law subject areas and the workshops will provide the students with opportunities to explore, discuss and examine some of those subject areas in greater depth. There is an expectation that students will independently undertake reading and preparation work for each of the workshops.Within the module, semester 1 workshops focus on skills relating to understanding and answering problem questions, whereas semester 2 workshops focus on research skills and essay writing. This is in order to provide the students with help and guidance and a safe environment to discuss, practice and hone skills that they need to develop, in readiness for the assessments at the end of each semester.In addition to above, lectures and workshops will also provide students with opportunities to:* Apply the knowledge that they have gained via lectures and wider reading to problem solving and making legal arguments.
* Learn to interpret, evaluate and analyse primary and secondary sources of criminal law in order to support legal arguments.
* Develop their legal reasoning skills in relation to the criminal law.
* Discuss and debate relevant legal issues and their impact within the criminal law.
* Understand the nature of offences and defences within the criminal law.
* Develop written and oral communication skills.
* Analyse and evaluate the social, political and moral context of the criminal law.
* Develop the ability to research relevant and appropriate material to support legal arguments.
* Develop an ability to work within groups.
* Develop an ability to prepare work and carry out required reading.

Where possible, students will be supported in their learning by the use of electronic resources such as online MCQ tests, quizzes and lecture capture, in order to ensure engagement and understanding of the various subject areas.**Scheduled learning** includes lectures and workshops. It is anticipated that each student will receive/attend approximately 72 hours of scheduled learning.**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. It is anticipated that in addition to scheduled learning, each student will also spend approximately 228 hours on independent learning. |
| Key Information Sets Information | Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. The table below indicates as a percentage the total assessment of the module which constitutes a -**Written Exam**: Unseen written exam, open book written exam, In-class test**Coursework**: Written assignment or essay, report, dissertation, portfolio, project**Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical examPlease note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: |
| Reading Strategy | During the course, students will read online electronic sources and library materials, and will be encouraged to research case law and electronic sources using the legal online databases. Training is provided in relation to both sources. A key skill developed in this module is the embedding of information literacy within students’ approach to legal research and writing.Students will be provided with a list of essential and recommended reading throughout the module.Students will be encouraged to undertake a wide range of reading using the facilities that UWE provides. This will include reference to the leading journals, internet resources and related government publications. The module leader will ensure that students gain access to all materials through the recommendation of primary texts, additional reading lists of articles and additional teaching/learning materials via Blackboard, lectures and workshops.Students will be directed to further reading on certain topics if necessary and digitised materials or study packs will be provided as appropriate.**Essential reading:**Students are expected to purchase a copy of the recommended textbook for that particular academic year, however, the recommended textbook may differ from year to year as new texts and new editions become available. Information on the textbook being recommended will be provided for the students via the module handbook and within introductory lectures.**Further Reading:**Useful further reading will be identified for students as appropriate. Where possible, further reading will be made available in a digitised form.Training on how to retrieve this further reading will be provided within lectures, workshops and tutorials by lecturers and the Law Librarians. |
| Indicative Reading List | *The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* Allen, Textbook on Criminal Law (2013) OUPAshworth, Principles Of Criminal Law (2013) OUPAshworth & Redmayne, The Criminal Process (2010) OUPBaker & Williams, Textbook Of Criminal Law (2012) Sweet & MaxwellDuff & Green, Philosophical Foundations of Criminal Law (2011) OUPElliott & Quinn, Criminal Law (2012) PearsonHeaton & De Than, Criminal Law (2013) OUPHerring, Criminal Law (2012) PalgraveJefferson, Criminal Law (2013) PearsonMartin & Story, Unlocking Criminal Law (2013) Hodder PublishingPadfield, Criminal Law (2012) OUPSimester & Sullivan, Criminal Law (2010) Sweet & MaxwellSmith & Hogan, Criminal Law (2011) OUPSmith & Hogan, Text, Cases And Materials On Criminal Law (2009) OUPWilson, Criminal Law (2011) Pearson |

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| **Part 3: Assessment** |
| Assessment Strategy | The assessment strategy has been devised to support engagement and learning.**Component A1**Open Book Examination **–** 2 hours duration – Multiple choice questions, short answer questions and a longer essay answer (30% of total module marks).This assessment will come within assessment period 1 and will assess students on their knowledge of semester 1 material. Students will have been supported throughout semester 1 within workshops and through a variety of materials provided via Blackboard, towards this examination and will be permitted to take some notes and materials into the examination in order to aid in their assessment.**Component A2**Open Book Examination **–** 1 hour duration – A range of multiple choice questions and short answer questions (20% of total module marks).This assessment will fall within assessment period 2 and will assess students on their knowledge of semester 2 material. Students will have received support towards this assessment via workshops and materials provided via Blackboard. The use of some notes will be permitted in order to aid students within this assessment.**Component B1**Written coursework question – (1500 words) (40% of total module marks)This assessment will be submitted towards the end of semester 2 and will assess students on their ability to research and write on a subject that they have studied within the second semester. The students will be supported in working towards this assessment within workshops and additional help and guidance will be provided on how to conduct legal research via library workshops at the beginning of semester 2.**Component B2**Reflective report - (500 words) (10% of total module marks)This assessment will be submitted in tandem with component B1 and will require the students to reflect upon their learning and skills development within the B1 coursework. The focus will be on their research skills and how the individual student has developed during the course of producing the B1 coursework.**Resit assessment****Component A1**Open Book Examination **–** 2 hours duration – Multiple choice questions, short answer questions and a longer essay answer (50% of total module marks).This assessment will encompass semester 1 and 2 material. Students will be permitted to take some notes and materials into the examination in order to aid in their assessment.**Component B1**Written coursework question – (1500 words) (40% of total module marks)This assessment will assess students on their ability to research and write on a subject that they have studied within the second semester.**Component B2**Reflective report - (500 words) (10% of total module marks)This assessment will be submitted in tandem with component B1 and will require the students to reflect upon their learning and skills development within the B1 coursework. The focus will be on their research skills and how the individual student has developed during the course of producing the B1 coursework. |

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| Identify final assessment component and element | **Component A2** |
| **% weighting between components A and B** (Standard modules only) | **A:**  | **B**:  |
| **50%** | **50%** |
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| **First Sit** |
| **Component A** (controlled conditions)**Description of each element** | **Element weighting****(as % of component)** |
| 1. 2 Hour Examination – Open Book
 | 60% |
| 1. 1 Hour Examination – Open Book
 | 40% |
| **Component B** **Description of each element** | **Element weighting****(as % of component)** |
| 1. Written Coursework (1500 word limit)
 | 80% |
| 1. Reflective Report (500 word limit)
 | 20% |
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| **Resit (further attendance at taught classes is not required)** |
| **Component A** (controlled conditions)**Description of each element** | **Element weighting****(as % of component)** |
| 1. 2 Hour Examination – Open Book
 | 100% |
| **Component B** **Description of each element** | **Element weighting****(as % of component)** |
| 1. Written Coursework (1500 word limit)
 | 80% |
| 1. Reflective Report (500 word limit)
 | 20% |
| If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences. |



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

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| **Part 1: Basic Data** |
| Module Title | Foundations for Law |
| Module Code | UJUUKV-30-1 | Level | 1 | Version | 1 |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | WBL module? | No |
| Owning Faculty | FBL | Field | Law Undergraduate |
| Department | Law | Module Type | Standard |
| Contributes towards  | LLB (Hons); LLB (Hons) Commercial Law); LLB (Hons) European and International Law**;** LLB (Hons) Law with Criminology; BA (Hons) Criminology and Law; BA (Hons) Criminology with Law; LLB (Hons) Law with Business; BA (Hons) Business and Law; BA (Hons) Business Management with Law; LLB (Hons) Law with Psychology  |
| Pre-requisites | None | Co- requisites | None |
| Excluded Combinations | None | Module Entry requirements | None |
| First CAP Approval Date | 3 February2015  | Valid from | September 2015 |
| Revision CAP Approval Date  |  | Valid from |  |
|  |  |  |
| **Review Date**  | September 2021 |  |

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| **Part 2: Learning and Teaching** |
| Learning Outcomes | On successful completion of this module students will be able to:Demonstrate subject knowledge of the major concepts, values, principles and personnel of the English common law system. [Assessed within A1 and B1]Demonstrate knowledge of primary and secondary sources of law, and the ability to search for and access these materials using electronic and non-electronic systems.[Assessed within A1; B1 and B2]Apply knowledge gained on this course in a range of different contexts such as problem solving, essays, other assessed work and practical situations.[Assessed within A1; B1; B2; B3 and B4]Demonstrate the ability to identify, critically analyse and evaluate relevant legal arguments and debates using a range of appropriate sources.[Assessed within A1]Demonstrate the ability to communicate effectively and appropriately in either written or oral forms.[Assessed within A1; B1; B2; B3 and B4] Demonstrate an ability to work both autonomously and collaboratively in order to achieve a defined goal.[Assessed within A1; B1; B2; B3 and B4] Demonstrate an understanding of reflection in self-development and learning and be able to evaluate their own strengths and weaknesses in developing graduate qualities.[Assessed within B2; B3 and B4] Demonstrate an awareness of individual/personal career aspirations, including the skills, attributes and knowledge required to fulfil these goals.[Assessed within B2; B3 and B4]  |
| Syllabus Outline | Foundations for Law is designed to prepare students for their degree by introducing them to sources of law, fundamental information about the English legal system and key legal research skills.This module will also support students by developing key personal skills and attributes which will enable them to succeed in their studies and chosen career path.Study units may include, but is not limited to, the following:* Orientation and basic study skills such as time management, organisation and planning and goal setting
* Legal research techniques
* Applying legal sources appropriately
* Critical thinking and legal reasoning
* History and development of the English legal system
* Doctrinal legal analysis
* Understanding court hierarchy, case law and precedent
* Case law fact analysis
* Statutory interpretation
* The impact and relevance of non-domestic law on the English legal system
* Alternative approaches to legal analysis such as socio-legal method and jurisprudence
* Becoming an autonomous learner and developing self-motivation
* Solving problems and making decisions
* Understanding group work and team building
* Enhancing learning by developing reflective practices
* Career development skills such as researching career opportunities, CV writing and cover letters
* Commercial awareness and business intelligence
* Developing communication skills

Subject to the requirements of the Professional Bodies, it is not necessarily envisaged that every topic in the syllabus will be covered in any one academic year. Areas which have topical significance could, therefore, be developed at greater length and less important areas delineated in outline only. |
| Contact Hours | Lectures: Twenty four 2 hour lectures.Workshops: Twelve 2 hour workshops. |
| Teaching and Learning Methods | There is an expectation that the student will independently undertake a number of activities that will complement and enhance the teaching and learning opportunities provided within lectures and workshops.**Lectures**: Delivered via weekly 2 hour lectures.**Workshops**: Delivered via fortnightly 2 hour workshops.**Visits**: There is an expectation that students will attend a Magistrates Court and Crown Court at least once during their first year of study, the visit to be timetabled at the student’s discretion. Students may also wish to attend an alternative venue where they are able to encounter other professionals who are engaged within an occupation for which a law degree might be useful. This is to encourage engagement with possible future careers both within and outside of the legal profession and to provide valuable experience for any student who is considering a career within the justice system.**Library Sessions**: Delivered via study sessions, workshops and self-directed learning. Students are expected to attend library sessions related to their first year study experience. They will also be expected to identify gaps within their research and/or library skills, and to attend relevant library workshops or undertake self-directed learning to remedy this deficit. **E-Learning:** A series of online tutorials (Building Legal Information Skills – “BLIS”) are provided building on the library skills session. These tutorials cover the foundational research skills necessary for a law degree.**Careers Sessions**: Delivered via ad hoc sessions, briefings, workshops and self-directed learning within the careers department. Students are expected to attend those sessions that will aid them in: the identification of future potential careers, the development of skills pertinent to potential careers and the acquisition of knowledge relevant to making successful applications for work experience, relevant part time work, holiday internships and mini pupillages.**Scheduled learning**: It is anticipated that each student will receive/attend approximately 72 hours of scheduled learning activities delivered by way of lectures and workshops.**Independent learning**: In addition to scheduled learning, there is an expectation that students will spend approximately 228 hours on their own independent learning. |
| Key Information Sets Information | The table below indicates as a percentage the total assessment of the module which constitutes a -**Written Exam**: Unseen written exam, open book written exam, In-class test**Coursework**: Written assignment or essay, report, dissertation, portfolio, project**Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical examPlease note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: |
| Reading Strategy | During the course, students will read online electronic sources and library materials, and will be encouraged to research case law and electronic sources using the legal online databases. Training is provided in relation to both sources. A key skill developed in this module is the embedding of information literacy within students’ approach to legal research and writing.Students will be provided with a list of essential and recommended reading at the start of the module.Students will be encouraged to undertake a wide range of reading using the facilities that UWE provides. This will include reference to the leading journals, internet resources and related government publications. The module leader will ensure that students gain access to all materials through the recommendation of primary texts, additional reading lists of articles and additional teaching/learning materials via Blackboard, lectures and workshops.Students will be directed to further reading on certain topics if necessary and digitised materials or study packs will be provided as appropriate. **Essential reading:**Students are expected to purchase a copy of:* Holland, J. & Webb, J., *Learning Legal Rules*, OUP, Oxford (current edition)

**Further Reading:**As this is a Level One course, useful further reading will be identified for students as appropriate. Where possible, further reading will be made available in a digitised form.Training on how to retrieve this further reading will be provided within lectures, workshops and tutorials by lecturers and members of the Careers Dept and Law Librarians. |
| Indicative Reading List | *The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* Askey, S (2011) *Studying law,* Palgrave Macmillan.Cottrell, S (2008) *The study skills handbook*, Palgrave Macmillan.Cottrell, S (2011) *Critical thinking skills: developing effective analysis and argument*, Palgrave Macmillan.Finch, E. and Fafinski, S. (2011) *Legal Skills* (3rd Ed) OUP.Fisher, A. (2001) *Critical Thinking: An Introduction* Cambridge University Press.Hanson, S. (2010) *Legal Method, Skills and Reasoning* (3rd Ed) Routledge.McConville, M. (Ed.), Hong Chui,W. (Ed.) (2007) *Research Methods for Law* Edinburgh University Press.Powell, D (2010) *Writing for Law*, Palgrave Macmillan.Slapper, G. (2011) *How the Law Works* (2nd Ed) Routledge.Strunk, W; White, E.B (2008) *Elements of Style*, Wilder Publications.Thomson, A (2009) *Critical Reasoning: a practical introduction*, Routledge.Travers, M. (2010) *Understanding Law and Society,* Routledge.Truss, L (2003) *Eats, Shoots & Leaves: the zero tolerance approach to punctuation,* Profile. |

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| **Part 3: Assessment** |
| Assessment Strategy | This module will be assessed by the following components:Component A: This is a two hour exam. This component may include the sourcing of advance materials essential for the exam, their annotation and use during the exam.Component B: This will comprise a number of assessments. It will involve the following elements:B1: a series of MCQs building on the BLIS legal research skills.B2: Portfolio Section 1 – Orientation and basic skills.B3: Portfolio Section 2 – Career planning and problem solving.B4: Portfolio Section 3 – Writing for business and understanding teamwork.In relation to elements B2, B3 and B4, clear word counts will be applied to each specific task within the portfolio. Students are reminded that their work will be subject to the [university word count policy](http://www2.uwe.ac.uk/services/Marketing/students/Student%20advice/Word_count_policy_2012.pdf).The finished portfolio of work will encompass a number of tasks, to include: * Tasks on time management, referencing, plagiarism and auditing their own skills.
* Reflection upon their first year experience and their APT meetings.
* Evaluation of their own strengths and weaknesses.
* An action plan for future development.

Assessment Strategy: In part two, the relationship between the different assessments and learning objectives has been set out.Component A will assess students understanding of legal sources and their ability to apply a range of legal techniques to a defined problem.Component B will assess students across a range of different learning outcomes. Element B1 will test the ability of students to understand sources of legal information, citation and referencing practices and legal research skills.Elements B2, B3 and B4 are focused on developing the personal skills and attributes associated with professional practice and autonomous learning. These portfolios use reflection and direct students in practical context specific tasks that minimise the potential for plagiarism.Student retention has been addressed in a number of ways. The early scheduling of elements B1 and B2 encourage student engagement and also provides students with an early opportunity for feedback and support. Moreover, element B2 focuses attention on the acquisition of basic knowledge about the university and degree as well as the basic study skills and techniques which will support their effective learning and engagement.By providing assessment points across both semesters, first year students will be provided with multiple opportunities for feedback and development throughout the crucial first year of their study.The assessment criteria have been standardised across the Law department and will be used as appropriate. In addition, insofar as Foundations for Law continues to support students in attaining an external professional qualification, students work will be assessed in accordance with the criteria of the relevant organisation eg Institute of Leadership and Management. The assessment criteria for all assessments will be clearly identified to students in the assessment materials, on Blackboard and through the module handbook.Education for sustainable development (ESD) can be demonstrated through the incorporation of a strong element of reflective practice within the Component B. Reflective practice is a touchstone for CPD across the professions. By introducing students to these powerful learning techniques our graduates will be ready and able to continue their learning throughout their careers. |

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| Identify final assessment component and element | **Component A1** |
| **% weighting between components A and B** (Standard modules only) | **A:**  | **B**:  |
| **30%** | **70%** |
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| **First Sit** |
| **Component A** (controlled conditions)**Description of each element** | **Element weighting****(as % of component)** |
| 1. Examination (2 Hours)
 | 100% |
| **Component B** **Description of each element** | **Element weighting****(as % of component)** |
| 1. BLIS test
 | 29% |
| 1. Portfolio Section 1 - Orientation and basic skills
 | 13% |
| 1. Portfolio Section 2- Career planning and problem solving
 | 29% |
| 1. Portfolio Section 3- Writing for business and understanding teamwork
 | 29% |
|  |  |
| **Resit (further attendance at taught classes is not required)** |
| **Component A** (controlled conditions)**Description of each element** | **Element weighting****(as % of component)** |
| 1. Examination (2 Hours)
 | 100% |
| **Component B** **Description of each element** | **Element weighting****(as % of component)** |
| 1. BLIS test
 | 29% |
| 1. Portfolio Section 1- Orientation and basic skills.
 | 13% |
| 1. Portfolio Section 2- Career planning and problem solving
 | 29% |
| 1. Portfolio Section 3- Writing for business and understanding teamwork
 | 29% |
| If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences. |



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

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| **Part 1: Basic Data** |
| Module Title | Law Of Contract |
| Module Code | UJUTN3-30-1 | Level | 1 | Version | 4.2 |
| Owning Faculty | FBL | Field | Law Undergraduate |
| Contributes towards  | LLB (hons); LLB (hons) Commercial Law; LLB. (hons) European and International Law**;** LLB Law with Criminology; BA (hons) Criminology and Law; BA (hons) Criminology with Law; LLB (hons) Law with Business; BA (hons) Business and Law; BA (hons) Business Management with Law; LLB (hons) Law with Psychology; BSc (hons) Psychology with Law. |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Standard |
| Pre-requisites | none | Co- requisites | none |
| Excluded Combinations | none | Module Entry requirements | N/A |
| First CAP Approval Date  | 1 May 2012 | Valid from  | September 2012 |
| Revision CAP Approval Date | 1 September 2013 | Revised with effect from | September 2013 |
|  |  |
| **Review Date** | September 2018 |  |

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| **Part 2: Learning and Teaching** |
| Learning Outcomes | On successful completion of this module students will be able to:1. Demonstrate a sound knowledge of the principles of the law of contract.
2. Apply these principles to a variety of factual situations.
3. Appreciate the social, economic and historical context in which these principles were and are being developed.
4. Subject these principles to informed, constructive criticism, and thereby develop models more attuned to current legal and socio-economic circumstances.
5. Demonstrate the above aims in a student-centred context, through, *inter alia*, individual presentations, small group mooting or large group library-based workshop exercises.

We seek to develop, enhance and produce the following student competencies: **Knowledge**: * Demonstrating a sound knowledge and understanding of the law of contract (*Assessed in all elements of all Components).*

**Intellectual:** * Applying the existing body of Contract legal principles, whether case-based or statutory, to various factual situations, utilising techniques acquired through the study of Legal Methods (*Assessed in all elements of all Components)*
* Identifying the social, political and economic pressures which have contributed to the current body of law as a precursor to evaluating the efficacy of current rules and identifying future possible developments (*Assessed in all elements of all Components)*.

**Transferable:*** Developing and justifying various lines of reasoning, either individually, co-jointly or within a group (*Assessed in all elements of all Components)*.

**Subject specific:*** Undertaking effective library-based and IT-related research in order to underpin any line of reasoning, either individually, co-jointly or within a group (*Assessed in all elements of all Components).*
 |
| Syllabus Outline | 1. Introduction: The move from Status to Contract; Laissez-faire and judicial intervention; increased statutory protection of basic consumer rights in the Twentieth Century; the encroaching role of the European Union; the links to tort (economic torts, co-extensive remedies etc).
2. Formation of Contract: Invitations to treat, offer and acceptance – communication and revocation; impact of technology; unilateral contracts.
3. Legal intent; good faith, lock-out agreements and letters of comfort; formality/procedure v intent/expectation
4. Consideration: Adequacy v. sufficiency; the element of bargain; the relevance of intent; forms of consideration; performance of existing duties, factual benefits and duress; importance of equitable doctrines, esp estoppel (linked to Land Law and Equity & Trusts), role of privity and effect of Rights of Third Parties Act 1999
5. Terms: Parol evidence, representations, collateral contracts; terms implied by statute and courts; and, the classification of terms.
6. Exclusion clauses: Common law, Unfair Contract Terms Act 1977; Unfair Terms in Consumer Contracts Regulations 1999 (linked to European Union Law).
7. Misrepresentation v Breach of Contract: a comparison of remedies; statements of fact v terms; types of misrepresentations and breaches of contract; Misrepresentation Act 1967 as a *statutory tort*, contributory negligence, and remoteness (Contract v Tort); UCTA and exclusion of liability in Contract and Tort (all linked to Law of Torts)
8. Economic Torts and the principles of unconscionability: improper pressure, victimisation, domination and oppression; undue influence and intermediaries (linked to Media Law); inequality of bargaining power, economic duress and normal commercial pressure; remedies (linked to Law of Torts, Land Law and Equity & Trusts).
9. Mistake: agreement mistake, quality v substance; possibility mistake; mistaken signatures and competence.
10. Illegality: restraint of trade – non-solicitation of former clients & geographical restraints on future employment; use of injunctions and role of specific performance
11. Risk allocation and contract discharge; force majeure, frustration and unplanned contingencies; fairness v construction; Law Reform (Frustrated Contracts) Act 1943, apportionment and unjust enrichment.
12. Breach of contract: remoteness (Contract v Tort); special damages, mitigation and measure; agreed sums and penalty clauses; injunctions and specific performance
 |
| Contact Hours/Scheduled Hours | Lectures: 2 hours per week (for 12 weeks in each semester)Workshops: 2 hour workshop per fortnight. (5 workshops in each semester)***Student preparation****:***Lectures**: In most cases there is no expectation of preliminary work. However, students may be given directed preliminary reading from recommended texts. Occasionally material may be also given out in advance so as to provide the basis for practical exercises or for more detailed discussion of topics to be conducted within the lecture. This will apply more to Level 2 and 3 options' modules where group sizes allow for a more interactive approach to lectures.Guest speakers will be utilised where appropriate.**Workshops**: The Programme estimates a preparation time of 10 hours per workshop. At Level 1 much of this time will be taken up with acquiring experience of research and with gaining a familiarisation with the subject-matter via the use of legal method techniques. Workshop preparation tasks include working individually, in pairs or in small groups. * Students will be given materials in advance of their workshops which will concentrate on case analysis of cases and/or statutory interpretation/ application as appropriate. The material will usually be problem or discussion title-based. Supplementary material (usually of a problem-solving nature) may be provided in the workshop.
* Directed reading will be suggested along with internet sources and video material as appropriate. As this is a Level 1 module, students will be given more direction in terms of sources and specific questions to address.
* Students are expected to make full use of their independent learning time to reflect critically upon the subject and to develop their own ideas.

***Operation and purpose****:***Lectures**: On most topics covered, outline learning materials will be supplied to students during or in advance of the lectures. Lectures are generally designed to:(a) communicate the principal features of a topic, including its major principles, rules, concepts, relationships and values;(b) to stimulate interest in the topic and provide alternative views; and(c) to provide other information necessary to facilitate its further study, including updating.**Workshops**: Workshops will involve problem-solving and the analysis and synthesis of conceptual and contextual issues, through plenary discussion and presentations by individual students or groups of students. Students are expected to participate fully in workshop discussions, which will cover all main topics of the syllabus.We see the function of workshops to be: (a) to monitor, facilitate and enhance the acquisition by students of the knowledge and understanding mentioned under the *Learning Outcomes*; (b) to develop those lawyerly skills of case analysis, application of law to fact, and synthesis of arguments referred to in the *Learning Outcomes*; and(c) to allow students to evaluate, analyse and synthesise legal materials in an interactive environment and to facilitate their appreciation of the levels of variation of opinion which may be generated in legal discussion.***Other learning activities****:*Students will be expected to pursue independent and directed study between class contact sessions. Students will be encouraged to engage in extra-curricula activities such as debating and mooting. |
| Key Information Sets Information | The table below indicates as a percentage the total assessment of the module which constitutes a -**Written Exam**: Unseen written exam, open book written exam, In-class test**Coursework**: Written assignment or essay, report, dissertation, portfolio, project**Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical examPlease note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: |
| Teaching and Learning Methods | The Law of Contract is a Level 1 module that introduces students to a variety of lawyerly skills (building on coverage in Legal Methods) that will need to be refined and developed as their legal studies progress (specifically in Level 2/3 Core and professional skills related modules). In particular, as this module is primarily case-based, the use of case analysis/application techniques will enable students to deal far more effectively with the demands of core modules such as Law of Torts, Land Law, and Equity & Trusts in future years. The emphasis throughout will be on providing the student with the opportunity to question, understand, analyse and evaluate the law in its historical, practical, academic and social context. The learning context is student-centred and utilizes a variety of techniques to encourage independent thought and constructive criticism. Dialogue is promoted between student and lecturer in an interactive relationship which emphasizes the two-way flow of information and criticism. Subject to the requirements of the Professional Bodies, it is not necessarily envisaged that every topic in the syllabus will be covered in any one academic year. Areas which have topical significance could, therefore, be developed at greater length and less important areas delineated in outline only.Students will be expected to conduct research with both traditional and electronic sources and will be instructed how to do this both during the Programme as a whole and, where necessary, within the module. |
| Reading Strategy | **Essential reading -** Students are strongly advised to buy textbooks, as suggested by the module leaders. Selection of texts will depend on publication of revised editions of those previously used and/or publication of new texts. Portability, price and accessibility of legal content within the text will be considered when choosing a text, along with the module questionnaire comments made by students from the prior cohort. Students are advised to use the textbook to support preparation of each workshop. Reference to other reading material will be made in lectures, particularly to support essay writing (Assessment elements B1 and B2).**Further reading** – the indicative reading listed below will provide students with further reading opportunities, in addition to any other reading suggested on a lecture by lecture basis (extracts of which will sometimes be accessible via Blackboard). |
| Indicative Reading List | *The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* INTRODUCTORYAdams, J.N. & Brownsword, R *Understanding Contract Law* (Fontana)Atiyah, P.S. *An Introduction to the Law of Contract* (OUP)Smith, J.C. *The Law of Contract* (S&M)RECOMMENDEDO’Sullivan, J & Hilliard, J *Law of Contract* (OUP)Chandler, A *Law of Contract* Q&A (OUP)FURTHER READINGAtiyah, P.S. *The Rise and Fall of Freedom of Contract* (OUP)Beatson, J & Friedman, D *Good Faith and Fault in Contract Law* (OUP)Cheshire, Fifoot & Furmston, *The Law of Contract* (OUP)*Chitty on Contracts Edited by Guest*, A.G. et al (Sweet & Maxwell)Duxbury, R *Contract Law* (Sweet & Maxwell)Halson, R *Contract Law* (Pearson)Koffman, L *The Law of Contract* (OUP)Lawson, *R Exclusion Clauses* (Oyez Longman)MacDonald E The *Law of Contract* (OUP)McKendrick, E Contract Law (Palgrave)McKendrick, E *Contract Law: Text, Cases & Materials* (OUP)Poole, J *Law of Contract* (OUP)Poole, J *Casebook on Contract*, (OUP)Richards, P *Law of Contract* (Pearson)Samuel, G *Contract Law: Cases & Materials* (Sweet & Maxwell)Stone, R *The Modern Law of Contract* (Cavendish Publishing)Treitel, G.H. *The Law of Contract* (Sweet & Maxwell)Reference should be made to the latest editions of the above textsAdditional specific reading material will be prescribed from papers and articles |

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| **Part 3: Assessment** |
| Assessment Strategy | Assessment has been designed to support learning in the following ways: Element B1: Students will be required to identify three contract law principles and their application in society. Students will evidence these examples through the use of photographs, computer screen shots and extracts from contractual documents. Students will be required to annotate this evidence, to provide a supportive explanation of the area of law, referencing the relevant source of law and analysis of how effectively the law has been applied in the examples provided by the student. (600 words)At Alexander College, Cyprus, students would answer a problem question (1250) words. The question would be relevant to material covered and reflect student engagement on workshops. The question would be made available via VLE.This format encourages student engagement with the module by requiring students to identify the use of contract law throughout society. The requirement to collate evidence of a range of examples of contract law from topics taught in the first semester means that students will have to engage with all lecture/workshop materials during the first semester. The use of different modes of evidence, such as screen shots, photographs and extracts from consumer contracts, means it will be possible for students to display the widest range of evidence. In addition, students will understand the relevance of the law of contract in society. Compulsory joint work of minimum of two students will encourage collaborative team working. It will also ensure that any student who has less well developed IT skills and/or use of smart phone/camera will be able to team up to develop such skills with another student. A further requirement of the assessment to annotate and analyse the chosen contract principles will ensure a reasonable understanding of all the basic Contract principles covered in the first semester. This analytical process will further support the production of materials to take forward to the end of year examination. Ultimately, this assessment inculcates a sense of confidence in students, with the majority acquiring and refining their understanding of first semester contract law principles. Note: although the word length for this task is 600 words,students will have have to provide an additional 100 reflective joint work statement.Element B2: This will focus on developing and refining analytical skills via a multiple-choice question format based on a series of factual scenarios. Students will be required to identify the rights and duties of all parties and how these might change where there is a slight factual variation. The design format of this coursework ensures that the fullest range of marks will be available. The end of year examination assesses all material covered in the module. The first section adopts an MCQ format (20%) while the remaining two sections (40% each) involve answering problem or split essay/problem questions. The opportunity to bring 2 x A4 sheets of notes into the examination ensures that the assessment is not a memory test and is therefore fair to all students, regardless of their learning needs.  |
| Identify final assessment component and element | **Component A** |
| **% weighting between components A and B** (Standard modules only) | **A:**  | **B**:  |
| **50%** | **50%** |
|  |
| **First Sit** |
| **Component A** (controlled conditions)**Description of each element** | **Element weighting** |
| 1. Exam (2 hours)
 | 100% |
| **Component B** **Description of each element** | **Element weighting** |
| 1. Contract law portfolio (600 words maximum plus 100 words joint work statement

Alexander College, Cyprus - a problem question (1250 words). | 50% |
| 1. Multiple-choice answer test (180 minutes permitted) non-controlled conditions – can be taken wherever student has reliable internet access)
 | 50% |
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| **Resit (further attendance at taught classes is not required)** |
| **Component A** (controlled conditions)**Description of each element** | **Element weighting** |
| 1. Exam (2 hours)
 | 100% |
| **Component B** **Description of each element** | **Element weighting** |
| 1. Contract law portfolio (800 words max)

Alexander College, Cyprus - a problem question (1250 words) | 50% |
| 1. Multiple-choice answer test (180 minutes permitted – non-controlled conditions – can be taken wherever student has reliable internet access)
 |  50% |
| If a student is permitted a **RETAKE** of the module the assessment will be that indicated by the Module Description at the time that the retake commences. |

# Programme Specification



**CORPORATE AND ACADEMIC SERVICES**

| **PROGRAMME SPECIFICATION Part 1: Basic Data** |
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| Awarding Institution | University of the West of England |
| Teaching Institution | University of the West of EnglandAlexander College, Cyprus |
| Delivery Location | Frenchay CampusAlexander 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 asterix in Part 4. |
| Highest Award Title | LLB (Hons) |
| Default Award Title | *n/a* |
| Fall-back Award Title | *n/a*  |
| Interim Award Titles |  LLB Dip HE Law Cert HE Law |
| UWE Progression Route |  |
| Mode(s) of Delivery | Sandwich, Full time and Part- time |
| Codes | **UCAS:** | **JACS:** |
| **ISIS2: M300****(M300) SW (M30J13) FT/PT****M30R Alexander College** | **HESA:** |
| Relevant QAA Subject Benchmark Statements |  Law Benchmarks 2007ISBN 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 |
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| * 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.

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| **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 |
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| ***Learning Outcomes:***  | **FFL** 30 UJUUKV-30-1 | **Tort** UJUUKU-30-2 | **EU** UJUUKS-30-3 | **Elective Modules** |
| **A) Knowledge and understanding of:***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.* |
| 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) |  |  |  | **√** |

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| ***Learning Outcomes:***  | **FFL** 30 UJUUKV-30-1 | **Tort** UJUUKU-30-2 | **EU** UJUUKS-30-3 | **Elective Modules** |
| **(B) Intellectual Skills***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.* |
| 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 | √ | √ | **√** |  |
| 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  | √ | √ | √ |  |

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| ***Learning Outcomes:*** | **FFL** 30 UJUUKV-30-1 | **Tort** UJUUKU-30-2 | **EU** UJUUKS-30-3 | **Elective Modules** |
| **(C) Subject/Professional/Practical Skills***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.* |
| 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) | **√** | **√** |  |  |
| 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  | **√** | **√** | **√** |  |

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| ***Learning Outcomes:***  | **FFL** UJUUKV-30-1 | **Tort** UJUUKU-30-2 | **EU** UJUUKS-30-3 | **Elective Modules** |
| ***(D) Transferable skills and other attributes****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.* |
| Good written English communication skills  | **√** | **√** | **√** | **√** |
| Good oral presentation skills  |  |  | **√** |  |
| 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 | **√** | **√** | **√** |  |

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| Part 4: Student Learning and Student Support |
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| **Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated**Structure of Teaching and LearningThere 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 AbroadStudents 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.Path of ProgressionThe 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; 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 asterix 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 SupportAll 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 at 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, 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 studentsUWE’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 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 |
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| A: Approved to [University Regulations and Procedures](http://www1.uwe.ac.uk/students/academicadvice/assessments/regulationsandprocedures.aspx) 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**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** includingessays, presentations, projects, coursework and other written examinations as follows: **Assessment Map for *LLB(Hons)***

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| --- | --- |
|  | **Type of Assessment** |
| *\* QLD**G- Group work* | 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 |
| **Compulsory and Level 1 Modules** | UJUUKK-30-1Consti & Adm\* | A(50) |  |  |  |  |  | B(50) |  |  |  |
| *UJUTD3-30-1*Criminal Law*\** |  | A(50) |  |  |  |  | B(30) | B(20) |  |  |
| UJUTN3-30-1Law of Contract\* |  | A(50) | B(25) |  |  |  |  |  |  | B (25) G |
| UJUUKV-30-1Foundation for Law  | A (30) |  |  |  |  |  |  |  |  | B (70) |
| UJUUKU-30-2 Law of Torts\* |  | A(100) |  |  |  |  |  |  |  |  |
| UJUUKS-30-3European Union Law \*  | A(30) |  |  |  |  | B(50) |  |  |  |  |
| **Optional Modules** **Level 2** | UJUUKT-30-2Land Law\* | A(100) |  |  |  |  |  |  |  |  |  |
| UJUUJJ-30-2 Dispute Resolution Skills |  |  |  |  |  | A (30) | B (21) |  |  | B (49) |
| UJUUJR-30-2 Employment Law | A (100) |  |  |  |  |  |  |  |  |  |
| UJUUJE-30-2Environmental Law  |  |  |  |  |  | A (40) | B (60) |  |  |  |
| USSJT4-30-2 Forensic Evidence | A (50) |  | B (20) | B (30) G |  |  |  |  |  |  |
| UJUUJF-30-2 Migration, Law and Policy  | A (50) |  |  |  |  |  | B (50) |  |  |  |
| UJUUJH-30-2 Penology |  |  |  |  |  | A (30) G | B (35) |  |  | B (35) G |
| UJUUJU-30-2 Public International Law | A (30) |  |  |  |  |  |  |  |  | B (70) |
| UJUUJW-30-2 Sexual Offences and Offending | A (60) |  |  |  |  |  | B (40) |  |  |  |
| UJUUJG-30-2 Sports Law | A (50) |  |  |  |  | B (50) G |  |  |  |  |
| UJUUJN-30-2 Civil Liberties  |  |  |  |  |  | A(25) | B(75) |  |  |  |
| * UJUUJS-30-2
* International Trade
 | A (50) |  |  |  |  |  | B (50) |  |  |  |
| **Elective Modules – Level 3** | UJUTK4-30-3Equity & Trust\* | A(60) |  |  | B(15) |  | B(25) |  |  |  |  |
| UJUTAF-30-3Law In Action |  |  |  |  |  |  | A(100) |  |  |  |
| UJUTK6-30-3 Commercial Law | A (50) |  |  | B (25) |  | B (25) |  |  |  |  |
| UJUUH7-30-3 Comparative Constitutional Law |  |  |  |  | A (50) | B (50) |  |  |  |  |
| UJUUKP-30-3Company Law in Context | A (40) |  |  |  |  | B (60) |  |  |  |  |
| UJUTD7-30-3Criminal Justice | A (50) |  |  |  |  | B (50) |  |  |  |  |
| UJUTKA-30-3 Cyber Law | A (50) |  |  |  |  | B (50) |  |  |  |  |
| UJUTA7-30-3 Dissertation |  |  |  |  |  |  |  | A (100) |  |  |
| UJUUH5-30-3 Education and the Law |  | A (50) |  |  |  | B (50) |  |  |  |  |
| UJUTG7-30-3 European Human Rights |  | A (75) |  |  |  | B (25) |  |  |  |  |
| UJUTK7-30-3 Family Breakdown | A (70) |  |  |  |  | B (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-30-3Law 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) |  |  |  |  |
| UJUUK3-15-3Law Project |  |  |  |  |  |  |  | A(100) |  |  |

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

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| **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 |
| **Compulsory Modules** **Level 1** | UJUUKK-30-1Consti & Adm\* | A(50) |  |  |  |  | B(50) |  |  |  |
| *UJUTD3-30-1*Criminal Law*\** |  | A(50) |  |  |  | B(30) | B(20) |  |  |
| UJUTN3-30-1Law ofContract\* |  | A(50) | B(25) |  |  | B (25)  |  |  |  |
| UJUUKV-30-1Foundation for Law | A (30) |  |  |  |  |  |  |  | B (70) |
| UJUUKU-30-2 Law of Torts\* |  | A(100) |  |  |  |  |  |  |  |
| UJUUKS-30-3European Union Law \*  | A(30) |  |  |  | B(50) |  |  |  |  |
| **Optional Modules** **Level 2** | UJUUKT-30-2Land Law\* | A(100) |  |  |  |  |  |  |  |  |
| UJUUJR-30-2 Employment Law | A (100) |  |  |  |  |  |  |  |  |
| UJUUJU-30-2 Public International Law | A (30) |  |  |  |  |  |  |  | B (70) |
| **Optional Modules** **Level 3** | UJUTK4-30-3Equity & Trust\* | A(60) |  |  | B(15) |  | B(25) |  |  |  |
| UJUUKP-30-3Company 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 |

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| **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 C
* QLD subjects marked \*
 |
| **ENTRY** | Level 1 | **Compulsory Modules** UJUUKV-30-1 Foundations for Law c  | **Other Modules** UJUUKK-30-1Constitutional 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 | **Interim Awards****Cert HE Law**120 credits at appropriate LevelStudents 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 | **Compulsory Modules** UJUUKU-30-2Law of Torts\*c | **Other Modules***(subject to availability)*90 credits from:UJUUKT-30-2 Land Law \** UJUUJR-30-2
* Employment Law
* ujuuje-30-2
* Environmental Law
* UJUUJS-30-2
* International Trade
* UJUUJJ-30-2
* Dispute Resolution Skills

UJUUJW-30-2 Sexual Offences and Offending: Criminal Justice ResponsesUJUUJH-30-2 Penology USSJT4-30-2 * Forensic Evidence

UJUUJN-30-2 Civil Liberties UjuujF-30-2 Migration Law and PolicyUJUUJU-30-2 Public International Law Ujuujg-30-2 Sports Law  | **Interim Awards****DipHE Law** 240 credits 120 credits at appropriate Level |
| **Optional Placement/Study Year Abroad**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.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. |
|  | Level 3 | **Compulsory Modules** UJUUKS-30-3European Union Law \*c | **Other Modules***(subject to availability)*90 credits from:UJUTK4-30-3 Equity and Trusts\*UJUTD7-30-3 Criminal JusticeUJUTD8-30-3 Law of Evidence UJUTK6-30-3 Commercial Law UJUTKB-30-3 Intellectual Property LawUJUTKA-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 LawUJUTG7-30-3 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 LawUJUTAA 30-3 Legal Process UJUTA7-30-3 Dissertation UJUTAF-30-3 Law in Action(UJUUK3-15-3 Law Project PLUS Placement module)  | **Awards:**LLB (Hons) |

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| **GRADUATION** |

| Part 7: Entry Requirements |
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| 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 |
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| 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)The Programme Team is actively participating in the faculty’s further development of ESD through theLearning and Teaching Enhancement Groupin 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

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| 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 GroupsThe 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 ScholarshipStaff 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 FeedbackStudent 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 TeachingThe 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 teamThe 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. |

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| 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](http://info.uwe.ac.uk/modules/). |

# Appendix 1 - Marking Criteria

Marks will be allocated using the following qualitative guidelines

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

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# Appendix 2 – Policies and Procedures

Policies relating to HE Students can be found on Moodle at:

<https://moodle.weston.ac.uk/mod/glossary/view.php?id=93970>

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