

## FOUNDATION YEAR LAW, CRIMINOLOGY AND SOCIOLOGY PATHWAY

### PART 1 – PROGRAMME SPECIFICATION

---

#### 1. Awarding institution

St Mary's University, Twickenham

---

#### 2. Partner institution and location of teaching (if applicable)

N/A

---

#### 3. Type of collaborative arrangement (if applicable)

N/A

---

#### 4. Name and level of final award title

LLB (Hons) Law with Criminology (with Foundation Year)  
LLB (Hons) Law with Foundation Year (subject to validation)  
BA/BSc (Hons) Criminology and Sociology (with Foundation Year)  
BA (Hons) \_\_\_\_\_ (Foundation Degree)

---

#### 5. Interim award(s) with award titles (if specific titles have been designated)

Certificate of Higher Education (CertHE)  
Diploma of Higher Education (DipHE)  
Ordinary degree

---

#### 6. Faculty or Institute with responsibility for the programme

Institute of Business, Law and Society

---

#### 7. Language of study

English

---

#### 8. Joint Honours combinations

See section 4

---

#### 9. UCAS code

N/A

---

#### 10. JACS and HeCos codes

see appendix

---

#### 11. Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

N/A

---

#### 12. QAA subject benchmarks or other relevant external reference points

Each programme meets its specific QAA Benchmark statement, as specified in their respective validation document.

The Foundation Year itself is a level 3 programme, which is not covered by the Quality Code as this handles academic standards from level 4 onwards. OFQUAL/RQF and SEEC Level 3 benchmarking have been used as a point of reference.

---

### **13. Normal completion time and maximum duration of study**

Normal completion time:

For the Foundation Year (level 3): one year full-time (no part-time option)

For the following 3 levels (4 to 6):

Full-time study – 3 years

Part-time study – 6 years

Maximum duration of study – 9 years

---

### **14. Mode of study and normal start month**

Full-time only for level 3, full or part-time for levels 4-6

---

### **15. Mode of delivery**

Face to face

---

### **16. Date approved and name of authorised body**

Faculty Academic Development Committee, September 2019

---

### **17. Valid cohorts, commencing study in (month/year)**

September 2021

---

### **18. Additional Programme Costs**

-

---

## **PART 2 – CURRICULUM SPECIFIC DETAILS**

---

### **19. Summary of the programme**

Students will apply for a degree of four years in one of the listed programmes. The set of four year degrees aim to recruit students who did not achieve the grades required for their UG programme of choice, or who are returning to education after a period of interruption or want to enter HE under a Widening Participation / Access route. They are especially designed for students who wish to embark on undergraduate studies but need additional support and guidance to develop the skills required for degree-level study.

The particular foci of the Foundation Year will be the development of learning abilities in the following: communication (oral, written and digital), critical thinking, research, independent study, digital and employability skills. The Foundation Year modules are especially designed to embed the development of these skills within the acquisition of subject knowledge in the broad area of business and management.

On successful completion of the Foundation Year, students will automatically progress on to Level 4 of the programme. However, students may change to any of the degrees listed in Section 4 at the end of the Foundation Year, subject to the approval of the Programme Directors for the Foundation Year and for Law and Criminology.

---

## 20. Aims of the programme

The course is designed to offer applicants who do not have the required qualifications, a programme which will equip them with a robust toolkit of the academic, digital and personal skills required for successful study in higher education, and also with an understanding of, and an insight into business and sports management.

In the Foundation Year (Level 3) students will develop their ability to gain the most out of structured in-class study, and also to manage and evaluate their own independent learning. This wide range of transferable skills is of immense value in both undergraduate study and graduate employment.

Students will study and research the fundamental principles of the business environment, and the functioning of global cities and the economics of globalisation. Successful completion of the foundation year will allow progression onto one of the BA programmes as listed above in section 4.

---

## 21. Criteria for admission

### Programme entrance requirements

Candidates must satisfy the general admission requirements of St Mary's University as outlined in the [Admissions Policy](#).

- 48 UCAS points for Level 3. No DBS check required.
- GCSE Mathematics at Grade C is also required for all programmes.
- GCSE English at Grade C is also required for BA Sports Management.
- Students entering with an Access qualification must have achieved a minimum of 45 credits on their Access course.
- English language requirement: IELTS 5.0 (or equivalent) with no element below 4.5.

Applicants with no formal qualifications will be considered on a case-by-case basis.

---

## 22. Scheduled learning time

The below is for the Foundation Year only (level 3), learning times for level 4-6 will vary slightly (depending on which programme is followed).

The number of guided learning hours (GLH) is 10 hours per 1 credit - [QAA Student Contact Hours](#)

Type of learning time	Number of hours	Expressed as %
Contact time	268	22
Placement/work-based learning hours	0	0
Guided learning hours	516	43
Independent study time	416	35
<b>TOTAL</b>	<b>1200</b>	<b>100</b>

---

## 23. Programme learning outcomes

On successful completion of the foundation programme (end of level 3) students will be able to:

- 1) Communicate clearly, orally, in writing and through digital means.
- 2) Outline the fundamental methods used when undertaking research at undergraduate level in business management.
- 3) Show confidence in their ability to understand and formulate basic arguments, and to think critically, creatively and ethically.
- 4) Exhibit awareness of their own strengths and weaknesses as a learner, and demonstrate confident to perform independent work.
- 5) Engage and enquire about topics, contemporary debates and theories within the field of business management.
- 6) Demonstrate a range of employability and study related skills and knowledge and have an understanding of their own identities in the learning and working contexts.

For LOs relating to each BA (Hons), please refer to their existing validation documents

---

## 24. Programme structure and module requirements

### FHEQ Level 3 modules

Module code	Module Title	No. of credits	Sem of delivery	Module status
FDY3001	Personal Learning Competencies	20	1	Core
FDY3005	Taking a Professional Approach	20	2	Core
FDY3014	Rights and Responsibilities II	20	2	Core
FDY3013	Rights and Responsibilities I	20	1	Core
FDY3006	Thinking Critically, Creatively, and Ethically	20	1	Core
FDY3007	Individual Project	20	2	Core

For FHEQ level 4 to 6 Modules, please refer to each UG programme's validation documents.

The modules FDY3013 Rights and Responsibilities I and FDY3014 Rights and Responsibilities II are unique modules for students studying Law with Criminology & Sociology. The other modules are shared with students on a variety of other Foundation Year programmes.

---

## 25. Work placements or study abroad

The Foundation Year does not provide any opportunity for work placements or study abroad. However, from Level 5 onwards, students will be given a chance to engage with the community and/or industry in the form of work placements within their respective UG programmes.

---

## 26. Links to industry and employability

The Foundation Year is designed to have one work-related learning module (Taking a Professional Approach). This includes students observing in the workplace, and may also include visits to external organisations. This will provide an opportunity for students to contextualise employability skills and develop an awareness of workplace issues.

Students will also be invited to guest talks by industry experts and events organised at School level or by the Careers Services. In the module “Individual Project”, students will be required to reflect on their engagement with such organised events.

For the rest of their undergraduate studies, students will be given a chance to engage with the community and industry.

---

## 27. Programme awards

This programme conforms to the [University Academic Regulations](#).

To progress from level 3 to level 4, students must pass 120 credits at Level 3.

LLB (Hons) Law with Criminology (with Foundation Year). LLB (Hons) Law with Foundation Year (subject to validation) or BA/BSc (Hons) Criminology and Sociology (with Foundation Year) students must have successfully achieved 480 credits of which 120 credits will be at level 3. The academic regulations at level 3 are similar to that applying at UG level.

Students who wish to transfer to a different undergraduate programme during the Foundation Year may choose a programme from the list below, subject to the approval of the respective Programme Director and Programme Director for the Foundation Year:

- BA/BSc (Hons) Criminology and Sociology (with Foundation Year)
- BA (Hons) History (with Foundation Year)
- BA (Hons) Creative and Professional Writing (with Foundation Year)
- BA (Hons) Film and Screen Media (with Foundation Year)
- BA (Hons) Creative and Professional Writing and Film and Screen Media (with Foundation Year)
- BA (Hons) English (with Foundation Year)
- BA (Hons) Liberal Arts (with Foundation Year)

Students who complete the Foundation Year but do not pursue their UG studies with St Mary's will be awarded a transcript recognising their achievement at level 3.

## PART 3 – TEACHING, LEARNING & ASSESSMENT

---

## 28. Programme teaching and learning strategies

The Foundation Year programme focuses on equipping students with a robust toolkit of skills to prepare them for undergraduate study and future employment:

- Communication skills for academic study and other use such as the workplace, incorporating the development of digital capabilities as a means of communication
- Other academic key skills for UG study, including academic writing, researching and the use of digital media as a source of information
- Critical and creative thinking skills which are used in a variety of academic disciplines within the field of Law and Criminology & Sociology
- Professional transferable skills, e.g. time management, organisation skills, team work and personal autonomy.

The development of these skills is embedded in the interdisciplinary modules which give students a flavour of commercial, social, academic and political discourse.

All six modules will be core:

- **Personal Learning Competencies** introduces the students to learning in HE and provides them with a framework for reflection and understanding of their own personal learning identity as well as tools for continuing educational success.
- **Rights and Responsibilities I:** The module develops students' skills and approaches necessary for successful written communication and essay writing at undergraduate level, through an interdisciplinary focus on the place of law in society. Students will study the place of law in society; consider what 'law' is and what it looks like; and consider law as a social system. Students will be introduced to key criminological and sociological concerns in society including social order, individual behaviour, crime and justice. Students will also learn how to find, use, and apply theories of law, criminology and sociology to create a sustained piece of writing.
- **Rights and Responsibilities II:** The module develops students' understanding of the legal system looking at private/public law; institutions of the law; reflecting on law in society; and types of legal skills, interpretations of rules and statutes; case comprehension; and argumentation. Students will also learn about the criminal justice system and understand the purpose of the criminal justice process; learn about the role and responsibilities of police, courts and prisons; and about crime justice and human rights. Students will learn how to find, use, and apply theories of law, criminology and sociology to create a sustained piece of writing.
- **Taking a professional approach** will equip students with the knowledge, confidence and practical skills to help them to develop their employability skills. Students will be introduced to the workplace through a short observation and will work independently and in groups to understand and recognise work-related success and build their own potential.
- **Thinking Critically, Creatively and Ethically** explores what makes "thinking" rigorous and logical, and how to detect specious arguments or ideas based on prejudice or fallacies in reasoning. It will also encourage students to start reflecting on how to present ideas in creative and critical ways, whilst developing a strong understanding of the constant need to be ethical.
- The **Individual Project** is an opportunity for students to further develop the skills acquired in the first semester and to expand their knowledge in an area of their choice. Students will focus on one area introduced during semester 1, work closely with a supervisor to choose a topic of interest for investigation and engage in an original, small-scale project on this topic. The topic must be academically useful and related to one of the UG programmes they can progress to and/or future employment. Alongside pursuing their interest in a topic, students will engage with academic research skills such as finding sources, building an argument and organising ideas, design and delivery of output, and will require planning, preparation, research and autonomous working. Students will produce a portfolio of work, including use of a delivery medium of their choice, using tools they can excel at, (including new technologies) and skills they have developed in semester 1 (including written work, oral presentation, short film, poster presentations, etc.). This module will also culminate in a small "conference" where all students showcase their findings. This module will help them reflect on the discipline/s they wish to study at UG level and inform their decisions about which UG will suit their career ambitions.

Modules will consist of 4 hours of contact each week (normally comprising two 2 hour sessions, except Individual Project), using the format of seminars and workshops to encourage interaction amongst peers and tailored support from lecturers. With a total of 12 weekly contact hours, the Foundation Year aligns with the HE sector.

In addition to this, the support of the Personal Tutor will be essential, and it is anticipated that students would have a tutorial with their personal tutor almost on a weekly basis, especially at the beginning of semester 1. Students will also receive tutorial support from the Centre for Workplace Learning to help them develop their reflective techniques and employability and from the Teaching and Learning Lecturers to help them develop their academic literacy and both of these will enable students to work on their individual skills development. Students can also access specific English language writing skills sessions and may have level 5 student mentors from related disciplines.

The programme is designed to provide significant individual guidance to students, particularly in the early stages, whilst progressively enabling them to set their own objectives and work with increasing autonomy.

---

## 29. Programme assessment strategy

The assessment strategy on the Foundation Year ensures that a great variety of academic, employment, social and personal skills are developed, in line with the programme learning outcomes. Students will be required to produce work utilising several different mediums: oral and written work (e.g. short presentation, short essay); creative work that develops digital capabilities (e.g. blog, making a short video); individual and group work; and work-based assessments. Assessments may include a portfolio of assignment tasks, to enable gradual guided progression supported by a combination of formative and summative assessments.

Assessments in semester 2 will be designed as a direct progression from assessments in semester 1, so that students will build on their acquired skills to further develop their learning abilities. In semester 2, students will also complete a project, including a reflective portfolio on a topic of their choice, aimed at increasing their independent study skills.

In advance of all summative assessments, students will receive academic preparation by:

- Regular guidance in class and during tutorials
- Familiarisation with the module outcomes and their alignment with the marking criteria
- Support from personal tutor, Teaching and Learning Lecturer, liaison librarian, and student services
- Formative assessments with feedback (from staff as well as peers)
- Specific engagement with peer assessment and feedback, so that students engage directly with module learning outcomes and marking criteria and standards
- Post-assessment feedback and discussions in class and on an individual basis, and emphasis on continuous learning and development.

All assessments will receive prompt and detailed feedback (maximum three weeks marking turnaround) which students are encouraged to reflect on, especially through the form of an individual tutorial with the module convenor.

## PART 4 – UNIVERSITY SUPPORT

---

### 30. Student support and guidance

Each student will be assigned a Personal Tutor, who can assist with any academic advice and support with any personal issues. Students can also refer to the module convenor for academic advice, and also to the Programme Director, for broader issues which could also be related to non-academic issues.

We have a dedicated Student Centre located in the heart of the University in the Student Square. Student Services are situated on the 2nd floor of the Student Centre and our aim is to assist, guide and support students throughout their period of study. Our Student Life and Guidance team includes; the Accommodation Services, Student Funding Service, Pastoral Care and Advice & Guidance. Within the Wellbeing Service, the Disability Service supports students with both physical disabilities and learning differences such as Dyslexia. In addition we have a Mental Health Advisor and Counselling team. Our students can also access support on line via [Togetherall](#) which is a great

platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing.

The hub for the Foundation Year of the new Four Year Degree Programmes will be situated on campus in the main building, and provide a central physical space for all Foundation Year students. In addition to Personal Tutoring, each student will receive assistance with academic and pastoral support. The students will have their first port of call in the hub with their Programme Director for the Foundation Year who will be available throughout the academic year. The students will have the opportunity to seek advice on choice of module options, progression requirements, changes or transfers to other programmes and so on. The Programme Directors will support the students in exploring their personal motivations and identify their own areas of development to succeed.

---

### **31. Quality management arrangements**

This programme aligns with the quality assurance requirements of St Mary's University through the following processes:

- Five yearly cycle of revalidation
- Interim review for collaborative provision
- System of Moderators for collaborative provision
- Ongoing monitoring through the Programme Review process
- Programme Boards
- Consideration of marks and graduate profiles at Exam Boards
- Engagement with programme student representatives.



## PROGRAMME NAME

### PART 1 – PROGRAMME SPECIFICATION

---

#### 1. Awarding institution

St Mary's University, Twickenham

---

#### 2. Partner institution and location of teaching (if applicable)

N/A

---

#### 3. Type of collaborative arrangement (if applicable)

N/A

---

#### 4. Name and level of final award title

LLB (Hons) Law

LLB (Hons) Law with Foundation Year

---

#### 5. Interim award(s) with award titles (if specific titles have been designated)

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Ordinary Degree

---

#### 6. Faculty or Institute with responsibility for the programme

Institute of Business, Law and Society

---

#### 7. Language of study

English

---

#### 8. Joint Honours combinations

The LLB (Hons) Law and BA (Hons) Legal Studies programmes may be taken as a single honours degree only.

---

#### 9. UCAS code

M100

---

#### 10. JACS and HeCos codes

M100 and 100485

---

#### 11. Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

The LLB (Hons) Law is accredited through Qualifying Law Degree (QLD) status from the Bar Standards Board ("BSB"), and until December 2021, the Solicitors' Regulation Authority ("SRA").

---

#### 12. QAA subject benchmark(s) or other relevant external reference points

The programme follows the guidelines of the QAA Honours Degree Benchmark Statement for Law (Nov 2019).

---

### **13. Normal completion time and maximum duration of study**

#### **Normal completion time:**

Full-time study – three years

Full-time study with Foundation Year – four years

Part-time study – six years

The overall duration of an undergraduate honours degree programme of study from initial registration to completion shall be no less than three years of full-time study.

#### **Duration of study - LLB (Hons) Law**

As prescribed by the BSB and SRA the maximum time limit for completion of the academic stage of training through a Qualifying Law Degree (“QLD”) (studied either full-time or part-time) is six years.

If this time limit is exceeded, save in exceptional circumstances, the degree will not receive QLD status and will not be recognised by the BSB and SRA. Students may still graduate with a non-QLD status degree in so far as the overall duration of study at each level of programme, from initial registration to completion, does not exceed the limits as set out.

A full-time LL.B (Hons) undergraduate student will normally register for 120 credits worth of modules in an academic year. Exceptionally, where a student is trailing credit from previous levels, or by approval of the Head of Registry Services, they may register for a maximum of 140 credits at Levels 4, 5 and 6 in any one academic year.

A full-time undergraduate student must register for no less than 40 credits and no more than 100 credits per semester.

A regular part-time student must register for between 40 to 80 credits per academic year. No regular part-time student may take more than 80 credits worth of modules in any one academic year, excluding any modules that are resits, unless this is permitted under the Subject Requirements and/or with the approval of the Head of Registry Services.

#### **Duration of study – BA (Hons) Legal Studies**

The duration of study for the BA (Hons) Legal Studies programme is in alignment with the requirements for the duration of study of undergraduate programmes as set out in the Academic Regulations. The overall duration of an undergraduate honours degree programme of study from initial registration to completion shall be no less than three years of full-time study. LLB, and BA degrees shall not exceed 4 consecutive semesters for FHEQ level 4, 5 consecutive semesters for FHEQ level 5, and 5 consecutive semesters for Year 3 (FHEQ level 6). Therefore, the overall duration shall not exceed fourteen consecutive semesters, although individual applications for remission of this regulation may be approved by the Undergraduate Examinations Board on the recommendation of the Head of Registry Services.

.

---

### **14. Mode of study and normal start month**

Both LLB (Hons) Law and BA (Hons) Legal Studies are available to study on a full-time and part-time basis, starting September.

---

### **15. Mode of delivery**

Face to Face+

---

## 16. Date approved and name of authorised body

---

## 17. Valid cohorts, commencing study in (month/year)

September 2022

---

## 18. Additional Programme Costs

-

## PART 2 – CURRICULUM SPECIFIC DETAILS

---

## 19. Summary of the programme

If you're interested in becoming a barrister or solicitor, or pursuing a career in commerce or government, our Law LLB degree will give you the foundation you need to be successful.

You will learn the core 'foundations of legal knowledge' required by the Bar Standards Board (BSB), and until 31 December 2021, the Solicitors' Regulation Authority (SRA) for a Qualifying Law Degree (QLD).

A QLD is an approved programme in which you will study the seven foundation subjects of legal knowledge:

1. Public Law
2. Law of the European Union
3. Criminal Law
4. Obligations (including Contract, Restitution and Tort)
5. Property Law
6. Equity and the Law of Trusts
7. Legal Research

The QLD is considered as the academic stage of legal education. In order to progress to the second stage of vocational training required to become a barrister, you must hold a degree with QLD status.

However, from 2021 a new framework for qualification will be introduced for would-be solicitors. From September 2021 the Solicitors' Qualifying Examination (SQE) will replace the QLD. The new exam will be offered for the first time in 2021:

- SQE1 to take place on 8 and 11 November 2021
- SQE2 in April 2022

However, any student who accepts an offer a place on a QLD before 31<sup>st</sup> August 2021 and begins studying on that programme by 31<sup>st</sup> December 2021, will still be able to complete their training under the existing rules (i.e. complete the Legal practice Course and 2-year traineeship).

After 31<sup>st</sup> December a QLD will no longer have any special meaning for the process of qualifying as a solicitor, but it should help candidates prepare for some of the SQE assessments.

All St. Mary's LLB degrees are Qualifying Law Degrees, and are recognised for professional purposes by the Law Society, the Bar Council of England and Wales, and the Law Society of Ireland for professional purposes.

The degree's focus on practical (as well as theoretical) teaching means you can develop the analytical and critical skills essential for formulating legal arguments. You'll also have the opportunity to study a range of specialist subjects that are relevant to your own aspirations.

With a wide range of option modules - including work-based learning placements - and a diverse variety of assessment methods, such as simulated negotiation exercises and delivering presentations, you will learn through experiencing the law, not just through exams.

---

## 20. Aims of the programme

### Aims:

In line with the University Mission, the QAA Benchmarking Statement in Law and the requirements of the General Council of the Bar for Qualifying Law Degrees and SRA, the primary aims of the programme are (modules will have varying numbers of Learning Outcomes to reflect the level of study and the particular module):

1. To provide a framework within which students can achieve a detailed knowledge and critical understanding of the foundations of legal knowledge and of other selected areas of law;
2. To seek through taught modules and a supervised independent research module, to create a positive, stimulating learning environment for students in which to develop knowledge and understanding of legal principles and the legal process;
3. To provide a framework within which students can practice scholarship and research and gain academic and intellectual progression by imposing increasing demands in terms of the acquisition of knowledge and skills;
4. To enhance the employability of students in the context of employers' expectations of subject knowledge and practical experience for those wishing to enter the legal profession as well as those who choose to enter a wide range of other careers and professions; and
5. To enhance students' awareness and appreciation of the ethical issues central to society and the study of law.

---

## 21. Criteria for admission

### Programme entrance requirements

Candidates must satisfy the general admission requirements of St Mary's University as outlined in the [Admissions Policy](#).

### Programme entrance requirements

Candidates must satisfy the general admission requirements of St Mary's University outlined in the Admissions Policy (see [www.stmarys.ac.uk/admissions-policy](http://www.stmarys.ac.uk/admissions-policy)).

To qualify for entry, students are normally expected to have a minimum of 112 points, of which 80 must comprise at least 2 B grades. The remainder points can be made up of A level and AS level grades. Candidates must also have a GCSE in English and Maths to Grade C, or an equivalent qualification.

Non-native speakers of English must achieve a score of either 6.0 overall or not less than 5.5 in any section of the IELTS test of English language proficiency (or equivalent).

St Mary's University has inclusiveness as one of its core values and is committed to widening participation.

We actively encourage applications from a wide range of students as we firmly believe that helping more people from a wide mix of backgrounds to access education contributes positively to individuals and society.

To support this and counter any disadvantage, we take several factors into account when we are deciding whether to offer students a place on one of our courses. This means that as well as looking at your application form and your academic potential, we also take into account educational and

socio-economic background data, such as historic information about your school or college and information you may choose to share about your personal circumstances, for example your age, whether you declare a disability, whether you have spent time in care, the area in which you live\* and the relative performance of the school or college you attend. We call this a contextualised admissions approach.

The additional information gained through examining contextual data supports our Admissions teams to recognise a student's achievements and identify their potential to succeed in the context of their background and experience, rather than simply by their exam results. For example, students who fit into any of the categories above may also have their application forms reviewed by the academics on the chosen programme, who will give careful consideration to information in the personal statement and references which might help them identify potential. Individualised offers may then be made on the basis of this process.

### **BA (Hons) Legal Studies**

Candidates will not have direct entry onto the Legal Studies programme (with the exception of cases of accreditation of prior learning).

Subject to the discretion of the Programme Board of Examiners, a student who has failed to pass any module designated core on the LLB (Hons) Law programme at the third attempt will be recommended to transfer to the BA (hons) Legal Studies programme as an alternative to programme termination.

Candidates will therefore have satisfied the general admission requirements of St Mary's University and those of the LLB (Hons) Law Programme as set out below.

Students whose first language is not English must have achieved an overall score of 6.0 in IELTS (International English Language Testing System) with no less than 5.5 in any section.

### **Credit Accumulation & Transfer and Accreditation of Prior Learning for LLB Law**

The University will consider, on an individual basis, applicants for credit transfer and APL whom wish to transfer credit from the law degree of one UK QLD institution to the QLD at St Mary's University. To ensure compliance with the Academic Stage regulations as required by the BSB and the SRA applicants must have successfully passed all of the necessary assessments and examinations for the relevant academic years of study for which credit is transferred. If a transfer is in breach of the credit transfer rules, the SRA and BSB will not accept the final award as a QLD.

### **Credit Accumulation & Transfer and Accreditation of Prior Learning for LLB Legal Studies**

The University will consider, on an individual basis, applicants for credit transfer and APL whom wish to transfer credit from other institutions for exemption from elements of the programme. These will be applicants for whom it has not been possible to accept their initial wish to have sought exemptions from the LLB Law programme or Business Law programmes.

### **Credit Accumulation and Transfer, and Accreditation of Prior Learning**

Students who have undertaken study or learning elsewhere may apply for exemption from a proportion of a University programme of study and be given entry with advanced standing (e.g. at a point beyond the beginning of FHEQ Level 4) and exemption from parts of their programme. The learning which may merit advanced standing is as follows:

- Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions;
- Relevant certificated prior learning.

The relevance, status and currency of the prior learning will be considered by the Head of Registry. The University will accept applications for accreditation of prior experiential or uncertificated learning for entry as determined on the advice of the Head of Registry. The University will accept applications for the accreditation of prior uncertificated learning for particular modules as outlined in the regulations for programmes of study.

For further details, please refer to the University Academic Regulations.

---

## 22. Scheduled learning time

(The number of guided learning hours (GLH) is 10 hours per 1 credit) - [QAA Student Contact Hours](#).

Type of learning time	Number of hours	Expressed as %
Contact time	584	16%
Placement/work-based learning hours	0	0%
Guided learning hours	0	0%
Independent study time	3016	84%
<b>TOTAL*</b>	<b>3600</b>	<b>100%</b>

\*A typical 3-year undergraduate programme has a total of 3600 hours

---

## 23. Programme learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement; the learning outcomes broadly fall into four categories:

### Knowledge and Understanding

Students should be able to demonstrate knowledge and understanding of:

1. The principal features, processes and procedures of the English Legal Systems
2. The Foundations of Legal Knowledge of English Law
3. Selected areas of Law chosen from electives
4. The philosophical, policy, social, political, economic, ethical and cultural context in which Law operates
5. The intellectual and practical skills needed to research and analyse the Law and undertake practical problem solving

### Cognitive Skills

In terms of cognitive skills, students should be able to:

6. Demonstrate an ability to apply legal knowledge to complex problem scenarios and present reasoned arguments for the resolution of the problem(s) supported by legal authority
7. Identify accurately within a problem the legal issues which require research
8. Identify and retrieve up-to-date legal information, using paper and electronic resources
9. Recognise and rank items and issues in terms of relevance and importance
10. Synthesise and evaluate information from primary and secondary legal sources
11. Make a critical judgement of the merits of a particular argument
12. Present and make a reasoned choice between alternative solutions

### Practical Skills

In terms of practical skills, students should be able to:

13. Compile information and materials from a variety of different sources

14. Conduct independent legal research
15. Where relevant and as the basis for an argument, to use, present and evaluate information provided in numerical or statistical form
16. Make appropriate use of information technology in carrying out a broad range of tasks
17. Undertake an advanced body of independent legal research and demonstrate a critical awareness of developments in that area

### Transferable Skills

In terms of transferable skills, students should be able to:

18. Reflect on their own learning and seek and make use of feedback
19. Work effectively, both individually and in a team
20. Communicate effectively, both orally and in writing, complex material and argument
21. Make effective use of legal terminology
22. Manage their time effectively and work to deadlines.

---

## 24. Programme structure and module requirements

Code	Title	No. of credits	Sem of delivery	Module status (core, option)
<del>Code</del> LAW4100	<del>Title</del> English Legal System	<del>No. of</del> 20 <del>credits</del>	<del>Sem of</del> 1 <del>deliv</del> <del>ery</del>	<del>Module status</del> Core <del>(core,</del> <del>option)</del>
<del>Code</del> LAW5106	<del>Title</del> Tort Law 1	<del>No. of</del> 20 <del>credits</del>	<del>Sem of</del> 1 <del>deliv</del> <del>ery</del>	<del>Module status</del> Core <del>(core,</del> <del>option)</del>
LAW6116	Property Law 1 (Land Law)	20	1	Core
<del>LAW6105</del>	<del>Employment Law</del>	<del>20</del>	<del>1</del>	<del>Option</del>
LAW6100	Extended Essay	20	1 or 2	Core
<del>LAW6120</del> LAW5109	<del>Property Law 2 (Law of Equity and</del> Torts) (IP Law and Media Law)	<del>20</del> 20	<del>2</del> 2	<del>Core</del> Core
LAW6103	Family Law	20	2	Option
LAW6101	Company Law	20	2	Option
LAW6121	Insurance Law	20	2	Option
LAW6123	Law of International Trade	20	2	Option
LAW6114	Sports and the Law	20	1	Option

<b>LAW6122</b>	Medical Law	20	1	Option
<b>LAW6104</b>	Jurisprudence	20	1	Option

## 25. Work placements or study abroad

### Work Place Learning

The programme offers a range of work placement modules at FHEQ Levels 5 and 6. These modules provide the opportunity for students' to gain experience in the workplace whilst reflecting on, identifying and improving their own skills, knowledge and professional identity.

Students have the opportunity to undertake 'Experience and Employment' during FHEQ Level 5 and 'Managing in the Workplace' during FHEQ Level 6. These modules are part of a suite of generic modules offered by the Centre for Workplace Learning. Utilising its extensive network of placement opportunities, students are assigned a placement and are given initial instruction and are supervised by the Centre.

### Extra-Curricular experience opportunities

The programme also offers law specific community related voluntary work with the Richmond CAB and Richmond Legal Advice Service. This has provided opportunities for students to gain experience providing legal advice and working in a legal services environment. A number of students are committed even at an early stage, to a legal career and are keen to make an immediate contribution by providing legal help to local people.

The development of a student's employability and personal development enables students to have a much deeper understanding of the learning process and their skills and helps them to develop their ability to evaluate their own performance and take control over their learning so that they become independent learners. Students become reflective individuals who are forward thinking and capable of working on their own and with others.

---

## 26. Links to industry and employability

### Employability

Employability in the context of combination of subject knowledge, skills and personal qualities, developed through an effective learning, teaching and assessment strategy, clearly underpins the Law Benchmark Statement and is fully embraced by the programme team in the design of the law programmes and in affording opportunities for students outside of the programmes.

### Skills strand

The Law programmes have an established integrated skills strand. At FHEQ Level 4 'Academic Legal Skills' and Practical Legal Skills, FHEQ Level 5 'Critical Thinking', FHEQ Level 6 'Law Research Project' or the 'Extended Essay in Law' provide the opportunity to develop essential skills, necessary to succeed on the programme and in addition gain employment. These skills include: undertaking legal research, drafting documents, Curriculum vitae and cover letter writing, advocacy, client interviewing, undertaking a negotiation, conducting presentations, improving time management, undertaking effective team work etc.

### Personal Tutoring and Pastoral Support



Students are provided with the opportunity to engage in the Personal Tutoring scheme which is the University's version of a Personal Development Planning ("PDP") scheme. Personal tutoring gives students the opportunity to:

- Reflect on their progress and development since the last personal tutoring meeting;
- Discuss their progress and areas for improvement with their Personal Tutor;
- Review their feedback from module assessments to identify common themes, both in terms of achievement and potential learning needs and discuss these with their Personal Tutor;
- Link their learning in their programme and extra-curricular activities to their ongoing academic, career and personal development;
- Identify skills to be developed in order to enhance their academic performance and future employability;
- Identify potential opportunities for work experience, internships or other employment opportunities which will better equip them in their professional careers after graduation; and

At induction each student is allocated a Personal Tutor who will remain that student's tutor during their time at the University (Personal Tutors should have no more than 25 academic tutees). Various induction and orientation activities are conducted with each team member's academic tutees.

---

## 27. Programme awards

This programme conforms to the [University Academic Regulations](#).

.

### Eligibility for Awards

In order to achieve the LLB (Hons) Law students must attain 360 credits, including at least 120 credits at FHEQ Level 6 and not more than 120 credits at FHEQ Level 5.

### Marginal Failure of a Foundation of Legal Knowledge ("FLK")

A FLK subject cannot be awarded compensation credit and following a maximum of three attempts (along with the other modules designated core), the student will be recommended for transfer onto the LLB Legal Studies (as noted above).

A student transferred onto the LLB Legal Studies programme who has passed all but one of the FLK's may still receive QLD status in order to progress onto the vocational stage of training, subject to the discretion of the BSB and the SRA. The BSB and SRA may at its discretion, in exceptional circumstances, condone a single marginal failure in a FLK (marginal failure is achieved where the mark obtained is within the 5% of the QLD pass mark of 40%, i.e. 35% or above) allowing the student to obtain exemption from the academic stage of training.

Where a student has not only marginally failed a FLK, but has also failed or has been compensated or received compensation credit by the University in one or more other subjects within the programme, the BSB and the SRA is unlikely to condone the marginally failed FLK.

'Foundation of Legal Knowledge' (FLK) subjects, these are:

- Public Law (Constitutional, Administrative and Human Rights Law Level 5 or 6)
- Criminal Law (Level 4)
- Law of Contract (Level 4)
- Law of Tort (Level 4)
- Law of the European Union (Level 5)
- Land Law (Level 5);
- Equity and Trusts (Level 5)

## **Exit Awards**

Students successfully completing 120 credits at FHEQ Level 4 are eligible to be awarded a Certificate of Higher Education in Law as an exit qualification.

Students successfully completing 240 credits, including at least 120 credits at FHEQ level 5 or higher are eligible to be awarded a Diploma of Higher Education in Law as an exit qualification.

## **PART 3 – TEACHING, LEARNING & ASSESSMENT**

### **28. Programme teaching and learning strategies**

#### **Research-Enriched Teaching and Learning**

The programme took as its starting point the QLD criteria and the research expertise and interests of the programme team. Additional staff appointments have led to the development of a number of research enriched Option modules which build on existing research enriched modules. This has resulted in the development of a curriculum which is not only underpinned by a strong research focus but has also allowed the programme team to develop modules which produce a broad, balanced and coherent programme of study.

The programme team has also recognised that, despite the diversity of its research interests, a common thread that runs through the team's work is the strong focus on the overlap between Law and culture. This has resulted in the creation of the Centre for Law and Culture which is a hub for fostering and actively promoting research and scholarly activity related to the various emanations and intersections of law and culture.

#### **Teaching and Learning Strategies**

The programme's principle aim for teaching and learning is for the programme team to support and facilitate independent learning by students. The programme makes use of a wide range of learning and teaching strategies. Law is predominantly taught in a classroom environment through a combination of lectures, seminars, workshops and tutorials, these are explained below.

##### **Lectures**

Lectures are held weekly and provide a guide to a topic, highlighting important areas and providing information on matters that may not be readily available from other sources.

##### **Seminars**

Seminars are normally held once a week or every 2 weeks for each module. The seminars provide opportunities for students to consolidate their learning. From the outset of the programme, students start to develop their research skills, particularly in the 'Sources of Law and Academic Legal Skills' module.

##### **Workshops**

Workshops may be held weekly and normally act as a substitute to the lecture and seminar format of delivery. Students will come together in larger groups than a seminar, but smaller than for a lecture and undertake a variety of activities placing emphasis on the student developing their problem solving skills, their reasoning and research skills as well as detailed knowledge and understanding of the topic or area of law in question.

##### **Tutorials**

Tutorials are provided for weekly and allow students to discuss a piece of prepared work, for example, a single problem question on a one-to-one basis. Tutorials will also be used as a way of

providing feedback to draft plans and also completed assignments and they are a useful tool in supporting the process of learning.

In addition to these formal sessions, students will be expected to organise meetings with other students in the form of study groups and to prepare for group assessments and will have an opportunity to take part in field trips to the local courts. This will be particularly reflected in the module 'Sources of Law and Academic Legal Skills' where students will be grouped into small study groups to work together throughout the module.

The programme team make extensive use of Moodle, the University's virtual learning environment which uses the Moodle platform. This will be used as a means of disseminating important information and resources and for encouraging learning engagement.

There is an emphasis on tutor-led learning at FHEQ Level 4, moving towards a greater degree of self-directed learning at FHEQ Level 5, culminating in a self-managed research project at FHEQ Level 6 ('Legal Research Project' or 'Extended Essay in Law').

At Level 4 students will focus on the reading and the comprehension of legal materials. They will also be exploring different methods of studying through a combination of lectures, seminars, tutorials, written and oral presentations and skill-based workshops as noted above. At Level 5 students will build on their knowledge and skills with a greater focus on analysis and critical evaluation. At Level 6, students will have greater autonomy in selecting which option modules they wish to undertake and will develop their independent study skills further by undertaking either the 'Legal Research Project' module, where a 2,000 word research proposal and literature review followed by a 10,000 word project is required, or the 'Extended Essay in Law' module, which required a 5,000 work project.

---

## **29. Programme assessment strategy**

### **Assessment Strategy:**

In line with the University's Teaching and Learning Strategy, the intention is 'To provide appropriate, formative and summative assessment with feedback designed to support a learner-centred approach and to motivate and encourage the School's students.' The programme's assessment strategy is also informed by the QAA UK Quality Code for Higher Education and is fully reflected in the University's Assessment Policy and Assessment Tariff.

It is part of the assessment strategy for the programme that assessments have explicit assessment criteria which will, when combined with feedback on performance create an effective means of learning.

Assessment criteria are used to ensure that students understand the knowledge and skills each assessment is seeking to develop and assess. Assessment types and criteria are clearly linked to the learning outcomes. Students may expect to encounter a variety of different assessment methods aimed at developing and assessing their competence in terms of knowledge, understanding and skills. A variety of assessment methods are used to test subject knowledge and understanding.

Examinations are also an important part of the assessment framework as they are often used for postgraduate or professional courses. On the LLB (Hons) Law programme students are likely to undertake examinations in some of their modules, this reflects the traditional importance given to examinations, most notably in the FLK, by the Professional Bodies. There will be no examinations in the January assessment period.

In addition to examinations, students will be assessed by coursework. Coursework is usually undertaken in the student's own time and will often be based on a written assignment addressing a problem scenario or an essay question. However, coursework may also include, inter alia, making an oral presentation, a viva voce, writing a skills portfolio or carrying out a simulated exercise.

The aim of the assessment strategy is to have a variety of assessment which will provide a range of appropriate opportunities to assess learning.

Specifically, the assessment methods used seek to evaluate the knowledge and understanding within the programme, as well as testing cognitive, transferable and practical skills development.

### **i) Written Examinations**

Written examinations are used to determine the students' level of knowledge and understanding. Papers require students to engage in reasoned debate and problem solving, as well as applying critical analysis to a range of legal issues.

### **ii) Reports**

Report-based assignments allow students to demonstrate effective subject knowledge and understanding as well as appropriate skills acquisition by the application of theory to practical legal issues. A range of problem solving and communication skills are also effectively developed and assessed.

### **iii) Essay**

Essay assignments allow students to organise their thoughts and use their knowledge in a critical analysis of the law, competing theories and legal research. The essay assessment methodology allows students the opportunity of communicating their ideas with both clarity and balance.

### **iv) Oral Assessment**

Oral assessments aim to develop students' ability to research, select and organise information and present this using appropriate methods. The presentation methodology provides students with the opportunity to engage with a wider audience and develop confidence in presenting ideas to others. Specifically, the group oral presentation tests the development of team building skills in an interactive context. The viva methodology gives the opportunity to convince and engage the audience on a specific perspective. Podcasts enable students to embrace new technologies and provide an opportunity for students to be able to communicate in a modern and succinct way.

### **v) Log**

The reflective log seeks to test students' ability to be self-critical and evaluative and to foster their ability to learn from their own legal, theoretical and practical experiences.

### **vi) Work Placement Supervisor Assessment**

The supervisor assessment seeks to test the integration and performance of the student within the context of documented work-based criteria.

### **vii) Poster presentation**

Poster presentations allow students to formulate and present their own research and ideas in a different format and for a different audience.

### **viii) Portfolio**

Portfolio work can take different forms but generally enables students to build a collection of different pieces designed to demonstrate a variety of inputs. Portfolio assessment are usually in the form of a submission using the online portfolio software, Mahara.

## **Assessment submission and feedback**

Students are required to submit both a hard copy of their work and, also, an electronic copy of their coursework to the software programme 'Turnitin' which is used both as a tool to help students develop a better understanding of academic writing and also to detect cases of plagiarism from other sources.

Individual feedback on assessments is provided no later than 3 weeks after submission. The programme is looking to move to online submission and marking over the first years of the programme, in line with the University's move towards the incorporation of new technologies and forms of learning.

For all modules, individual, verbal feedback is given to all students as well as written feedback, incorporating notes on what the assignment did well and what needs to be improved moving forwards. This post-assignment feedback is built on a foundation of "feed-forward" where students are given specific, advance guidance on assignment demands and expectations of the assessor.

The programme uses marking criteria for all pieces of assessment that detail how marks were derived and identifies areas for improvement. The marking criteria are included in module VLE within Moodle, from the start of each academic year. The Institute of Business, Law and Society places great emphasis on the monitoring and evaluation of the effectiveness of assessment strategies and module convenors review the assessment pattern annually.

## PART 4 – UNIVERSITY SUPPORT

### 30. Student support and guidance

We have a dedicated Student Centre located in the heart of the University in the Student Square. Student Services are situated on the 2nd floor of the Student Centre and our aim is to assist, guide and support students throughout their period of study. Our Student Life and Guidance team includes; the Accommodation Services, Student Funding Service, Pastoral Care and Advice & Guidance. Within the Wellbeing Service, the Disability Service supports students with both physical disabilities and learning differences such as Dyslexia. In addition, we have a Mental Health Advisor and Counselling team. Our students can also access support on line via [Togetherall](#) which is a great platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing.

Each student is also allocated a Personal Tutor within their academic programme who can assist with any academic advice and support students with any personal issues.

Students can expect Employability support throughout their programme. A dedicated careers consultant will work with the programme lecturers to provide tailored careers sessions. Students can then access one to one support through the Careers Service in person or remotely. Employability will be built through programme and student will have further opportunities to develop their employability throughout their student experience. Employability Service support this by providing job fairs and webinars for students to engage with employers as well as an online jobs board CareerConnect, to enable students to access part-time jobs, internships, volunteering and graduate opportunities. There are also specific programmes to enable employability skills to be developed e.g. the entrepreneurship programme Start Up St Mary's. These services are also available to St Mary's alumni.

---

### **31. Quality management arrangements**

This programme aligns with the quality assurance requirements of St Mary's University through the following processes:

- Five yearly cycle of revalidation
- Interim review for collaborative provision
- System of Moderators for collaborative provision
- Ongoing monitoring through the Programme Review process
- Programme Boards
- Consideration of marks and graduate profiles at Exam Boards
- Engagement with programme student representatives.