

ACADEMIC LAW MODULAR SCHEME

PROGRAMME SPECIFICATION: LAW CONTRIBUTION TO JOINT HONOURS SCHEME

SECTION 1:

(i) **PROGRAMME TITLE AND DESCRIPTORS**

As per university Joint Awards scheme

(ii) **FINAL AND INTERMEDIATE AWARDS**

(a) **FINAL AWARD:**

BA
BSc

(b) **INTERMEDIATE AWARDS:**

Dip. H.E and Cert H.E as per the University Regulations.

(iii) **CREDIT REQUIREMENTS**

360 credits, in accordance with the Modular Assessment Regulations.

(iv) **MODES OF DELIVERY**

Full-time

(v) **PARENT FACULTY**

LAW

(vi) **PROFESSIONAL BODIES' ISSUES**

This Half-Award does not meet the requirement for a “Qualifying LLB” for the purposes of the Law Society and the Bar Council.

The following individual modules do satisfy the requirements of the Law Society and Bar Council: Method, Procedure & Systems, Public Law, Contract, Criminal Law, EU Law, Torts, Land Law, Equity and Trusts.

Students on this half-award will have studied:

- Method, Procedure & Systems;
- Public Law;
- EU Law; and
- Torts

as compulsory modules.

They will not be able to study Equity and Trusts or Land Law and cannot choose to study *both* Contract law and Criminal Law.

Depending upon the options chosen a student who later wishes to enter the legal profession via the Legal Practice Course (LPC) or the Bar Vocational Course (BVC) will have to undertake further study as part of a Common Professional Examination Course.

SECTION 2: SUMMARY OF PROGRAMME/AWARD STRUCTURE

The Joint honours Half-Award Programme draws from the Faculty’s existing LL.B. Programme. There are no specialist modules offered to Joint Awards’ students.

SECTION 3:

DIAGRAMMATIC STRUCTURE OF PROGRAMMES

- ***IN THE DIAGRAM BELOW, ALL LAW MODULES IN “YEAR 1” ARE LEVEL 1;***
- ***MODULES IN “YEAR 2” ARE LEVEL 3 AND THEREAFTER ALL OPTIONS ARE LEVEL 3, EXCEPT FOR CONTRACT LAW AND CRIMINAL LAW WHICH ARE BOTH LEVEL 1.***
- ***ALL MODULES ARE 30 CREDITS’ MODULES.***

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
<i>Method, Procedure and Systems UJPTA3-30-1</i>	<i>EU Law UJRTG3-30-3</i>	<i>Option*</i>
<i>Public law 1 UJPTA4-30-1</i>	<i>Torts UJTTN4-30-3</i>	<i>Option*</i>

- * *All options are subject to pre-requisites except for Contract Law and Criminal Law.
Contract Law and Criminal Law cannot both be taken in “year 3” as they are Level 1 and this would affect classification of the degree under MAR.*

Options' list available (subject to staffing) to those students taking the Half-Award in Law:

Module Code	Module Name	Notes
UJPTA5-30-3	CIVIL LIBERTIES	
UJQTDA-30-3	CRIME AND SOCIETY	
UJQTD3-30-1	CRIMINAL LAW (<i>Level 1</i>)	<i>Cannot be taken with Contract Law</i>
UJPTA7-30-3	DISSERTATION	
UJRTG5-30-3	ENVIRONMENTAL LAW	
UJRTG7-30-3	EUROPEAN HUMAN RIGHTS	
UJPTA9-30-3	GENDER AND THE LAW	
UJSTKA-30-3	INFORMATION TECHNOLOGY LAW	
UJTTN3-30-1	LAW OF CONTRACT (<i>Level 1</i>)	<i>Cannot be taken with Criminal Law</i>
UJQTD9-30-3	PENOLOGY	
UJRTGA-30-3	PUBLIC INTERNATIONAL LAW	
UJPTAB-30-3	PUBLIC LAW 2	
UJRTGC-30-3	ROMAN LAW	

SECTION 4: EDUCATIONAL AIMS OF THE PROPOSAL

The aim of this Programme is to produce B.A and BSc graduates, as appropriate, who possess a general grounding in legal principles and who are capable of analytical, critical, objective and independent thought in a legal context. The Programme is therefore designed primarily for the student who wishes to pursue a more generic academic interest in legal subjects as part of a liberal legal educational experience, combining their studies in law with other academic disciplines.

SECTION 5: LEARNING OUTCOMES

- (i) The individual Learning Outcomes for each module are set out in the module specifications. They are set at the basic pass level (bottom of third class honours).
- (ii) Additionally, the diagram below represents the modal statements applicable to the Programme as a whole. These statements are set at the expectations we would have for the average graduate.

MODAL STATEMENT OF “LAW GRADUATE” AT 2.2/2.1 LEVEL
(For the Law part of the Award)

Subject-specific abilities	Defined as:	Opportunities to develop	Assessed by
Knowledge	<p>The Graduate possesses knowledge of some of the principal features of the legal system, including the Constitution.</p> <p>The Graduate knows the principles and values of a wide range of legal topics, unconfined by Professional requirements.</p> <p>The Graduate demonstrates expertise in <i>some</i> legal areas.</p> <p>The Graduate demonstrates an understanding of how law fits together and operates</p>	<ul style="list-style-type: none"> • Attendance at lectures/workshops and seminars • Formative assessments • Feedback on assessed coursework 	<ul style="list-style-type: none"> • Assessment of coursework, including oral assessments and mid-sessional tests • Unseen examination (closed or open-book) • Seminar performance and presentations
Application and problem-solving	<p>The Graduate demonstrates application of legal knowledge in a practical and conceptual manner.</p> <p>The Graduate displays familiarity with doctrinal and conceptual difficulties</p> <p>The Graduate can synthesise material and offer solutions to unresolved debates</p>	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above
Sources and research	<p>The Graduate identifies and uses primary legal sources and journals</p> <p>The Graduate identifies and engages in contemporary issues</p> <p>The Graduate can use relevant legal sources</p> <p>The Graduate can accurately report the law</p>	<ul style="list-style-type: none"> • Use of library resources throughout academic year, including the electronic retrieval of legal data 	<ul style="list-style-type: none"> • As above
Analysis, synthesis critical judgment	<p>The Graduate has the ability to identify issues in terms of policy and doctrinal importance</p> <p>The Graduate can produce clear doctrinal synthesis.</p> <p>The Graduate can summarise policy issues</p> <p>The Graduate can form an independent opinion</p> <p>The Graduate can engage in evaluation in the context of doctrinal coherence and other policy perspectives across the areas studied</p> <p>The Graduate can display some creative and imaginative solutions in dealing with material in hand and in problem-solving</p>	<ul style="list-style-type: none"> • Attendance at lectures/workshops and seminars • Formative assessments • Feedback on Assessed coursework 	<ul style="list-style-type: none"> • As above

Autonomy and ability to learn	<p>The Graduate can display some evidence of independent action in the planning tasks.</p> <p>The Graduate can work with limited guidance in areas that have been studied</p> <p>The Graduate can identify source material</p> <p>The Graduate can reflect on his or her own learning and taking responsibility for the proper use of feedback provided by tutors</p>	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above
Communication and literacy	<p>The Graduate can engage in academic debate</p> <p>The Graduate can present a range of materials in appropriate written format</p> <p>The Graduate is able to write reasonably fluent and complex prose</p> <p>The Graduate can use correct legal terminology in the areas studied</p> <p>The Graduate can display evidence of appropriate reading, and the ability to summarise complex arguments accurately</p>	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above
Other Skills	<p>The Programme encourages proficient word processing skills and standard library and informational retrieval</p> <p>The Graduate can show evidence of composure with electronic data retrieval systems and internet resources</p> <p>The Graduate is given the opportunity to gain research specific skills</p> <p>The Graduate possesses some ability to work in groups and actively participate</p> <p>The Graduate can find and identify relevant statistical or numerical information and use it appropriately</p>	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above

SECTION 6: TEACHING, LEARNING AND ASSESSMENT METHODS

(i) TEACHING AND LEARNING.

The Learning Outcomes in each module specification detail the particular teaching and learning aspects of the Programme relevant to those modules. These should be read in conjunction with the Faculty's Teaching and Learning policy.

(ii) ASSESSMENT

- (a)** In all Programmes within the Law Faculty's Undergraduate Modular Scheme, we adopt the University Policy on assessment. There are no variations to the University's Modular assessment regulations.
- (b)** The individual module specifications include a section on links between "Learning Outcomes" and "Learning Assessment". We have decided to make an overall statement in this part of the documentation which should be read in to every module specification in Part 2. **This is set out below in Section 6 (iii).**
- (c)** Without prejudice to (a) above, in this documentation we would seek to highlight the following specific aspects of the University's policy as applied to this Programme under the Law Faculty's Academic Law Modular Scheme.

APPENDIX E

ASSESSMENT POLICY

PRINCIPLES:

The Faculty of Law recognises that the assessment of student performance is integral to a dynamic learning and teaching process. To ensure quality of learning experience the Faculty shall assure and maintain the quality, reliability and appropriateness of the assessment process.

The Faculty shall further undertake to provide appropriate mechanisms to ensure a coherent approach to programme design and delivery which incorporates agreed strategies for learning, teaching, the assessment of learning outcomes and related provision for student support.

ASSESSMENT POLICY:

- 1.1 The Faculty shall ensure that all methods used to assess student performance are fair and fit for purpose.
- 1.2 The Faculty shall ensure that the assessment process is carried out by appropriately qualified and competent staff.
- 1.3 The Faculty shall ensure that academic judgement in all forms of assessment is underpinned by assessment criteria agreed and published in advance.

Anonymous Marking:

2. The Faculty shall ensure that student assessment is subject to anonymous marking. Students shall be informed of this policy at the beginning of each academic year via the appropriate student handbook. Permitted exceptions to anonymous marking are:
 - formative assessment which does not count towards the outcome of a module or an award.
 - third year dissertations where the member of staff responsible for the final mark has acted in a supervisory role. This includes the second marker, but excludes external examiners, in respect of whom student anonymity will be maintained.
 - Assessed seminar/tutorial attendance and performance and oral assessments, where anonymity is impractical or impossible.

Double Marking:

- 3.1 All dissertations shall be double marked with no marks or comments from the first marker visible to the second marker.
- 3.2 All presentations which count for more than one quarter of the total assessment weighting of a module shall be assessed by more than one member of staff.
- 3.3 Sample double marking shall be carried out at element level (or at component level where there is no sub-division into elements) for all other modules at all levels. An exception to this, for practical reasons, is any team taught element or component for which the work of an individual student is jointly assessed by more than one member of staff.
- 3.4 The sample to be double marked shall reflect the full range of performance for each cohort on each module.
- 3.5 The basis for sampling shall be determined collectively under the guidance of the Award Leader; the process shall be organized by the Sub-Field Leader who shall take overall responsibility for sampling of individual modules. The Sub-Field Leader shall report to the field board any action taken to moderate marks as a result of the sampling process.
- 3.6 Tutor marked assessments and examination activities undertaken for formal assessment purposes at any level by any student of the Faculty may be included in the sample from each module which is to be double marked, drawing on the informed judgment of at least two appropriately qualified members of staff in the field owning the module.

Assessment Selection, Setting and Feedback:

- 4.1 Responsibility for selecting assessment tasks shall lie with the module team, confirmed by the sub-field owning the module.
- 4.2 Assessed activities shall include as wide a range of assessment methods as possible and shall be made explicit in module specifications and the specification for the programme for which the student is registered.
- 4.3 The demands of any assessed activities shall be consistent with the credit level and rating of the module to which they relate.
- 4.4 The Faculty shall maintain mechanisms to ensure comparability of the assessment demands of modules of the same type and level within and across its fields. The Sub-Field Leaders, Award

Leaders, Deputy Director and Director of Law Undergraduate Modular Scheme shall ensure adherence to these principles.

- 4.5 Assessment requirements shall seek to provide a balance between formative and summative assessment at each level for the programme concerned as appropriate.
- 4.6 All students shall be given sufficient advanced notice of all assessed activities, which will be explained clearly when assignment specifications are set; submission dates and times for each assignment shall be specified at the beginning of the module delivery period. It is the role of the Faculty Assessments Officer to provide these dates and seek to avoid concentration of submission deadlines as far as is practicable.
- 4.7 With the exception of unseen examinations, the specification of assessed assignments shall include an explicit statement of objective criteria by which each student's performance will be assessed.
- 4.8 Feedback on, and outcome for, assessment shall be provided individually or in groups in an appropriate format and within a reasonable period. This period shall not normally exceed four working weeks. In this context "working weeks" are weeks which fall within the University terms, whether teaching weeks or not. Outcomes which have not been confirmed by an examining board shall be considered as provisional.

Assessment Methods:

- 5.1 The Faculty shall endeavour to present students with as wide a range of assessment methods as possible appropriate to their module and programme. These may include any of the following:
 - tutor marked unseen examinations under controlled conditions
 - tutor marked open book examinations under controlled conditions
 - tutor marked examinations under controlled conditions for which the question papers are issued in advance
 - tutor marked group or individual assignments including presentations, case studies, problem solving exercises or similar activity appropriate to the module
 - student contribution to, and management of, seminar/tutorial discussions
 - computer based assessment on-line
 - multiple choice tests

The above list is NOT exhaustive and may be extended or reissued as appropriate.

Role of External Examiners:

- 6.1 All forms of written assessment are subject to the scrutiny of the Faculty External Examiners in compliance with the Modular Assessment Regulations and University Examination Regulations in force at the appropriate time.

Patterns of Assessment and distinctions between Levels of Study as applied to all Programmes within the Scheme

- 7.1 The University's Modular Assessment Regulations (MAR) recognises three *Levels* of study, akin to the traditional pattern of years:

- (i) Level 1 (year 1), which do not count towards classification;
- (ii) Level 2 modules, which are worth 1/3rd of Level 3 modules.
- (iii) Level 3 modules

The Law Faculty's Undergraduate Modular Scheme does not have Level 2 modules because this would mean that "Core" subjects such as EU law or Torts would be worth less in the student's final classification than options such as Employment Law or Forensic Science. Although the use of Level 2 modules would not, we believe, be in breach of any of the Professional Bodies' requirements on "Qualifying Law Degrees", it would offer the wrong practical and academic signals to the students and to the Professions.

Consequently, there is a leap from Level 1 to Level 3 in a Law student's pattern of study. This is reflected in the qualitative expectations and tasks set out in the Learning Outcomes and Assessments. In particular, there is a change in the pattern of assessment as between Levels 1 and 3. In Level 3 modules the pattern of assessment is standard, with only a few exceptions based on the needs of the subject-area. That pattern consists of two pieces of summative coursework (presented in various forms) and a three-hour examination as described above and also in the individual module specifications. Further, as noted in **Section 6 (iii)** of each of the Programme specifications detailed above, the Faculty recognises that the nature of studying Law means that many of the skills which form the basis of classification at Level 3 are also required and present at Level 1; the difference being mainly a matter of qualitative emphasis. However, it is also recognised that the main emphasis at Level 1 will be on acquiring the basic skills of legal methodology and will often be more knowledge-based, whilst at Level 3 there is more weight placed on analysis, synthesis and conceptualisation.

The Faculty has therefore sought to reflect this difference in the forms of assessment used at Levels 1 and 3.

7.2 At **Level 1**, in order to provide more formal recognition of the diagnostic element of such modules, the pattern of assessment is as follows:

(a) Coursework

Module	Status	Form of assessments
Contract	<i>Option</i>	The first piece of coursework will be a mid-sessional 1-hour examination which will repeat one of the seminars taken in the first term; the second piece of coursework will be an essay/problem in standard format in term 2.
Public Law 1	Compulsory	The first piece of coursework will occur in the middle of term 1 and will take the form of a short test to allow students to gauge at an early stage their progress the second piece of coursework will be an essay/problem in standard format in term 2.
Criminal Law	<i>Option</i>	The first piece of coursework will occur in the middle of term 1 and will take the form of a short test to allow students to gauge at an early stage their progress the second piece of coursework will be an essay/problem in standard format in term 2.
Method, Procedure & Systems	Compulsory	Although one module, this subject divides (as regards specific teaching patterns) into: (a) Legal Method and (b) Procedures and Systems. Legal Method will have coursework and an end-of-year examination. The Coursework will be a mid-sessional 1-hour examination which will repeat one of the seminars taken in the first term; the Procedures & Systems' coursework will be an

		essay/problem in standard format in term 2.
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(b) Examinations:

At Level 1, each examination paper will contain three sections, covering the assessment of knowledge (usually in the form of multiple-choice questions), analysis (usually in the form of problem-based questions, and evaluation (usually in the form of essay-style questions).

All Level 3 examinations will include the assessment of knowledge but will concentrate on the higher skills of analysis, synthesis, conceptualisation and evaluation.

**SPECIAL ARRANGEMENTS FOR ASSESSMENT OF STUDENTS WITH DISABILITIES
AND SPECIFIC LEARNING DIFFICULTIES**

Introduction

The Law Faculty shall endeavour to ensure that appropriate arrangements are in place to ensure equality of opportunity for all students with special educational needs.

Under Academic Regulation E11.1 it is possible to "vary the methods of assessment as appropriate, having regard to the objectives of the module and award route and the need for fairness and the maintenance of academic standards."

Special provision should not give a student with a disability an unfair advantage over other students.

Procedure

The Law Faculty is responsible for the students registered upon award routes that it owns. It is recognised that the approval of special assessment arrangements may involve consultation with other Faculties, where the student studies modules owned by those Faculties.

The student must request the special arrangements. This should be done, preferably at the start of the module, or in any event two months before the assessment concerned. The student should provide appropriate evidence of their disability, which would usually include medical reports.

Such a request should be made, in the first place, to the Faculty Administrator. The Chair of the relevant examining board must approve the special assessment arrangements. If no such Chair has been nominated, the Dean of the Faculty may act on the Chair's behalf. In cases of difficulty, or wherever he/she considers appropriate, the Chair shall consult the Assistant Academic Secretary (Registry and Research Degrees).

Details of all special examination arrangements made for students must be reported to the Award Board.

Additional Time

Additional time may be permitted for all types of assessment, including examinations, oral presentations, assignments and other coursework as appropriate.

In examinations an additional time allowance of up to 25% may be approved. Supervised breaks and short supervised rest periods while in the examination room may be permitted, where appropriate, in addition to, or in place of, the extra time allowance.

If, because of their disability, the student is unable to complete coursework or hand in an assignment on time, the Chair of the examining board may approve such extra time as the nature of the disability requires. The Chair may approve such arrangements in advance.

Amanuensis

Students are eligible to use amanuenses if they suffer from long-term disabilities or temporary disablements, which prevent them from communicating by any other means.

The use of an amanuensis should not give a student an unfair advantage nor should it further handicap that student.

Additional time, as above, will normally be appropriate when an amanuensis is used. This will enable both the candidate and the amanuensis to take rest breaks during the examination.

An amanuensis should be a person who is able to produce an accurate record of the student's answers and who can write legibly and at a reasonable speed. It is anticipated that secretarial and administrative staff would normally be used as amanuenses. An amanuensis should not normally be the student's own lecturer.

A student should, wherever possible, have adequate practice in the use of an amanuensis prior to the examination.

During the examination, an amanuensis:

- (a) must not give factual help to the student or offer any suggestions
- (b) must not advise the student regarding which questions to do, when to move on to the next question, or the order in which the questions should be answered
- (c) must write down answers exactly as they are dictated. Students must be asked to provide spelling of specialist or technical terms.

An invigilator must be available to properly supervise the use of an amanuensis.

Use of Readers

A reader may also be used in a similar way to an amanuensis and similar principles should apply. A reader will read to the candidate the entire or any part of the examination paper and any part of the student's answers. The same person may act as both a reader and as an amanuensis.

The use of a reader should not give a student an unfair advantage, nor should it further handicap that student.

During an examination a reader:

- (a) must read accurately and read only the rubrics and questions
- (b) must not give factual help to the student nor offer any suggestions
- (c) must not advise the student regarding which questions to do, when to move on to the next question, or the order in which the questions should be done.
- (d) must, if requested, give the spelling of a word, which occurs in the question paper. Spellings of other words must not be given.

If the candidate is blind or visually impaired, the reader shall undertake additional functions:

- (i) should read, as often as requested, the questions and the answers already recorded
- (ii) must, if asked, give information regarding time elapsed and remaining

(iii) is permitted to help the student use statutory material, notes or other text that students are permitted to use in the examination, to obtain the information that a sighted student could obtain for themselves.

Blind and Partially-Sighted Students

In the case of blind students proficient in Braille, the Faculty Administrator will where possible make arrangements for the examination question papers to be brailled, provided sufficient notice is given for the arrangements to be made.

Students with Specific Learning Difficulties (Dyslexia)

It is possible for special arrangements to be made for all types of assessment, not just those under controlled conditions. The student with dyslexia must make an application and must provide evidence that they have been assessed within the past two years as having a specific learning difficulty (dyslexia) by an Educational Psychologist and must register this fact with the Centre for Student Affairs. The student must also register details of any special examination arrangements which have been made for him or her in the past. Before approving special arrangements the Chair of the examination board should seek information from the Centre for Student Affairs. The Chair will consult with the Assistant Academic Secretary (Registry and Research Degrees) when necessary.

The following arrangements are recognised as being helpful to students with specific learning difficulties. Care should be taken, particularly if a combination of special arrangements is approved, that the student is not given an unfair advantage over other students. Reading the psychologist's report may indicate what is appropriate.

- (a) Extra time for examinations and other assessments.
- (b) Reading the questions to the student or pre-recording them for use with a personal stereo.
- (c) Issuing more than one copy of the examination question paper can enable the student to see two sides of the paper side by side which can help those whose very short-term memory is poor.
- (d) The use of an amanuensis (see previously).
- (e) The use of a personal computer or word processor, but the Chair of the examination board would need to consider whether this gave a student an undue advantage.

This policy is based on the University "Notes For Guidance For The Provision Of Special Arrangements For Assessment Of Students With Disabilities And Specific Learning Difficulties (Dyslexia). It has been modified to take account of the demands of studying law and what the Law Faculty can reasonably provide.

N.B. Students may also submit extenuating circumstances and late work requests even if special assessment arrangements have been approved for them. (See Academic Procedure E9a).

(iii) ASSESSMENT: LINKS WITH LEARNING APPROACHES AND LEARNING OUTCOMES

The following is an overall statement about how Learning Outcomes are tested by our assessment strategy in all modules across all Programmes. It is fair to point out that, even at Level 1, we expect a lot of our students.

- (a) *Knowledge and Understanding*

All modules require a basic knowledge and understanding of the area of law studied. Whatever method of assessment is used would require this. Formal examination is a particularly appropriate method and is an important component in nearly all modules. It is of fundamental importance in the study of law to be able to demonstrate knowledge of a wide range of the legal concepts, values, principles and rules of the law and to exhibit some understanding of these.

(b) *Intellectual Skills*

- **Application and problem-solving**

A basic requirement in nearly all modules is the ability to solve legal problems, both real and imaginary. Much coursework and many examination questions would involve such tasks. This skill is also assessed orally in some modules, with such tasks as the simulation of the explanation of a legal problem to a client, assessed seminar presentations and assessed moots.

- **Analysis, Synthesis, Critical Judgement and Evaluation**

These skills are pervasive, throughout all the assessed work, particularly at Level 3. Analysis requires that the student is able to discriminate between the legally relevant and irrelevant, which is not only required in all problem-centred work, but also most essays. The student would also be required to be critical, in other words to be able to identify flaws in a legal argument. This skill would be tested where the student was, for example, asked to comment upon a new development in the law or a new academic viewpoint upon how the law should be interpreted. In particular, the law student would often be required to show that they recognised that there are potential alternative conclusions for particular situations and provide supporting reasons for them.

Typically, an assessment task might require the student to exhibit the skill of synthesis by bringing together material studied in lectures, seminars and wider reading. Assessments in many modules might often ask a student to comment upon an unresolved problem in the law. There the student would have to evaluate the views of different academic writers and judges and give some supporting reasons for the choice that they make.

(c) *Subject Skills*

Coursework would often require a student to demonstrate the ability to use primary sources and to undertake legal research. This would include the use of electronic means to recover legal material. At Level 1, the assessment task might well be the simple recovery of the material. At Level 3, the student might well be required to go further and to be able to critically analyse and evaluate that material.

(d) *Transferable Skills*

- **Autonomy and Ability to Learn**

Coursework, particularly at Level 3, would often require a student to demonstrate their independence as learners, in that lectures and seminars would not tell them all that they need to know in order to complete the assessment task. The student would often need to reflect critically on their own learning, in order to decide whether it was necessary for them to learn more in order to undertake a particular assessment task.

- **Communication and Literacy**

Clear, written communication is particularly important in the study of the law. The use of formal examinations, utilised in nearly all modules, enables the student to demonstrate their ability to communicate and use the English Language and legal terminology with care and accuracy. Oral communication is also important and is tested by the use of assessed presentations, both within

seminars and outside that context and by assessed mooting exercises. The student becomes accustomed to such assessment tasks at Level 1.

- **Information Technology**

Coursework will be required to be word-processed and presented in an appropriate form. Some coursework assessment tasks will require the recovery of material by electronic means.

- **Team working**

Some optional modules require the students to work together to produce a group project. Some compulsory modules allow students to do this. Group work is not heavily utilised as the "Intellectual Skills" above are more highly prized. There are also problems with awarding marks to students who do not participate in the group, which is difficult to monitor in large compulsory modules. There are also problems of collusion and plagiarism, where students continue to work together on assignment tasks in modules where this is not permitted. Assessed seminar presentations are used, however, and do encourage the students to work together.

- **Numeracy**

Law students are not expected to be able to undertake complex calculations, but to be able to use and evaluate numerical and statistical information to provide the basis of an argument or to help answer a legal problem. Some assessment tasks will require the student to understand number and proportion in order to comment upon share transactions, trust arrangements, the division of property on the breakdown of a relationship, the assessment of damages etc.. Other assignments would require, as part of the assessment task, an understanding of statistics on such issues such as access to the courts, criminal statistics etc..

(iv) ASSESSMENT (COURSEWORK): HOURS AND WORD LIMITS

The Programme will adopt, as a guideline, a uniform recommendation on hours and word limits per piece of assessed coursework. These guidelines will be published to staff and students. We recognise that these guidelines can only be general recommendations, but are estimated on the following basis:

- (a) Under University Guidelines, each 30 credit module is allocated a "notional study hours" quotient of 10 hours per credit. In this Programme nearly all 30 credits modules operate on an assessment system of one three-hour unseen examination and two equally-weighted pieces of coursework. Consequently, these guidelines can be applied across the Programme (and any variations will be noted in the module specifications).
- (b) On all modules, contact time (on a basis of two lectures per week and one seminar per fortnight over a 24 week teaching period) amounts to 60 hours.
- (c) As each seminar in each module is fortnightly, we can allocate 10 hours preparation time to each seminar, giving 120 hours (*running total of 180 hours*).
- (d) We estimate that the examination and revision together in each module will take 40 hours (*running total of 220 hours*).
- (e) Allowing for 40 hours across the year to be spent on matters such as re-writing notes, wider reading outside seminar preparation etc, this leaves 40 hours to be dedicated to the two pieces of coursework.
- (f) **On this basis, we estimate that each piece of coursework (where there are two such elements contributing to the component) should take approximately 20 hours study time, to be adjusted appropriately where there are variations to the standard pattern.**

- (g) **The recommended word limit under this framework is 2000 words per piece of coursework, to be adjusted appropriately where there are variations to the standard pattern.**

SECTION 7: REFERENCE POINTS

This Programme has been designed in the light of:

- (i) **The University's mission statement.** In particular, this proposal evidences the desire to excite and enable students to shape and enjoy a first class educational experience whilst continuing to command an exceptionally high reputation amongst employers. The Programme seeks to promote educational opportunity through its admissions policy and its established commitment to the Access.
- (ii) **The qualification descriptors used in the QAA National Qualifications Framework , the University's policy on key skills and requirements of the professional and statutory bodies (here, The Law Society's and Council for Legal Education's "Qualifying Law Degree" specifications); and the Law benchmarking statements.**
- (iii) **The research activities of staff within the Faculty of Law.**