

Part one: Programme Specification

Course record information

Name and level of final award:	Integrated Master's in Law (M-Law) The LLB Honours Degree is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	Diploma of HE in Law Certificate of HE in Law BA Legal Studies LLB Honours Certificate in Legal Practice
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Westminster Law School
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Four years full-time, September start
QAA subject benchmarking group:	LAW
Professional statutory or regulatory body:	Joint Academic Stage Board (SRA/BSB)
Date of course validation/review:	May 2015
Date of programme specification approval:	May 2015
Valid for cohorts :	2016/17 level 4/5 only, 2017/18 levels 6, 6 and 7
Course leader:	Jochim Dymott
UCAS code and URL:	M190 westminster.ac.uk/about-us/schools/law

What are the minimum entry requirements for the course?

Qualification type	Grade/points
A Levels	ABB (320 points)
International Baccalaureate	32 points (435 points)
Edexcel BTEC Level 3 Extended Diploma	DDM (320 points)
Access to HE Diploma	Pass with 45 credits at Level 3. 36 at Merit +
IELTS	6 (at least 6 in all elements)

We do not count AS points in the tariff scores.

We require a minimum of 4 GCSE passes, including Maths and English at grade C or above. We only consider General Studies and Critical Thinking as a fourth subject at A2 Level. Students may be invited to attend an interview.

International entry requirements

We have extensive experience in evaluating non-UK qualifications, and in establishing their eligibility for entry to our courses. For country-specific qualification enquiries, email course-enquiries@westminster.ac.uk or [visit our international pages](#).

You will need a good standard of English before starting your degree. If your first language and/or schooling is/was not in English, you will need a minimum IELTS score of 6.0, with a score of at least 6.0 in all elements, or a recognised equivalent. In some instances, the minimum IELTS score will be higher. Please check individual course entries. You do not need to take the test before applying, but before joining the course you will need to have attained one of the minimum test scores, and you may be asked to take one of our preparatory English courses.

Direct Entry to Year 2 or 3

Direct entry to Year 2 or 3 is only possible in exceptional circumstances and requires successful completion of level 4 or levels 4 and 5 of a compatible course. Applicants will need to explain the desire to transfer with appropriate evidence of academic ability equivalent to the normal level 4 entry requirements. All modules for the level (s) studied elsewhere **must** be passed and we would ordinarily expect to see marks of 55% or above. If students are awaiting results any offer will be conditional

It is the student's responsibility to ensure that the necessary paperwork is completed by the previous institution that verifies the completion of equivalent Foundation Subjects required by the JASB for a Qualifying Law Degree.

International Foundation Course

We work in partnership with Kaplan International College London to provide Foundation Courses for international students who don't meet our Bachelor's degree entry requirements. Visit kiclondon.org.uk for more information.

Introduction

The Westminster Law School is located within the Faculty of Social Sciences and Humanities sited in a newly refurbished building in Little Titchfield Street which is in the heart of the West End, 5 minutes' walk from Oxford Circus. The M-Law course provides students with the seven foundation subjects required by the professional bodies for a Qualifying Law Degree and also the Legal Practice Course. On successful completion of the M-law students can therefore proceed directly to do their training contract to qualify as a solicitor.

M-Law Course Aims

Law is an interesting and challenging discipline and law students need to be able to think about law in terms of its effect both on society generally and individuals within it. Increasingly the international dimension to legal study has become more important, across a wide range of legal areas, as the influence of the European Union and international organisations have become so significant.

Law impacts not just on our daily lives but the operation of Government at an international level with, for example, questions concerning the legality of war and the extradition of terrorist suspects. Undergraduate study of the subject provides an opportunity to develop both a strong theoretical understanding of law in addition to the development of important practical skills. Law has both an academic and vocational dimension.

Innovation and integration are key features of this exciting Integrated Masters in Law which is unique in London and the South East. The aim of the course is to provide students with an effective integration of academic and professional legal education as a general foundation for practice. In fulfilling these aims, the course combines the academic and practical elements that they must successfully complete before they can begin their period of work based learning. The course therefore offers a coherent and more accessible route to qualification as a solicitor. During the four year Master's degree, students study the academic subjects required for a Qualifying Law Degree alongside the skills and vocational subjects required for the Legal Practice Course. This will benefit students educationally as they receive a more rounded understanding of what it means to be a lawyer.

The very nature of the course means that there will be an emphasis on vocational and experiential learning. In particular, in years three and four there are clinical modules which allow all students to apply their knowledge and skills to real life situations. Students receive training and the opportunity to work with real clients and become involved in real cases under the supervision of experienced professionals. The course is therefore geared to professional practice, and students will be able to start as training contract as soon as they graduate.

In addition, the course enables students to add an international dimension to their studies through a further year of law study abroad in one of the School's partner institutions in Europe and overseas. Some of the study abroad is undertaken under the Erasmus+ scheme set up by the European Commission.

During the course students will develop a wide range of skills and abilities and develop their intellectual ability through critical evaluation of legal materials. Students work in partnership with their tutors to develop an inquisitive approach to study. Career development skills are explicitly recognised and promoted and the overall aim of the School is to promote a stimulating, enjoyable and supportive learning environment.

M-Law Course Learning Outcomes

Studying law at undergraduate and master's level involves the acquisition, analysis and application of both general and highly specialised knowledge from a wide range of sources. Students will need to develop a complex set of skills and a key element is how the interrelationship between skills and knowledge changes as students' progress through the three years of the course.

We have set out below what you will achieve on successful completion of the course.

What will you be expected to achieve?

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:

- The overall **knowledge and understanding** you will gain from your course (KU).
- **Graduate attributes** are characteristics that you will have developed during the duration of your course (GA).
- **Professional and personal practice Learning Outcomes** are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- **Key transferable skills** that you will be expected to have gained on successful completion of the course. (KTS)

This course has to meet both the requirements of the Law Subject benchmark statement prepared by the Quality Assurance Agency for Higher Education (available at www.qaa.ac.uk (note law benchmarks are currently under review) and the Legal Practice Outcomes prepared by the Solicitors Regulation Authority (available at www.sra.org.uk/documents/students/lpc/LPC-Outcomes-Sept2011.pdf). Within those general requirements the outcomes are set out below. These should be read in conjunction with the Learning Outcomes for each individual module.

Level 4 Learning Outcomes

Upon completion of level 4 you will be able to demonstrate:

L4.1 The ability to work under direction and take responsibility for their own work in an adaptable, and reflective manner; (GA)

L4.2 A broad understanding of the legal principles, institutions and on-going debates within the subjects covered at this level; (KU)

L4.3 The ability to apply the legal knowledge to solve legal problems; (KU)

L4.4 An initial understanding of ethical considerations and personal responsibility in the context of academic and professional codes of conduct; (PPP)

L4.5 A research strategy that encompasses the identification and selection of a range of authoritative and reliable materials; (KTS, PPP) and

L4.6 Effective interpersonal and communication skills in a variety of contexts. (KTS, GA)

L4.7 An initial understanding of the development of professional legal practice and the client care skills required for it (KU, PPP, KTS)

Level 5 Learning Outcomes

Upon completion of level 5 you will be able to demonstrate:

L5.1 The ability to work under limited supervision and direction, reflect on own capabilities, and take responsibility for their own work in a responsible and flexible manner; (GA)

L5.2 A detailed understanding of the legal principles and awareness of the established concepts, and competing ideas with the ability to apply that understanding to practical problems; (KU)

L5.3 A detailed understanding of the legal profession, relevant codes of conduct and employability skills;

L5.4 A research strategy that encompasses analysis of a range of authoritative and reliable materials; (KTS, PPP)

L5.5 The application of a range on interpersonal and communication skills, both individually and as a member of a team, in a range of situations with degrees of complexity. (KTS,GA)

L5.6 A detailed understanding of the set up legal firms and the further development of professional practice skills (KU, PPP, KTS)

Level 6 and overall course Learning Outcomes

Upon completion of level 6 you will be able to demonstrate:

L6.1 The ability to work with minimal supervision or direction and take responsibility for their own learning and development in a responsible and flexible manner; (GA)

L6.2 A systematic and deep understanding of the specialist legal principles and concepts that arise; (KU)

L6.3 The ability to recognise legal problems and synthesise ideas and information to develop novel solutions; (GA)

L6.4 A developed research strategy that involves the evaluation and critical analysis of a range of authoritative, novel and reliable materials; (KTS,PPP)

L6.5 The proactive application of a range on interpersonal and communication skills in a range of situations with degrees of complexity. (KTS,GA)

L6.6 The ability under supervision to apply legal knowledge and professional skills in practice (PPP, KTS)

L6.7 The ability to conduct Practical Legal Research effectively (PPP, KTS)

Level 7 and overall course Learning Outcomes

Upon completion of level 7 you will be able to demonstrate:

L7. 1 The ability to apply knowledge of the law and legal practice accurately and effectively (KU, PPP)

L7. 2 A developed general foundation for practice and preparation for work-based learning (GA, KTS)

L7. 3 Knowledge, understanding and skills in the areas of:

- Professional Conduct and Regulation

- the core practice areas of Business Law and Practice, Property Law and Practice, Litigation and the areas of Wills & Administration of Estates and Taxation
- the course skills of Writing, Drafting, Interviewing and Advising and Advocacy;

students should also be able to transfer skills learnt in one context to another; (KU, PPP, KTS)

L7. 4 An understanding of the key ethical requirements contained in the SRA Principles of Regulation and Code of Conduct and an understanding of where these may impact and the ability to apply them in context (KU, PPP)

L7. 5 Knowledge, understanding and skills in the areas covered by the choice of practice electives; (KU, PPP)

L7. 6 A systematic understanding and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of law and professional practice (KU)

L7. 7 The ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences; (PPP, KTS, GA)

L7. 8 Self-direction and originality in tackling and solving problems, and the ability to act autonomously in planning and implementing tasks at a professional or equivalent level (PPP, KTS)

How will you learn?

Learning

As outlined above, the Integrated Master's in Law offers the opportunity to combine study of both the academic and practical stages of training that students have to undergo before they start their work based learning. As such, a large part of the content of the degree is prescribed by the relevant professional body. The M-Law combines the LLB qualifying law degree modules with those of the Legal Practice Course. It also includes 2 core 40 credit year-long clinical practice modules at levels 6 and 7 and option modules at levels 4, 5, 6 and 7. In addition to the formal programme, academic staff also offer extra curricula activities that provide an important contribution to academic, employability and personal development.

Although the programme addresses similar skills in some modules, their substantive content addresses different areas of law. The programme has been clearly designed to ensure that modules at similar levels dovetail with respect to skills, development and modes of assessment. Each module will consider the substantive law, legal context, important theoretical perspectives and ethical issues relevant to that area. The core subjects delivered at level 4 and 5 are often seen as distinct areas of study. The programme however delivers these modules in a coherent way at each level and cross references the skills acquired in one subject to the learning in another. So for example your case reading skills and understanding of precedent are initially introduced in the skills module at level 4, and then developed through the module of Tort Law building towards a reform based project.

The teaching team will provide a framework for understanding knowledge whilst requiring students to develop their skills of research, critical evaluation and analysis. Students are expected to find, analyse, interpret and apply law. Understanding law is far more than merely 'learning law'.

As can be seen from the course structure, in years 1 - 2 students will study 6 20 credit modules a year. Seven of the modules at levels 4 and 5 represent the foundations of legal knowledge set out in the JASB Statement. These modules will run throughout the whole academic year and are core. The last two compulsory modules at these levels provide the vehicle to deliver the key skills. In addition there is one 20 credit option at level 4 and two at level 5.

In year 3 students will take the first of the compulsory year-long 40 credit clinic modules, a core 20 credit professional and skills module which includes some LPC course skills and the 20 credit Property Law and Practice module which is an LPC compulsory practice area. In addition students will be able to choose from the wide variety of LLB 40 credit modules.

In year four students will take the second of the compulsory year-long 40 credit clinic modules. They also have to undertake 2 compulsory practice based areas, which are 20 credit modules, and the LPC skills modules. These will only run during the first semester. In semester two students will then undertake 2 practice based electives.

The wide variety of LLB options and LPC electives available offer students the opportunity to start planning their future career path in a flexible way as they encompass all the main commercial and private client areas of practice.

As this is a course with a strong vocational edge there is a strong emphasis in on the study of the skills which are needed by legal professionals. These skills are easily transferred into other contexts and therefore are designed to give students a solid grounding in their future career whatever that might be.

We also encourage students to take a reflective approach to their performance and development which again should stand them in good stead in later life. Students are introduced to this from the beginning of the course in Legal Ethics, Methods and Skills 1. This is built on later in the course particularly in the Clinical elements which integrate a reflective element into their assessment.

Alongside the more general skills that students acquire they are given a strong grounding in the framework that is specific to legal practice. In particular, there will be a strong focus on ethics and the rules of conduct in the Legal Ethics, Methods and Skills modules in years 1,2 and 3 that will govern their life as solicitors. Indeed this element will be assessed throughout the life of the course. Whilst students will primarily be introduced to the requirements of practice in a structured sense through the curriculum they will also be able to take advantage of the extra curricula activities that take place within the school. Indeed they will be encouraged to develop such activities themselves.

Teaching

Students will encounter a range of different teaching methods including lectures, seminars, tutorials and one to one sessions. Contact time is used in a variety of ways

including formal lectures, seminar-based discussion, delivery of class presentations, invited guest speakers and practical group exercises.

In the first year Legal Ethics, Methods and Skills (1) module students are taught how to dissect essay and problem questions, how to undertake research to find relevant law, cases, academic opinion and other forms of authoritative evidence used to support arguments. They are shown how to cite and reference work correctly and how to develop their writing and other communication skills. They are also introduced to professional ethics and the skill of interviewing and advising in the practical context of a client/solicitor initial meeting. In the substantive law subjects students will be required to evaluate and analyse legal materials and apply them in a range of situations. Teaching staff initiate and support discussions and students are encouraged to take control over their learning.

Legal Ethics, Methods and Skills (2) builds on the first year skills, introducing more specific career development and a wider understanding of the profession. Students learn about setting up a law firm and are introduced to the professional skill of advocacy. This is further developed in LEMS(3) in year 3 which also includes the LPC elements of practical legal research and professional conduct and regulation.

In the third and fourth years in the clinical modules, students will receive training and the opportunity to work with real clients and become involved in real cases under the supervision of experienced professionals. Students will thereby gain valuable work experience and develop their professional practice skills.

The principal focus of the overall teaching & learning strategy for the LPC elements in year 4 (and PLP in year 3) is the simulation of legal practice within the Group Sessions (face to face teaching) with emphasis on the 'professional nature of practice'. Student learning outside of the teaching environment (private study) is guided by means of the individual session plans which state the preparation that is expected in advance of the GS if students are to participate effectively and the steps that must be taken by means of post-GS consolidation.

GSs are initially informed by the lecture which may be delivered 'live' or pre-recorded via Blackboard. Where appropriate, students should expect to be subject to questioning by the tutor within the lecture itself while additionally the tutor will invite questions from the cohort. Thereafter pre-GS preparation will routinely include directed reading (principally to the relevant practitioner oriented manual provided as part of the course materials) and the practitioner oriented tasks the session is to simulate ('seen exercises') and may include CAL and/or Practical Legal Research and/or the preparation in advance of practitioner documentation such as a letter or contractual provision.

Post-GS consolidation is promoted by means of 'student notes' accessible via Blackboard; but may also include post session CAL and Self-Assessment Short Answer Questions and (following reference to extracts from documents in the GS), the provision of full-length practitioner documentation for further review.

In addition to the various optional modules and practice electives, the Law School want to offer students a wide range of extra curricula activity, in the form of seminars, outside speakers, workshops, field trips etc. Many of these opportunities are not limited to the module in which they are delivered, or even to the level at which they are introduced. This increases cohesion and creates a distinctive Law School experience. By the end of the programme Law students will be equipped to take responsibility for their lifelong learning and future professional development.

Law based modules obviously form the majority of the options available to students on the M-Law. However the delivery of these modules will place emphasis on the social, political or cultural context as well as the law content. Students will also have the opportunity to study interdisciplinary modules that are delivered across the University (Westminster Distinctiveness modules), study a language, and there are opportunities to study abroad.

The Course Skills Strategy

Highly skilled graduates have flexibility and autonomy and an ability to react to changing circumstances. Knowledge has to be obtained, validated, interpreted and applied. Being able to quickly differentiate the reliability and authenticity of material is essential in the contemporary world. The course is designed to equip students with the set of skills they need to succeed in whatever career they choose. Skills are developed incrementally with support to ensure that students have a strong foundation.

Each core module on the level 4 and 5 cores will provide the student with the opportunity to develop specific skills. For example Criminal Law at level 4, whilst developing the students' subject based learning, will specifically focus on communication skills and be assessed by a presentation. Whilst all modules will have research skills built into their delivery, Tort Law also at level 4 will concentrate specifically on research skills by asking students to present a proposal for reform.

The awareness of the requirements of professional practice and the skills needed for it are developed specifically and progressively through the Legal Ethics Methods and Skills modules in years 1, 2 and 3. The modules develop the skills needed for the clinical modules in years 3 and 4 where students apply their knowledge and skills to real life situations. Practice skills are further developed in year 4 to prepare students for work-based learning.

The module learning outcomes progress at each level in terms of aim, so that whilst a course and therefore module outcome at level 4 expects a student to work with supervision, by the time they have progressed to level 7, the expectation will be that the student will be able to work with limited supervision.

How will you be assessed?

Assessment and Feedback

On the core undergraduate modules assessment is characteristically undertaken through examination and/or coursework. However, certain modules are assessed exclusively by coursework where the nature of the subject requires in-depth critical reflection rather than problem-solving under pressure.

The programme has been structured, through the core modules, to apply a range of modes of assessment, ensuring the assessment of the range of required skills as well as knowledge. Consequently, there are required assessments of oral presentations, written coursework as well as formal examinations and synoptic assessments. We utilise both open and closed book exam formats and some modules operate in-class tests that provide quick feedback. The assessment strategy has been tailored to deliver the requirements of the QAA law benchmarking standards. Note law benchmarks are currently under review

Each piece of module assessment is marked against a set of criteria that are set out in the module pro forma and the module handbook and/or the module Blackboard site. These explain what the assessment was designed to test and how. Criteria, which have been developed for each level, are used to determine the grade that the student will receive for that piece of work.

All modules that include an element of coursework will provide detailed feedback and students are encouraged to sit down with their tutors and discuss each piece of work and

what is needed to improve their performance. Assessing student work and offering feedback, support and encouragement is a key role for all the lecturers.

The assessment strategy on the M-Law at Westminster is designed to promote a more coherent course structure. At levels 4 and 5 the course team have designed an approach which culminates in a synoptic assessment which draws on more than one area of study at that level. For example the curriculum at levels 4 and 5 is designed loosely on the concept of a legal firm, with separate subject specialities that come together to resolve a combined problem.

An example of how this might work, is for Level 4 to have a theme. The students will be taught various skills in the first two weeks of Legal Ethics Methods and Skills(1). Some of these skills will feed into their their essay supervised by their personal academic advisor. Others will feed into the first synoptic assessment, where those skills will be aligned with each substantive core in a specific exercise. So for example in Tort the students will be expected to write a case note on an area of tort law, in Public law the students will be expected to do a short research exercise. These various exercises will form a portfolio. The feedback from this will feed forward into the individual core assessments which will have relevance to the original theme. The final assessment, an exam, will have the initial theme and will build on the knowledge base and feedback from the individual assessments.

A similar process will operate at level 5.

At level 6, the course requires assessment methods that enable the student to reflect upon, develop and express their graduate attributes at course level. The clinical modules at level 6 and 7 are assessed by way of a portfolio of work based learning which include a reflective assessment of the students' learning and professional development. Students also are given an opportunity to discuss their clinical experience in detail during a viva with the experienced legal professionals who supervise the clinic.

Within individual modules a variety of assessment activities have been introduced to motivate students with a diverse range of experiences and learning styles. The more practice- focussed modules of LEMS(1),(2) and 3 for example, are assessed by the practical assessment of the skills of interviewing and advising, advocacy, writing and practical legal research. More innovative forms of assessment include the use of blogs and Wikis, individual and group presentations, debates, critical reflections, journals or learning portfolios, self and peer assessment, posters, games, films, and project work.

Throughout the degree the assessment strategy places a significant emphasis on formative assessment, allowing the student opportunities to reflect on the development of their skills and feedback from tutors prior to the submission of summative assessments.

In relation to the LPC elements of the course, the assessment of the Stage 1 core subjects and Stage 2 electives is by way of open-book, transactional assessments which will normally be of 3 hours duration, in compliance with the SRA requirements. Different forms of assessment will be employed with regards to the course skills appropriate to the skill in question.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global City and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

Contemporary organisations need graduates with a good degree and relevant skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses;
- Opportunities for part-time work, placements and work-related learning activities are promoted to students;
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision; and
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

As is suggested in the section on the Aims of the course, employability is a central theme of the Integrated Master's in Law. Students will therefore acquire all the necessary skills to become a lawyer. Indeed, study of these is integral to the course.

Having acquired these skills students will be given plenty of opportunity to develop them in a practical context. Thus, in keeping with the central theme of employability, as mentioned above all students will be take place in work-related activities in years 3 and 4 (levels 6 and 7). Students will be given training and support before and during these placements which will act an ideal preparation for life as a lawyer. The modules within these placements occur have been developed in conjunction with relevant organisations, such as the Citizens Advice Bureau, and are reviewed each year to ensure that they meet the needs of those organisations.

Despite the emphasis on preparing students to become solicitors, the course offers opportunities for students to take a variety of routes and students may decide to exit after year 3 with a Qualifying Law Degree. Students will be able to go on to work in a range of environments particularly given the wide range of transferable skills and work experience that they will acquire on the course.

An Integrated Master's in Law is viewed as a valuable asset by a large group of employers across a broad range of sectors both legal and non-legal. This course will prepare students for a variety of legal careers including practice as a barrister, solicitor, legal clerk, paralegal or legal executive. Our graduates also pursue careers in business, accountancy, banking, the Civil Service, education and local government, amongst others.

The programme develops graduate attributes in a cohesive and coordinated way. In the students final year they are expected to reflect on the graduate attributes they have acquired throughout the degree and identify areas for further development throughout that final year of study. Opportunities will be provided by the Law School to encourage this development, through the Law Schools links with employers, alumni in various professions, the wider research community (eg through attending conferences) and opportunities for international engagement (for example with international organisations in London or travel abroad).

Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision. The School has regular events

with alumni, for example panel discussions with alumni in the judicial profession and Law employability events.

The employment rate of law graduates from the University of Westminster has consistently been very high and Law has one of the highest employment rates in the University. In 2012-2013, six months after graduation, 85% of graduates were either in study or in work. Half of the graduating cohort entered further study and/or work whilst almost 40% progressed directly into work. Of those who entered employment, 47% of graduates secured graduate level employment in a variety of legal, paralegal and non-legal careers, including the financial services and public sectors. Students who progress to further study enrol on to both the Legal Practice Course and the Bar Professional Training Course whilst others proceed to postgraduate academic study e.g. an MA, LLM, MSc and increasingly an M.Phil/PhD. The school has numerous distinguished alumni within both branches of the legal profession.

Course structure

This section shows the core and option modules available as part of the course and their credit value.

The structure of the degree allows for a student to study a broad range of law options. Students may also study a language as part of their studies and receive credit for this. The details about language options are available in the general University information on the intranet. Further information is provided during Orientation week.

Full-time Undergraduate students study 120 credits per year.

M-Law course structure

Level 4

Students commence with a skills module that introduces them to both the English legal system and the skills needed for undergraduate study. This ensures that all students have the necessary skill set.

Students also study the four substantive subjects; Contract Law, Public Law, Tort Law and Criminal Law for the entire year. In the second semester students choose one option module from a range of subjects.

Semester 1		Semester 2
Legal Ethics Methods and Skills (1)	4LAW	Option Module
Contract	4LAW	Contract (<i>continued</i>)
Tort	4LAW	Tort (<i>continued</i>)
Public Law	4LAW	Public Law (<i>continued</i>)
Criminal Law	4LAW	Criminal Law (<i>continued</i>)

All modules are 20 credits

Core Modules

Credit Level 4				
Module code	Module title	Status	UK credit	ECTS
4LAW	Legal Ethics Methods and Skills	Core	20	10

	(1)			
4LAW	Contract Law	Core	20	10
4LAW	Tort Law	Core	20	10
4LAW	Public Law	Core	20	10
4LAW	Criminal Law	Core	20	10

Option Modules

The Law School offers the modules listed below though availability depends on demand and staff time. Note that in addition to the following choices students also have the option of choosing from Westminster Electives.

Credit Level 4				
Module code	Module title	Status	UK credit	ECTS
4LAW	Criminal Justice 1	Option	20	10
4LAW	Introduction to Business Law	Option	20	10
4LAW	Introduction to Legal Practice	Option	20	10
4LAW	Introduction to Rights and the Law	Option	20	10
4LAW	The Portrayal of Justice: Screen Representations of Law and Lawyers	Option	20	10
4LAW	Mooting and Advocacy	Option	20	10
4LAW	People Culture & Property	Option	20	10
4LAW	Law and Social Media	Option	20	10

Award of Certificate of Higher Education available

Level 5

Students commence with a skills module that provides an opportunity not only to reflect on their progress in Year 1 but also to start to think about careers and develop employability skills. Students also study Land Law, EU Law and Equity and Trusts and have an option module in both Semester 1 and Semester 2.

Semester 1		Semester 2
Legal Ethics Methods and Skills (2)	5LAW	
Land Law	5LAW	Land Law (<i>continued</i>)
EU Law	5LAW	EU Law (<i>continued</i>)
Equity and Trusts	5LAW	Equity and Trusts (<i>continued</i>)
Option Module	5LAW	Option Module 5LAW Or Westminster Distinctiveness module

All modules are 20 credits

Core Modules

Credit Level 5				
Module code	Module title	Status	UK credit	ECTS

5LAW	Legal Ethics Methods and Skills (2)	Core	20	10
5LAW	Land Law	Core	20	10
5LAW	EU Law	Core	20	10
5LAW	Equity and Trusts	Core	20	10

Option Modules

Note that in addition to the following choices students also have the option of choosing from Westminster Electives.

Credit Level 5				
Module code	Module title	Status	UK credit	ECTS
5LAW	Adjudication and Alternative Dispute Resolution	Option	20	10
5LAW	Criminal Justice 2	Option	20	10
5LAW	Housing Law	Option	20	10
5LAW	Law and Culture	Option	20	10
5LAW	Medical Law and Ethics	Option	20	10
5LAW	Introduction to Human Rights Law	Option	20	10
5LAW	Work Placement in a Legal Setting	Option	20	10
5LAW	Child Protection Law and Policy	Option	20	10
5LAW	Law and Social Justice	Option	20	10
5LAW	Law and Sport in Contemporary Society	Option	20	10

Award of Diploma of Higher Education or Foundation Degree available

Level 6

There are 3 cores at level 6 and one option. All level 6 options modules are 40 credits.

Semester 1	Semester 2
Property Law and Practice	Legal Ethics Methods and Skills (3) (including LPC PLR and Writing)
Clinical Legal Practice (1)	Clinical Legal Practice (1) (continued)
Option	Option (continued)

Core Modules

Credit Level 6				
Module code	Module title	Status	UK credit	ECTS
6LAW	Legal Ethics Methods and Skills (3)	Core	20	10
6LAW	Property Law and Practice	Core	20	10
6LAW	Clinical Legal Practice 1	Core	40	20

Option Modules

Note that in addition to the following choices students also have the option of choosing from Westminster Electives.

Credit Level 6				
Module code	Module title	Status	UK credit	ECTS
6LAW	Clinical Legal Practice	Option	40	20
6LAW	Company Law	Option	40	20
6LAW	Commercial Law	Option	40	20
6LAW	Competition Law	Option	40	20
6LAW	Criminal Procedure and Evidence	Option	40	20
6LAW	Disability Law	Option	40	20
6LAW	Dissertation in Law	Option	40	20
6LAW	Entertainment Law	Option	40	20
6LAW	Environmental Law			
6LAW	Family Law and Family Justice	Option	40	20
6LAW	Human Rights: Substantive Legal Protection	Option	40	20
6LAW	Law of Intellectual Property	Option	40	20
6LAW	Employment Law	Option	40	20
6LAW	Law of International Trade	Option	40	20
6LAW	Media Law	Option	40	20
6LAW	New Legal Thinking, Theory, Philosophy and Justice	Option	40	20
6LAW	International Law and Global Justice)	Option	40	20
6LAW	Religion, Law and Society	Option	40	20
6LAW	Advanced Criminal Law	Option	40	20
6LAW	21st Century Law Practice and Ethics	Option	40	20

Award LLB/BA Legal Studies available

Students who wish to study a language or elective from elsewhere in the University will be able to do this alongside a 20 credit module reflecting one of the above subject areas.

Level 7

In year 4 students must take the year-long Clinical Practice 2 module together with all of the stage 1 cores (apart from Property Law and Practice, PLR and Writing which are done in year 3). In stage 2 of they must chose 2 practice electives/option modules.

Core Modules

Credit Level 7 – Stage 1				
Module code	Module title	Status	UK credit	ECTS
LLWE***	Clinical Practice 2	Core	40	20
LLPC 703	Litigation (Civil & Criminal)	Core	20	10
LLPC 704	Business Law & Practice (Taxation)	Core	20	10
LLPC 705	Advocacy	Core	4	2
LLPC 706	Wills & Administration (Interviewing)	Core	4	2
LLPC 708	Drafting	Core	4	2
LLPC710	Professional Conduct & Regulation (PCR)	Core	4	2
LLPC 711	Solicitors Accounts	Core	4	2

Option Modules

Stage 2				
Module code	Module title	Status	UK credit	ECTS
LLPC 712	Commercial Law	Option	10	5
LLPC 713	Commercial Litigation	Option	10	5
LLPC 714	Commercial Property	Option	10	5
LLPC 716	E-Commerce	Option	10	5
LLPC 717	Employment	Option	10	5
LLPC 718	Entertainment & Media	Option	10	5
LLPC 719	Family	Option	10	5
LLPC 720	Immigration	Option	10	5
LLPC 721	Personal Injury & Clinical Negligence	Option	10	5
LLPC 722	Private Acquisitions	Option	10	5
LLPC 723	Clinical elective	Option	10	5
LLPC 725	Housing	Option	10	5
LLPC 7**	International Family Law	Option	10	5

Academic regulations

The M-Law and its intermediate awards operate in accordance with the University's current Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) and *The Solicitors Regulation Authority (SRA) Legal Practice Course Information Pack 1 July 2014*.

All students should make sure that they access a copy of the current edition of the general University handbook called *Essential Westminster*, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with the *Modular Framework for Undergraduate Courses* and *Framework for Postgraduate Taught Course* and relevant sections of the current *Handbook of Academic Regulations*, which is available at westminster.ac.uk/academic-regulations.

Award

These course specific regulations are subject to the University wide regulations currently under approval and are not the full set which will appear in the course handbook, specifically re the fall back degree (BA Legal Studies)

The University may award:

- an Integrated Masters Degree with Commendation to a student whose marks average at least 60% across modules at Level 7.
- An Integrated Masters Degree with Distinction to a student whose marks average at least 70% across the modules at Level 7.
- Please see the core specific regulations (regulation 16) attached to this document as an appendix 1 for further details of the overall classification.

Course specific regulations

These regulations apply to the Integrated Master's In Law (M-Law) in addition to the University's academic regulations.

The LPC elements of the course are additionally subject to separate course specific regulations which set out in the attached appendix 1.

Maximum periods of registration

The University normally expects a student to complete their award within the following maximum periods of registration (in years) including any period of suspension of studies.

Time limits	Full time study	Part time study
Cert HE	3	5
Dip HE	5	6
LLB (Hons) Law	6	6
BA (Hons) Legal Studies	6	8
Qualifying BA (Hons) Legal Studies	6	6
LLB (Hons) Law incl placement/ year abroad	6	6
Integrated Master's in Law	6	9

If a student is following a mixed mode programme of (part-time and full-time study), the maximum period of registration will apply as if they were studying part time.

A student who has met all the course specific requirements for the award of an Integrated Master's In Law (M-law), but has exceeded the maximum period of

registration may still be eligible for the award if mitigating circumstances has extended the period of study.

Attempting all parts of the assessments in the core

It is a requirement of the M-Law that students must normally attempt each part of the assessment, in all core modules, even if the module has already been passed.

Pass Marks

The module pass mark is 40% for all modules (core and option) at credit levels 4, 5 and 6 with the exception of level 6 Property Law and Practice which is an LPC element and for which the pass mark is accordingly 50%

The Property Law and Practice core module is a level 6 module and is therefore subject to the university requirements in relation to reattempts at the first available sit. Module reattempts are also capped at the pass mark of 50%.

Students who achieve a mark of 40% or over but below 50% in the Property Law and Practice module cannot be awarded the M-Law but this will be deemed a pass in this module for students to exit with the award of LLB.

Each final element of assessment within the undergraduate option modules has a qualifying mark of at least 30%.

The module pass mark for the core and option modules at level 7 is 50%. (Note that the LPC skills modules are assessed on a competent/non-competent basis).

Requirement to achieve 35%

It is a requirement that students achieve a minimum of 35% in all elements of each assessment throughout the core modules at levels 4 and 5. This applies even if the students have achieved an overall mark of 40% with less than 35% in one or more elements.

The requirement to pass all modules

It is a requirement of the M-Law that students are ordinarily required to pass all modules that make up the credits for their degree. Condoned credits are not allowed and students must attempt to pass a module following condonation, even at level 4 subject to the regulation regarding attempts (see 1.5)

Students must also have passed the following subjects within their programme of study:

- Level 4:** Legal Ethics Methods and Skills (1), Contract, Tort, Public Law, Criminal Law
- Level 5:** Legal Ethics Methods and Skills (2) Land Law, EU Law, Equity & Trusts
- Level 6:** Legal Practice Methods and Skills (3) (including PCR and PLR), Clinical Legal Practice 1, Property Law and Practice

Level 7: Clinical Practice 2, Litigation (Civil & Criminal), Business Law & Practice (Taxation), Advocacy, Wills & Administration (Interviewing), Writing, Drafting, Solicitors Accounts

At the discretion of the Course Leader, which will only be exercised in exceptional circumstances with evidence of prior study or experience, the requirements to take Legal Ethics Methods and Skills (1) and (2) may be waived.

Number of attempts at core modules

It is a requirement of the M-Law that a student may only have a maximum of three assessment opportunities in total on those core subjects on the M-Law programme and on the level 7 option modules/practice electives. These modules are listed above.

All other option modules are subject to the University's regulations, which may, at the discretion of the relevant assessment board, permit a student a maximum of four assessment opportunities i.e. two attempts (studying with attendance) per module and two re-assessments in all or part of the module.

Program Planning and Progression

Full-time

The normal number of credits for a full-time student is 120 per year with an even distribution between the two semesters. The Course Leader has the discretion to permit a student, in exceptional circumstances, to study a different combination of modules per semester. The Course Leader may also permit a student, in exceptional circumstances, to study additional credits. All students must study at least 60 credits of law related modules at level 6.

To progress from Level 4 to Level 5 a full-time student must have passed a minimum of 80 credits. Students are permitted to carry 40 credits forward which may either be:

- i. one or more modules due to be retaken, or
- ii. reassessment in one or more modules.

If it is the former case, then 40 credits in Level 5 will be displaced to Level 6. This will also extend the length of the programme by at least one semester and possibly one year. Students will not normally be permitted to take the additional 20 credits per year to make up the 40 credits.

To progress from Level 5 to Level 6 a full-time student must have passed a minimum of 200 credits which will normally include at least 80 credits at Level 5. Students are permitted to carry 40 credits forward which may either be:

- i. one or more modules due to be retaken, or
- ii. reassessment in one or more modules.

If it is the former case, 40 credits in Level 6 will be displaced to an additional academic year. Students will not normally be permitted to take any additional credits to make up the shortfall.

In addition students on the Integrated Masters in Law shall be required to have obtained an average mark of at least 50% in the best 80 credits at level 5

In order to progress from level 6 to level 7 a student must obtain a minimum of 320 credits at level 4 or above, including a minimum of 80 credits at level 6. Additionally a student must have passed all of the seven 20 credit modules which represent the Foundations of Legal Knowledge set out in the JASB Statement and which are required for a Qualifying Law Degree.

Polylang

Students can study Polylang modules as per the University regulations and gain credits towards their degree. However, marks achieved in Polylang modules, will only be counted for classification purposes on the M-Law if the student has studied the same language at Level 5 and Level 6. This is in addition to the University's regulations on the grades studied at each level of your degree.

Accreditation of Prior Learning (APL)/ Accreditation of Prior Experiential Learning (APEL)

A student may transfer into the second or third year of the M-Law with credit for a full year (or two or more years) of full- or part-time study at another institution. APL credit may be granted for equivalent subject. Students wishing to transfer are required to obtain the necessary information, from the previous institution, that indicates which of the core subjects the student has passed.

The University operates a system of awarding credit for prior learning, either accredited (APL) or experiential (APEL), which may contribute up to a maximum of 50% of the credits required for an award. If students think their prior experiential (for example work experience) or accredited (for example other study they may have undertaken) learning may qualify them for accreditation and thereby exemption from one or more modules they should contact the Course Leader in the first instance. Please note that Accreditation for Prior Experiential Learning, (APEL) is not permitted for Foundation subjects, but may be allowed to obtain exemption from options, subject to the University's regulations on APEL.

In respect of accredited prior learning the student will be required to submit specific evidence (such as original transcripts and syllabuses) which will be considered by the Course Leader. In respect of prior experiential learning the Course Leader will either allocate the student with a Mentor, or will perform this role her/himself. The Mentor will assist the student in making their claim and will then pass it, together with their assessment of it, to a second assessor who will be a member of the Course Team, for an independent assessment.

Once the second assessment has been made, the assessors make a joint agreed report to the AP(E)L Assessment Board. The Board comprises members of the Faculty and meets by arrangement in each semester. It is this Board which makes

the final assessment of what credit, if any, should be awarded to the student in respect of prior experiential learning. 'Pass' only is generally deemed appropriate for APEL credits.

Any credit awarded for prior certificated or experiential learning will be notified to the Conferment Board. Until a student who has applied for APL/APEL has been formally advised of the outcome of their application for credit, they should register for and participate in their normal module load, including any modules for which they are seeking credit. For further details, please refer to the full regulations governing AP(E)L, which appear in Section 4 of the Handbook of Academic Regulations.

To qualify for the award of a student must have: Classification regulations are subject to approval for this cohort at the time of publication.

How will you be supported in your studies?

Course Management

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Student Experience Survey which seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

Reference points for the course

Internally

This course has been designed to match the University's mission to provide education for professional life and meet the University's policies on learning and teaching and employability. The Course Structure follows the requirements of the modular framework and the academic regulations of the University.

- University of Westminster Law School Plan 2014
- University of Westminster Learning and Teaching Strategy
- Faculty of Social Science and Humanities Learning and Teaching Strategy

Externally

The Learning Outcomes of the course, as detailed earlier, have been formulated in accordance with the specific QAA subject benchmarks for Law (www.qaa.ac.uk) and the Legal Practice Outcomes (www.sra.org.uk)

Professional Body accreditation

- QAA Law Benchmarks Statements 2007
- Joint Academic Studies Board Statement (Law Society and the General Council of the Bar)
- Solicitors Regulation Authority (SRA)
- SEEC

Quality management and enhancement

All module leaders reflect annually on the effectiveness of the teaching and assessment strategy and propose changes to the Course Leader. Enhancements are developed at both module and Course level and recorded through the Annual Monitoring Process. The School runs various activities to identify and address ways of improving the design and delivery of its courses.

Annual Monitoring enables a reflective and proactive process of course development. All staff carry out annual appraisals and peer observation, and undertake staff development through course attendance and research activity. Events organised by the School Learning and Teaching Committee are attended in order to address current teaching, learning and assessment issues.

For more information about this course:

Course Leader: Jochim Dymott, dymottj@westminster.ac.uk

Law School webpage: westminster.ac.uk/about-us/schools/law

Please note: This programme specification provides a concise summary of the main features of the course and the Learning Outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific Learning Outcomes, content, teaching, learning and assessment methods for each module.

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UNIVERSITY OF WESTMINSTER
M-LAW 2015/2016
ASSESSMENT REGULATIONS - FULL TIME COURSE

Important

As a result of SRA requirements, the regulations governing the LPC part of the M-Law differ substantially from the University wide regulations which you will have received in the document 'Essential Information' Student Guide, Course Frameworks, Regulations and Policies, 2015–16'. Where the regulations differ, these regulations overrule the University regulations.

1. Interpretation

In these Regulations the following words and expressions shall have the following meanings:

"Assessment" any summative assessment

"BLP" Business Law & Practice

"Core(s)" Practice area of BLP, Litigation and/or PLP

"Deferred Sit" an assessment which is being taken by a student at a later stage than would normally be expected due to the successful grant of mitigating circumstances

"Elective" a vocational elective forming part of Stage 2 of the LPC

"Final Sit" a third attempt at any assessment or examination

"First Sit" the original attempt at any assessment

"LPC" the Legal Practice Course validated by the SRA as meeting the requirements of its Training Regulations and by the University for the award of its PGDip or LLM in Legal Practice

"Legal Practice Course Board" the Board established by the SRA to oversee the validation monitoring and review of Legal Practice Courses

"PCR" the elements of Professional Conduct, the Profession, Money laundering, Financial Services and Solicitors' Accounts.

"PLP" Property law & Practice

"PLR"	skill of Practical legal Research
"Mitigated sit"	an assessment which is exceptionally being taken by a student following a grant of mitigating circumstances after an earlier attempt
"Re-sit"	a second attempt at any assessment
"Regulation"	any regulation contained within these regulations
"Skills" Research, Writing and Drafting	the skills of Advocacy, Interviewing & Advising, Practical Legal
"Sit"	any attempt by a student at any assessment or coursework
"SRA"	Solicitors Regulation Authority
"Stage 1"	the part of the course comprising the LPC Cores, Skills, Taxation, PCR, and Wills
"Stage 2"	the part of the course comprising the LPC Vocational Electives
"Taxation"	the elements of Income Tax, Capital Gains Tax, Inheritance Tax, Corporation Tax and VAT
"Transcript"	the record of marks, grades, number of attempts, date of attempt in relation to Stage 1 or Stage 2 of the course given to a student on completion of the course in accordance with the SRA regulations

"University"

the University of Westminster

"Wills"

Wills and Administration of Estates

2. Applicable Regulations

- 2.1 In relation to modules forming Stage 1 and Stage 2 of the LPC and the overall award of M-Law , the University's Standard regulations are modified by these approved course specific Regulations.
- 2.2 In relation to the other modules the applicable regulations are the University's Standard Regulations and Framework for Undergraduate courses.

3. Examination Board

- 3.1 The Examination Board consists of:
 - 3.1.1 The Head of the School of Law or their nominee;
 - 3.1.2 LPC Director or Assessments Officer or M-Law course leader;
 - 3.1.3 The SRA's Chief Training Officer (or nominee);
 - 3.1.4 Members of the academic staff of the University who are concerned with the teaching or examining, or both, of students on its LPC and/or M-Law;
 - 3.1.5 The external examiners for the LPC and M-Law;
 - 3.1.6 Any additional members co-opted by the Examination Board where in its opinion this is necessary or desirable.
- 3.2 The Chair of the Examination Board is the Head of the School of Law or their nominee.

4. The terms of reference of the Examination Board are:

The terms of reference of the Examination Board are:

- 4.1 to ensure that draft assessments are properly scrutinised and approved;
- 4.2 to ensure all assessments are properly conducted;
- 4.3 to ensure that all assessments are properly assessed and marked;

- 4.4 to make final recommendations for the award on successful completion of the M-Law as a Pass or with Distinction or Commendation as the case may be;
- 4.6 to approve the issuing of Stage 1 and Stage 2 transcripts;
- 4.7 to determine what action shall be taken, in accordance with these Regulations, in the case of a candidate failing or missing part or all of any assessments, or otherwise failing to comply with the requirements of the course;
- 4.8 to determine, if appropriate in accordance with University regulations, what action shall be taken in the case of a candidate found to have committed an assessment offence;
- 4.9 to make final recommendations (within the constraints of the external control exercised over the course by the SRA through the Legal Practice Course Board) to the course Management on any matters concerned with the assessment scheme;
- 4.10 to be responsible for such other matters as are referred to it by the SRA, or the Academic Council of the University;
- 4.11 To determine any cases under Regulations 12, 17, 18, 19 and 20 of these Regulations;
- 4.10 To approve the contents of any transcript of results to be given to a student.

5. External Examiners

- 5.1 There must be at least three external examiners for the LPC and/or M-Law who shall be appointed by The University. The primary role of the external examiner will be:
 - To advise on the standards set by the University and on student achievement.
 - To visit the University at least once in an academic year.
 - To be responsible for all Stage 1 & 2 subjects as well as a thematic area.
 - Prepare an annual report which the University must send to the SRA and the SRA is permitted to use the evidence contained in the reports and require the University to take appropriate action if concerns are raised.
- 5.2 An external examiner must receive and approve all draft assessments and marking schemes for those areas and skills allocated to that examiner and an examiner's decision in relation to these assessments or schemes shall be final.
- 5.3 An external examiner must receive and approve such completed and marked Subject Assessment scripts and other assessments as the Chair of the Exam Board determines or shall direct or the external examiner requires to fulfil that examiner's duties as external examiner.

- 5.4 An external examiner shall also perform such other duties relating to assessment as may be required by the SRA, or the Academic Standards Committee of the University.
- 5.5 The external examiner may raise any query about an individual mark, assessment paper or assessment generally at the Examination Board and the decision of the Examination Board in relation to any such query shall be final.

Assessment Requirements and Arrangements

6. Types of LPC Assessment

6.1 Cores, Electives, PCR and Solicitors' Accounts

Students will be assessed in each of the above areas as set out in the table below. The nature and length of each assessment shall be determined with the external examiner for the particular Area and in accordance with the requirements of the Legal Practice Course Board. The core papers shall be at least 3 hours in length. The assessment of Litigation will consist of two papers one dedicated to Civil Litigation and the other to Criminal Litigation. 5% of each Core assessment will be dedicated to PCR which relates to that practice areas and the marks for which will be disaggregated from the overall mark awarded for PCR. Skills may be assessed within one or more papers of a core area assessment as indicated in regulation 6.2.

Area	Examination	PASS STANDARD
BLP	1 (100% of total)	50%
PLP	1 (100% of total)	50%
Litigation	1 (100% of total)	50%

PCR	1 (100% of total)	50%
Solicitors' Accounts	1 (100% of total)	50%
Elective 1	1 (100% of total)	50%
Elective 2	1 (100% of total)	50%
Elective 3	1 (100% of total)	50%

6.2 Skills

Students will be assessed in each of the Skills as set out in the table below. Each Skills assessment shall be determined with the external examiner for the particular Skill and/or the external examiner for the Core or Elective Area in which the Skill is assessed and in accordance with the requirements of the Legal Practice Course Board. The skills of Writing and Practical Legal Research will be assessed through the same assessment but with separate marking criteria.

Skill	Area to be assessed within	Number of Assess.	Pass Standard
Writing	Any Core Area	1	Competent
Drafting	BLP	1	Competent

Advocacy	Litigation	1	Competent
Interviewing & Advising	Wills	1	Competent
PLR	Any Core Area	1	Competent

6.3 Wills and Taxation

6.3.1 Wills will be assessed through and alongside the skill of Interviewing & Advising. The grade for the assessment will be competent. The fact that Wills has been assessed through Interviewing and Advising will be recorded on the student transcript.

6.3.2 Taxation will be assessed in the BLP assessment and in the Wills assessment through the skill of Interviewing & Advising. No separate grade will be awarded for Taxation but the fact that the required elements have been assessed in this manner will be recorded on the student transcript.

7. Pass Standards

7.1 The pass mark for each LPC Core Assessment, LPC Elective, PCR and Solicitors' Accounts shall be 50% of the marks available for that assessment. The module pass mark for all other modules at levels 4, 5 or 6 is 40%.

7.2 The pass standard for each Stage 1 Skills assessment shall be competence. Competence shall be judged in accordance with the assessment criteria agreed with the external examiners.

- 7.3 Each element of assessment within the undergraduate core modules has a qualifying mark of 35%. Students must therefore attempt all elements of assessment.

Core modules – Foundations of Legal Study
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1LAW412 Contract Law
1LAW413 Tort Law
1LAW499 Public Law
1LAW500 Criminal Law
1LAW502 Land Law
1LAW503 EU Law
1LAW690 Equity and Trusts
LLWE401 Legal Ethics Method and Skills (1)
LLWE501 Legal Ethics Method and Skills (2)

- 7.4 Each final element of assessment within the undergraduate option modules has a qualifying mark of at least 30%.

8. Times of LPC Assessment

The assessment points for first sits shall be as follows subject to the assessment programme as determined by the Assessments Officer and the External Examiners:

- (a) for PLR, Writing, Advocacy and Interviewing and Advising, the relevant weeks of each Core Area and Wills in which they are assessed as determined by the University in consultation with the external examiners;
- (b) for the Core Areas and PCR, in the assessment period at the conclusion of the relevant teaching of Stage 1 as determined by the University in consultation with the external examiners;
- (c) for the Elective Areas, in the assessment period at the conclusion of the relevant teaching of that Elective as determined by the University in consultation with the External Examiners;
- (d) for Solicitors' Accounts, at the conclusion of the period in which the student has studied this element during Stage 1;
- (e) for the Skill of Drafting, in the paper of the Core area in which they are assessed at the conclusion of the relevant teaching of Stage 1;
- (f) for all re-sits, deferred sits final sits and mitigated sits as determined by the Chair of the Examination Board or the Course Leader in consultation with the Assessments Officer and in accordance with the these regulations.

9. Typewritten Submissions

Except for time-constrained examinations, all forms of assessment to be submitted in writing shall be submitted in typed or word processed form unless the instructions for that assessment specify to the contrary or a student has been given the signed written permission of the Area leader for that assessment prior to the deadline for the submission of that assessment.

10. Failure in an LPC assessment

Subject to Regulation 12, a student who:

10.1.1 fails to achieve the pass mark or standard; or

10.1.2 fails to attend or complete an assessment on time or at all; or

10.1.3 fails to deliver an assessment by the date and time specified and to the correct place;

fails the relevant assessment and any further attempt allowed under Regulation 15 or 16 shall be treated as a re-sit or final sit as the case may be.

11. Compensation

11 The use of compensation or condonation is not permitted under any circumstances.

12. Mitigating Circumstances

12.1 Where by reason of mitigating circumstances a student:

(a) fails to attempt an assessment by means of non-submission; or

(b) fails to attempt an assessment by means of non (or late) attendance; or

(c) considers that his/her ability to complete successfully an assessment sat under invigilated conditions has been significantly impaired by medical or other circumstances occurring during the assessment itself (for example where a student is taken ill during an examination and cannot complete the paper),

then s/he shall be eligible to apply for mitigating circumstances in accordance with the rules set out below in Regulations 12.2 to 12.7 and the Examination Board shall have absolute discretion as to whether the application should be allowed. The Examination Board shall not be required to give reasons for its decision in any case to the student concerned.

12.2 In relation to any application for mitigating circumstances, a student must submit to the Senior LPC Administrator an application in the form prescribed by the University with full details and supporting evidence of the mitigating circumstances as soon as possible after the grounds on which the student is relying have come to his/her attention and in any event no later than within three working days of the date of the assessment. Applications for mitigating circumstances shall make clear how, in the student's opinion, the mitigating circumstances contributed to their failure to submit or attend or significantly impaired their performance during the assessment; the time periods over which they were relevant; and precisely which assessments were affected. The Course Director shall be entitled to submit a written note in conjunction with any application for mitigating circumstances setting out all circumstances pertaining to the application provided always that any such written note shall be fairly drawn to the attention of the student concerned prior to the submission of the application.

12.3 To ensure confidentiality any applications arising under Regulation 12.1 shall be dealt with by a Mitigating Circumstances Board which shall act as a sub-committee of the Examination Board and shall consist of such persons as the Head of School shall nominate or the University shall require. This Mitigating Circumstances Board shall consider any application and shall have absolute discretion as to whether to accept or refuse the application for extenuating circumstances. The Mitigating Circumstances Board shall not be required to give reasons for its decision in any case to the student concerned but shall, where required by the Chair of the Examination Board, provide details of the grounds for the application for mitigating circumstances to enable the

Examination Board to exercise properly its discretion under its terms of reference as set out in Regulation 4. For the avoidance of doubt, the decision of the Mitigating Circumstances Board shall, in all cases, be subject to confirmation by the Examination Board itself which shall have power to confirm, overturn or vary decisions of the Mitigating Circumstances Board at its absolute discretion.

12.4 Any student applying for mitigating circumstances before the date of an assessment (which, in the case of an assessment requiring the submission of work directly to the Senior LPC Administrator, shall be deemed to be the published date for submission of the assessment), shall not attempt that assessment. For the avoidance of doubt, any such written work or recorded assessment submitted after such an application for mitigating circumstances has been made shall not be marked. The application for mitigating circumstances shall subsequently be considered pursuant to Regulation 12.3 above.

12.5 Any student who attends and attempts any assessment sat under invigilated conditions shall be presumed to be fit to attempt that assessment and that any requests for special circumstances to be taken into consideration have been submitted. This presumption may be rebutted by the student only in the circumstances set out in Regulations 12.6 and 12.7 below.

12.6 Any student who considers that his/her ability to complete successfully an assessment sat under invigilated conditions is being significantly impaired by medical or other circumstances occurring during the assessment itself (for example where the student is taken ill during an examination and cannot complete the paper), shall inform an invigilator/assessor at the earliest opportunity during the course of the assessment. Having been so informed, the invigilator/assessor shall offer the student the option of either: (a) remaining to the end of the assessment or (b) withdrawing from the assessment with a view to making an application for mitigating circumstances pursuant to Regulation 12.1(c) above. In all such cases, the invigilator/assessor shall record in writing the nature of the circumstances which have been drawn to his/her attention, the time at which they were so alerted and confirmation of the options which have been put to the student and his/her subsequent decision. Where a student elects to withdraw from an assessment, any subsequent application by the student for mitigating circumstances pursuant to Regulation 12.1(c), shall be submitted in the prescribed form within three working days following the sitting of that assessment. Such written application must normally

be supported as soon as is reasonably possible by a medical certificate or, where the impediment is not of a medical kind, by other written evidence. Given the presumption set out in Regulation 12.5 above, any such application for mitigating circumstances shall identify the nature of the conditions which arose since the commencement of the assessment and on which the application is based. In the event, subsequently, that an application for mitigating circumstances pursuant to Regulation 12.1 (c) is upheld, the student concerned shall be offered the opportunity of either accepting the mark awarded for the work completed prior to his/her withdrawal from the assessment or attempting the assessment at the next opportunity in accordance with Regulation 17.7 below. In the latter case the disregarded sit will not count for any relevant purpose including grades, time limits and numbers of attempts.

- 12.7 In exceptional circumstances, the Examination Board may disregard an attempted sit, notwithstanding the presumption in Regulation 12.5 nor the requirements of Regulation 12.6. This regulation shall apply where the Examination Board accepts, on written evidence submitted by the student, that it would not be reasonable to expect the student to have complied with Regulations 12.6 or 12.7. In particular, but not to the exclusion of other possible circumstances, this Regulation shall apply where a student could not have been expected to know that a particular condition or circumstance was affecting their performance or could not have been expected to properly evaluate the impact of a condition or circumstance.
- 12.8 No application for mitigating circumstances shall be entertained in the case of an assessment submitted by a student directly to the Senior LPC Administrator in accordance with the published date for submission and the work in question shall be marked and the appropriate grade awarded to the student. Any student who is unable to submit an assessment in accordance with the published deadline shall be entitled to submit the work up to three working days thereafter together with an application for mitigating circumstances (submitted at the same time and in the prescribed form), explaining why the work is being submitted late. Where such application is subsequently accepted by the Mitigating Circumstances Board, the grade (or, where appropriate, the mark) awarded to the student in connection with the assessment shall stand. For the avoidance of doubt, where any such application is subsequently rejected by the Mitigating Circumstances Board, the grade awarded to the student shall be Not Yet Competent or (where appropriate), 10% of the overall available marks will be deducted, to a minimum of the pass mark. (For example, a piece of assessment awarded 70% would be reduced to 60% as a penalty for late submission.) Where a student has failed an assessment and discretion under Regulation 12.3 has been exercised in his/her favour, then unless the Examination Board otherwise determines in its absolute discretion (and such determination may be taken and operate retrospectively), that student will be allowed a further attempt which will be treated as the student's first attempt and must be taken at the next available sitting. The Examination Board shall have an absolute discretion to impose

any conditions which must be satisfied before a student may retake the assessment. Where discretion has been exercised then the mark for the further attempt shall not be capped for the purposes of transcripts or the classification awarded in the M-LAW.

Successful Completion of the M-LAW Master's in Law

13. Progression within the M-Law

13.1 In order to progress from level 4 to level 5, a full-time student must obtain a minimum of 80 credits at level 4. Students are permitted to carry 40 credits forward which may either be:

- iii. one or more modules due to be retaken, or
- iv. reassessment in one or more modules.

If it is the former case, then 40 credits in Level 5 will be displaced to Level 6. This will also extend the length of the programme by at least one semester and possibly one year. Students will not normally be permitted to take the additional 20 credits per year to make up the 40 credits.

13.2 To progress from Level 5 to Level 6 a full-time student must have passed a minimum of 200 credits which will normally include at least 80 credits at Level 5. Students are permitted to carry 40 credits forward which may either be:

- iii. one or more modules due to be retaken, or
- iv. reassessment in one or more modules.

13.3 If it is the former case, 40 credits in Level 6 will be displaced to an additional academic year. Students will not normally be permitted to take any additional credits to make up the shortfall.

In addition students on the Integrated Masters in Law shall be required to have obtained an average mark of at least 50% in the best 80 credits at level 5

13.4 In order to progress from level 6 to level 7 a student must obtain a minimum of 320 credits at level 4 or above, including a minimum of 80 credits at level 6. Additionally a student must have passed all of the seven 20 credit modules which represent the Foundations of Legal Knowledge set out in the JASB Statement and which are required for a Qualifying Law Degree.

14. Award of a Degree with Honours

14.1 Classification of award: To come from Learning Futures team.

15. Time limits for completion of study

15.1 The time limits for completion of an award are as set out below

Time limits	Full time study	Part time study
Cert HE	3	5
Dip HE	5	6
LLB (Hons) Law	6	6
BA (Hons) Legal Studies	6	8
LLB (Hons) Law incl placement/ year abroad	6	6
Integrated Master's in Law	6	9

16. Award of M-Law Master's in Law

16.1 To qualify for the award of Integrated Masters in Law (M-Law), a student must have:

- obtained at least 480 credits including:
 - passed a minimum of 120 Credits at credit Level 4 or higher; and
 - passed a minimum of 120 Credits at credit Level 5 or higher; and
 - passed a minimum of 120 credits at credit Level 6 or higher; and
 - passed a minimum of 120 credits at level 7

- attempted modules with a maximum value of 510 credits at credit Levels 5, 6 and 7; and

satisfied the requirements contained within these course specific regulations.

- 16.2 For the award of the M-Law Master's with Commendation or Distinction, students should have achieved an average mark of 60% or 70% respectively in the Assessments of the LPC Cores, Electives, PCR and Solicitors' Accounts.
- 16.3 To be awarded a Distinction a student must have passed every assessment (including the Skills assessments) as a first sit.
- 16.4 A student who meets criteria 16.2 above, but not 16.3 can still be awarded a commendation, provided the student failed only one Stage 1 or Stage 2 assessment as a first sit and has passed that assessment by the final sit

Sittings and Referrals Procedure

17. Sittings Procedure

- 17.1 Students are entitled to a maximum of three attempts to pass a core level 4, 5 or 6 module. This includes a first attempt, a refer attempt and one further attempt under a new registration of the module (re-take).
- 17.2 A student who, following three attempts, has not successfully passed one or more level 4, 5 or 6 module(s) shall no longer be eligible for the award of M-Law and will be excluded from the course.
- 17.3 Level 6 Option modules are subject to the University's regulations, which may at the discretion of the relevant assessment board, permit a student a maximum of four opportunities ie two attempts (studying with attendance) per module and two re-assessments in all or part of the module.
- 17.4 First sits in relation to all Stage 1 and Stage 2 assessments must be attempted at the time prescribed in Reg 8.

- 17.5 Any student who has mitigating circumstances in relation to the first sit must successfully apply for such circumstances to be taken into consideration. Following a successful application for mitigating circumstances, the student must attempt the assessment at the next available opportunity available under the LPC assessment timetables for any LPC cohort, full-time or part-time, as a deferred sit. If a student fails to apply for or is unsuccessful in their application for mitigating circumstances, the missed sitting will be treated as a first sit and a mark of zero will be given.
- 17.6 If a student is unable to attempt a deferred sit at the time required under the assessment timetables by Reg 17.5, then the student must make a further application for mitigating circumstances and the same consequences and requirements will apply as for any first sit under Reg 17.5. The same considerations will apply if the student makes any repeated or subsequent application for mitigating circumstances in relation to the same deferred sit.
- 17.7 If a student is exceptionally granted mitigating circumstances in accordance with Reg 12.6 or 12.7 then they must attempt the assessment as a mitigated first sit, re-sit or final sit, as the case may be. Any such mitigated sit must be at the next available opportunity under the LPC assessments timetables for any LPC cohort, full-time or part-time, subject to the decision of any Examination Board. If the student is unable to sit the assessment at the time required under the assessment timetables by this regulation, then the student must make a further application for mitigating circumstances and the same consequences and requirements will apply as for any first sit under Reg 17.5. The same considerations will apply if the student makes any repeated or subsequent application for mitigating circumstances in relation to the same mitigated sit. The mark obtained in a mitigated sit will be the mark recorded on their transcript regardless of it being higher or lower than the first attempt.
- 17.8 The date of the first sit of the first LPC assessment will be recorded in relation to each student and the date of such first assessment recorded on their transcripts. The date of the relevant first assessment shall be the first assessment attempted for which no successful application for mitigating circumstances has been made. The relevant date shall be the date on which the assessment, or the final part of one assessment sat in more than one part, was attempted and not the date that the result was published or confirmed.
- 17.9 All final and other sittings of all assessments pertaining to Stages 1 and 2 of the LPC must be attempted within five years of the date of the first sit of the first assessment as determined by Reg 17.8.

- 17.10 Where an LPC assessment has more than one part, both parts of that assessment must be taken within the same assessment period whether as a first sit, re-sit, final sit, deferred or mitigated sit. The two parts of such an assessment constitute one assessment.
- 17.11 Students sitting any assessment whether as a first sit or not must be assessed on the law in force at the time of the assessment.
- 17.12 Students may not re-sit an assessment so as to increase their grade other than through an application under Reg 17.7.

18. Re-sits and Final Sits Procedure.

- 18.1 Where an LPC Skill has been assessed in combination with another Skill or a Core Subject then the mark awarded for each assessed Skill or Core shall be treated separately. In particular a student shall only be required to attempt any failed Core or Skill as a re-sit or final sit and not the part of the assessment relating to the passed Core or Skill, as the case may be.
- 18.2 Any student awarded a grade of less than 50% or Not Competent in any relevant Stage 1 or Stage 2 first sit shall have the opportunity to re-sit that Assessment. Any student subsequently awarded a grade of less than 50% or Not Competent in any relevant re-sit shall have the opportunity of a final sit in that assessment. Marks or grades awarded for a re-sit or final sit shall not be capped for the purposes of the LPC transcript or the award of the M-Law. For the avoidance of doubt, any re-sit or final sit or other referral taken in an LPC assessment taken at level 6 shall be capped at the pass mark for the purposes of any award other than the target award of M-Law.
- 18.3 Any re-sit or final sit or other referral taken in an LPC assessment taken at level 6 must be taken at the next available opportunity in accordance with the LPC Assessment timetable and the decision of any relevant assessment board.

- 18.4 Subject to the requirements of Reg 17.9 and 18.3, a student may elect when to attempt a re-sit or final sit in any LPC Assessment from any available opportunity in the published LPC timetables. Any student wishing to attempt a re-sit or final sit must give notice of their intention to attend a sitting of an assessment to the Assessments Officer or the LPC Administrator within any timeframe notified to them following publication of results and, in any event, no later than one calendar month before the date of the relevant sitting. Any student failing to give such notice of their intention will not be permitted to attempt the assessment at that sitting, subject to the discretion of the Assessments Officer.

19. Requirements for Re-sits and Final Sits

- 19.1 The Examination Board may impose on any student allowed a further attempt under Regulations 17 and/or 18, such requirements as it, in its absolute discretion, thinks fit, regarding attendance and/or further summative or formative assessments and/or the payment of additional course fees, compliance with which shall be a prerequisite of attempting the further sit.
- 19.2 Subject to Regulation 19.1 a student with a further attempt under Regulations 17 and/or 18 shall be subject to the same rules as contained in these Regulations except to the extent varied by the University and/or varied by any conditions imposed by the Examination Board under Regulation 19.1.
- 19.3 A student who, having been allowed further attempts under Regulations 17 and/or 18 of these Regulations, fails to satisfy the Examination Board (i.e. as a result of a defective performance in the referred assessment(s)), shall not be permitted any further attempt without the prior permission of the University. A student may only attempt an assessment on three occasions following enrolment on the course, subject only to Reg 17.7.

20. Completion of the LPC and Transcripts

- 20.1 Students may have three attempts, subject to Reg. 17.7, at any assessment. If they are unsuccessful on the final sit of a Stage 1 assessment, they fail that stage overall and Stage 1 of the LPC and will be ineligible for the award of a Master's in Law.
- 20.2 If a student fails a final sit in a Stage 2 assessment they will be ineligible for the award of Master's in Law but they may be given the option to re-enrol on the failed elective module or start a fresh elective module for the purposes of completion of the LPC. If a student does not pass all Stage 2 assessments within five years of their first sit in their first Stage 1 assessment, they must complete both Stages of the LPC again, including all assessments. If a student embarks on Stage 2 of the LPC before

passing all Stage 1 assessments, they must pass all assessments for both Stages within five years of their first sit at their first assessment.

- 20.3 On successful completion of Stage 1 of the LPC students shall be provided with a transcript which shall include
- percentage marks for the three Cores including specific marks for criminal and civil litigation and the relative weightings of each part of the overall assessment
 - percentage marks for PCR
 - percentage marks for Solicitors' Accounts
 - competent/not yet competent grades for each Skill assessment
 - the date of the first attempt of the first assessment
 - the number and date of the successful attempt in relation to each assessment
 - information about the context in which the Wills and Taxation outcomes were assessed
- 20.4 On successful completion of one or more assessment in Stage 2 of the LPC, the student will be provided with a transcript indicating the titles of and percentage marks for the assessments and the number and date of the successful attempt in relation to each assessment.
- 20.5 No transcript shall make reference to the classification of Master's, if any, awarded to the student by the University.

General

21. Cheating and Plagiarism

- 21.1 These Regulations are subject to the assessment offence procedures of the University.
- 21.2 Proven assessment offences considered to have a bearing on the character and suitability of the student to become a solicitor may be reported to the SRA and may result in further penalties being imposed, including denial of entry to the profession.

22. Attendance

Punctual attendance at all classes, unless otherwise stated, is compulsory. The Chair of the Board of examiners may prohibit a student from attending any assessment if the Chair is of the opinion that the candidate's attendance record or punctuality is, in the opinion of the Chair, unsatisfactory. The Chair's decision as to what is unsatisfactory shall be final.

23. Appeals

These Regulations are subject to the appeals procedure of the University.

24. Conflict

In the event of any conflict between these Regulations and any other provisions in any other documents these Regulations shall prevail.