



**Course Handbook**  
**LLM in Legal Practice**  
**2019/20**  
**Lancashire Law School**



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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## 1. Welcome

Welcome to the Masters in Legal Practice at Lancashire Law School. (LLM LPC)

The Course here is unique to **this** University, but is validated by the Solicitor's Regulation Authority. It includes and achieves the learning outcomes laid down for all Legal Practice Courses, whilst including an element of wholly independent research and study necessary for the award of Master of Laws - LLM qualification. Ours was the first ever free-standing part-time Legal Practice Course to be validated by the Law Society in 1994, and in May 2000, we developed the full-time course. We were delighted that both our full-time and part-time Legal Practice Courses retained a rating of '**very good**', awarded by the Law Society Assessment team at its subsequent visits to the School and, since the new regime, has been 'commended' for many aspects of the course.

We hope you will enjoy your time on the course. However, from the outset we want you to be aware that this is a tough course and in many respects very different to other courses you may have taken in the past. It is not for instance, a 'crammer course'. It is essential you attend **all** the large group and small group sessions, as these build on each other. You will be expected to interact with other students and members of the course team during all sessions - there will be very few 'old style lecture' sessions. It really is a case of learning by doing. We will be giving you full details of our Vocational Electives very soon.

This Course Handbook includes information about the Law School and the Course. We hope it will be of particular use to you as you go through your year of study. Please feel free to approach any member of the course team if you have any problems or queries. The University has a comprehensive system of Student Services and Support.....use all the facilities..... they are provided for your assistance and enjoyment !!

### 1.1 Rationale, aims and learning outcomes of the course

- Prepare students for work-based learning
- Provide a general foundation for practice.

Please see the Programme spec in the appendix for full details of the Course Aims and Learning Outcomes

### 1.2 Course Team

The Legal Practice Course is administered by the Lancashire Law School.

Assessment of the course is the responsibility of the Assessment Board, which is a sub-committee of the University's Academic Board. You will meet various members of the course team during your studies. An indication of their roles is as follows:

### **Course Leader**

The Course Leader is responsible for the day to day running of the course. In this regard, she is assisted by the Course Committee, various Course Officers (Admissions Tutor, Course Module Tutors), Subject Leaders and by the Academic advisors. A Staff Student Liaison Committee reports to the Course Committee.

As the Executive Officer responsible to the Head of School for the operation, delivery and development of the LPC in accordance with policy established both by the Solicitor's Regulation Authority and the Course Committee, the Course Leader oversees the preparation of materials and the delivery of the LPC. She collects and collates the examination and skills exercises results and presents that information to the Legal Practice Course Assessment Board.

### **Careers Tutor**

The Course Careers Tutor arranges for students to receive appropriate and up to date careers advice. Advice is given on opportunities locally and nationally. The Careers Tutors co-ordinate with the University Careers Advice Service generally to give guidance on preparation of CVs.

You will be asked at the commencement of the Course whether you hold a training contract. We do find that many students obtain training contracts during the course and all members of staff are happy to discuss applications with you.

Each year the School holds Careers events for their LPC students, including presentations by local practitioners, a local recruitment agency, a dedicated Law Fair, and various other speaker events and clinics to provide help and advice on legal careers.

Students are encouraged to take the opportunity to develop contact with the local profession whenever possible.

Additional queries on training contracts can be addressed to the Solicitors Regulation Authority direct - Head of Training Contracts, Legal Education, at the SRA Website at [www.sra.org.uk](http://www.sra.org.uk)

### **Subject/Module Leaders**

There is a Subject Leader for each core practice area, core skill and vocational elective. Each Subject Leader ensures compliance with the LPC Outcomes. Together with other

staff teaching the subject they set and mark the skills exercises and subject assessments for their subject.

### **Special Help, Advice and Support**

#### ***Special Educational Needs and Disability – Extract from UCLAN Policy Statement***

If you have a disability that may affect your studies, please let one of the course team know as soon as possible. We will make reasonable adjustments to accommodate your needs and to provide support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

For any queries or assistance regarding special educational needs or extenuating circumstances, please contact the Harris Hub in HB120 or by email on [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk).

## **1.3 Expertise of staff**

All staff teaching the LPC have experience in legal practice across the areas they teach. Some staff continue to practice and others hold judicial appointments so as to maintain their contact with the practical legal world.

Some staff have a practiced in large national firms and others have general high street practice in medium sized firms.

Therefore you will have interface with practitioners who have varied expertise and there is no doubt that this variety will enhance your experience on the LPC.

All staff on the LPC team engage in producing and developing Continuing Professional Development Courses for practitioners

A large number have also been appointed as External Examiners at other LPC institutions and so they are able to influence and assure the standard of courses nationally which is reflected in their own practice on the course here at UCLAN

## **1.4 Academic Adviser**

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

## 1.5 Administration

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

### Harris Building

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

Telephone: 01772 891996 or 891997

email: [harrishub@uclan.ac.uk](mailto:harrishub@uclan.ac.uk)

## 1.6 Communications



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

You will receive emails from the LPC Administrator from time to time and sometimes academic members of staff will email the whole cohort.

**IMPORTANT** You should also check the eNoticeboard on Blackboard DAILY for current messages, together with the online time-table to check for late unavoidable changes.

Information is also posted on the notice board in the LPC Resource Room – Harris 108 – so please ensure you look at information posted there as well.

## 1.7 External Examiner

The University has appointed External Examiners to your course who help to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK.

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Angela Fenn Nottingham Trent University	Tamsin Nelson Northumbria University	James Ressel University of Hertfordshire
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## 2. Structure of the Course

Your year planner is available online. The electronic timetable should always be consulted to check for daily / weekly variations, rooms changes etc. This is accessible via a range of mobile devices.

**Full time students** will be expected to attend on Monday, Tuesday and Wednesday each week. (Days can be timetabled between 9am and 6pm)

**Part time students** are expected to attend all day Wednesday (any times between 9am – 9pm)

**ASSESSMENTS** may be scheduled across **ANY DAY OF THE WEEK**. The maximum possible notice of these will be given of these, but assessment periods should be kept free from holiday bookings etc.





## 2.1 Core Modules

### Mandatory elements

#### CORE MODULES

- Litigation (Civil & Criminal)
- Property Law and Practice
- Business Law and Practice
- Wills Probate and the Administration of Estates
- Project

#### SKILLS

- Interviewing and Advising
- Advocacy
- Legal Writing
- Practical Legal Research [PLR]
- Legal Drafting

## 2.2 Course Requirements

The course is accredited by the SRA. You should check with the Solicitors Regulation Authority in relation to the requirements for enrolment on the Legal Practice Course. See [www.sra.org.uk](http://www.sra.org.uk)

The Training Regulations require that before persons wishing to qualify as solicitors may attend at a Legal Practice Course they must:

- Satisfy the LPC provider they have met the academic requirements for admission and
- Disclose to the SRA issues relating to character and suitability that may affect their admission as a solicitor.

If you require advice regarding the Solicitors Regulation Authority requirements you should visit the SRA student webpage: <http://www.sra.org.uk/students/students.page>

***It is important that you adhere to this as failure to do so can result in your removal from the course***

A student will not be permitted to enrol formally upon an LPC course without producing to the LPC institution evidence that they have met the academic requirements for admission.,.

Exceptionally a student may be allowed to attend an LPC course (without being formally enrolled) pending the outcome of re sit or deferred academic stage examinations. In such cases the student will be required to leave the LPC in the event that evidence of enrolment as a student member of the Solicitors Regulation Authority and completion of the Academic Stage of Training are not produced to the LPC institution by the year in which they began their attendance at the LPC institution.

In the unlikely event that any student is permitted to enrol on an LPC programme without satisfying these requirements the Solicitors Regulation Authority will not recognise the award of an LPC Diploma, register any period of recognised training or approve any time to count towards a period of recognised training.

External Examiners are appointed by both the University and the Solicitors Regulation Authority. The external examiners will visit the University during the year to meet with staff and students.

As a student undertaking this course, you are bound by the Code of Conduct as specified by ***Solicitor's Regulation Authority***.

N.B. No student should assume, on the basis that the Central Applications Board has processed his or her application form for a place on a Legal Practice Course, that he or she has satisfied, or will have satisfied, the Solicitors Regulation Authority requirements for commencing a Legal Practice. If you have ANY doubts on the matter, you **MUST** contact the Solicitors Regulation Authority.

## 2.3 Module Registration Options

In September we will introduce online information to explain the Vocational Electives to you and to help with your choice!

### Vocational Elective Areas

- These are a matter of choice for all institutions running the course. We will offer (subject to the viability of numbers for small group sessions and staff availability) the following elective subjects. You must choose three in order to complete your LPC:

Family Law and  
Practice

Employment  
Law

Commercial Property

Commercial  
Dispute  
Resolution

PI and Advanced  
Clinical  
Litigation

Intellectual  
Property

The Elderly  
Client

Immigration Law

Insolvency  
Practice

## 2.4. Study Time

### 2.4.1 Weekly Timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

### 2.4.2 Expected Hours of Study

This is a professional course and we are preparing you for an office environment.

There will be a clear emphasis upon **student centred learning** throughout the course. The pattern of attendance is such that you will be expected to engage in 1200 notional learning hours. It has been so structured to facilitate student centred learning.

***Outside class contact sessions you will be expected to engage in a significant amount of private study, research and informal consultation with members of the course team.***

To facilitate student centred learning the University has equipped three dedicated rooms (two learning resources room and a moot court/video room). The latter room is equipped with permanent self-start video/DVD equipment so enabling operation without the presence of a technician. By utilising such facilities you will be able to practice and improve the skills in your own time and also better prepare yourselves for the workshops and formal skills exercises. The facilities in room 7/8 will also be used at various times as part of the workshops. Recording rooms can be booked through your tutors who will liaise with the Law School office.

You will be provided with a series of Manuals covering all the compulsory and elective subjects, the skills and pervasive topics (students will not be expected to purchase books referred to in the various Reference Reading Lists). These Manuals will be supplemented by some reference materials developed by the course team. However, it is the aim of the course team to place a clear emphasis upon researching from primary sources because key reference materials will be available both in the Library and the Resources Room and online through the very comprehensive legal databases the university subscribes to. All assessments and teaching materials will be designed by relevant members of the course team to achieve this aim. Each module team will direct you to electronic sources relevant to their subject. Please do not remove any materials from HB108 (resource room) as to do so will result in disciplinary action. These materials are for the use of every LPC student.

### 2.4.3 Attendance Requirements

**It is stressed that attendance on ALL the modules of the LPC is compulsory.**

You will be required to 'scan' in at all class contact sessions as attendance is monitored through the University's electronic attendance system [SAM]. If you are unable to attend a particular session with good cause (e.g. illness) you should notify the Harris Hub via email ([HarrisHubAttendance@uclan.ac.uk](mailto:HarrisHubAttendance@uclan.ac.uk)).

Your attendance will be monitored by your Academic advisor and the Course Leader. Once you have missed two sessions without good cause, you will be required to see your Academic advisor. If you miss any further sessions your attendance will be referred to the Course Leader. Each time you are asked sign a register, whether paper or electronic, you must remember that the University has a responsibility to keep information up to date and that **you must only confirm your own details**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined and could be reported to the SRA.

**Punctuality** of attendance at sessions will also be monitored and notes will be made on your student file in the event of a persistent pattern of poor punctuality. Employers always ask for information on attendance and punctuality in reference requests. **“Lock-out” may be enforced for late attendees in lectures and other sessions.**

Ultimately, the Assessment Regulations provide that you can be prevented from attending assessments if your attendance is deemed unsatisfactory. **This is for your benefit.** We cannot stress too strongly how important it is to keep up to date with work on the course. If you fall behind, the level of work required and the ongoing nature of the assessments leaves little room to catch up.

Prolonged or repeated nonattendance, even with good cause, may be referred to the Course Leader for consideration in light of the compulsory attendance requirement. Course materials will only be available to students attending sessions or by prior arrangement with subject tutors.

Please also note that if you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance. This could have significant financial implications.

### 3. Approaches to Teaching and Learning

#### 3.1 Learning and Teaching Methods

Our learning strategy for the delivery of the course is centred upon the following key principles

- *variety of delivery mechanisms;*
- **very strong emphasis upon student centred learning;**
- integration of the skills into all aspects of the course;
- course cohesion;
- progressive development;
- in-built flexibility to respond to changes within the law and student needs
- provision for integrated development of IT skills

**"Student Centred Learning" This means it is down to YOU**

#### Delivery Mechanisms

- A number of delivery mechanisms will be used for the delivery of both the core subjects and the electives. The three forms of class contact will be:
- Large Group Sessions
- Small Group Sessions
- Review Sessions
- Designated Skills/Accounts Sessions
- Virtual Learning Environment
- Student Independent Learning Exercises

# Role of Each Delivery Mechanism

## Large Group Sessions (LGS)

These comprise the entire cohort of LPC students.

You will be asked to read designated materials in advance of each session. The tutor will then identify the key principles and issues and expect students to interact with him/her. Short case studies are often considered. You will be given time to consider these in the class session in 2's or 3's and 4's the Tutor will ask for feedback from some of the groups to report back to the entire cohort as to the particular group's findings. It is anticipated that the use of such group work will contribute to the development of 'team spirit' amongst the students.

In view of the purpose and format of the large group sessions, these will be quite distinct from traditional lecture sessions, as you are expected to pre read material in advance.

## Small Group Session (SGS)

These are used to enable you to carry out practical exercises in small groups. The practical exercises will be based on materials with which you will have familiarised yourselves in advance through reading and attendance at class sessions. The emphasis during the SGS will be on the learning and development of the law and skills in a practical context. In the conduct of an SGS , you will generally be sub-divided into smaller groups or firms and you will interact within both that group and the other groups or firms.

## Review Sessions

These comprise the entire cohort of students.

The main purposes are to build time into the teaching scheme so that the subject can be reviewed overall. Any area of the subject which students have been having difficulty with can be reconsidered Issues relating to skills exercises and assessments can be dealt with by the whole cohort.

## Skills/Accounts/Study Sessions

In some weeks we will run study periods when no workshops are taking place.

The purpose of these sessions is to assist in the development of skills, pervasive elements and preparation for SGS and assessments.

Sometimes specific sessions will be arranged, for example a research workshop or an advocacy practice with a member of staff. We will organise practice sessions before the skills assessments and members of staff will be available to give feedback.

We will use timetabled sessions and “revision” nets for Accounts which are also taught across subjects as pervasive elements. It is useful to have specific sessions in Accounts to give an overview of the subject.

Attendance at timetabled sessions is compulsory and a register will be taken.

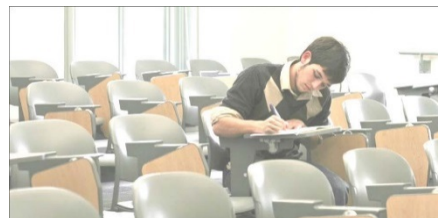
Outside of the timetabled sessions members of staff will be available to assist if you are experiencing difficulties with any aspects of the course. They will be generally available in their offices and will be only too willing to give you any help they can.

### **Student Independent Learning Exercises (SILES)**

These are self study sessions available on Blackboard. They will be used for preparation and review.

### **MOCK ASSESSMENTS**

There will be mock assessments before the Christmas break and staff will give you feedback on your performance once the assessments have been marked.



### **ELECTRONIC LEARNING RESOURCES - Blackboard**

Teaching materials, interactive case studies, electronic updates to manuals, multiple choice questionnaires and the electronic notice board will be available through Student



Lobby on the website. This is the University's online learning and portal environment. Here you can access support and information for all your learning, teaching and research activities across the University and organise your social life too.

To help you get started...

What is Blackboard?

- Blackboard is an on-line managed learning environment.
- This learning environment has been implemented to support and enhance your learning.
- You have been allocated an area known as 'My blackboard' module space. Typically when you access your own module space you will find information relating to the modules that you are currently studying including timetables, module handbook, assignment details and other supplemental material necessary for your studies, this includes access to study skills.

How do I login to my space in Blackboard?

- Simply logon and navigate to the 'Student Lobby' in MyUclan. Here you will find a direct link to Blackboard (plus links to everything else you will need!

Can I access Blackboard from home?

- In order to access from your own computer all you need is access to the World Wide Web.
- Than all you need to do is follow the steps as detailed above.
- Also available on IPAD!

## 3.2 Study Skills

As part of the LPC study skills are naturally enhanced – as a significant amount of the work required is self-motivated! The university has extensive support available for anyone who needs assistance in developing their study skills further. Ask any member of staff about the WISER programmes.

There are a variety of services to support students and these include WISER

<http://www.uclan.ac.uk/students/study/wiser/index.php>

### **3.3 Learning Resources**

#### **3.3.1 Learning Information Services "LIS"**

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff.

Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. Information is available through the website or call into the library for a face-to-face discussion.

The library is open 24 hours a day, 7 days a week during term time

#### **3.3.2 Electronic Resources**

LIS also provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. There are key Practitioner on line services and we will introduce you to these throughout the year.

You should familiarise yourself with the really extensive range of legal research databases available online – these are invaluable!

### **3.3 Personal development planning**

This LLM programme provides students with analytical and reflective skills and expertise in legal practice. It provides a learning experience which will enable students to develop their academic ability and enhance their performance in employment and further develop their career opportunities and an opportunity to meet students from other backgrounds and countries. It provides the successful candidate with a recognised postgraduate qualification..

The Course is designed to enhance the employability skills of our graduates, and reflects this by giving students the opportunity to gain additional qualifications in the areas of alternative dispute resolution (specifically, international arbitration and mediation).

Personal development planning is supported by your Academic Advisor . Students will complete portfolios and reflect on their development through the programme. They will be required to reflect on their own and others personal development through processes of peer review. A programme of guest speakers including industry, business, legal practice, and visiting academics will support career planning and employability.

For further information and support materials regarding PDP, please contact your Academic Advisor tutor.

### 3.4 Preparing for your Career

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations

The [Careers](#) service offer a range of support for you including:-

- career and employability advice and guidance
- access to work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice
- the Futures Award, a University Certificate which formally recognises your employability and enterprise achievements whilst at UCLan.

A daily drop in service is available from 09.00 – 17.00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

Of course as an LPC student you will receive tailored careers advice. The Course Careers Tutor arranges for students to receive appropriate and up to date careers advice. Advice is given on opportunities locally and nationally.



There will be a dedicated member of the Lancashire Law School employability team assigned to LPC students. Make yourself known to them!

Take advantage of every external speaker and presentation.....

Additional queries on periods of recognised training can be addressed to the Solicitors Regulation Authority accessed via the SRA Website at [www.sra.org.uk](http://www.sra.org.uk)

## **4. Student Support, Guidance and Conduct**

### **4.1 Academic Advisors**

You will be allocated an academic advisor on arrival and they will contact you in the first weeks of the course so that you can meet and get to know them.

They will be your first port of call if you are having any problems and they will arrange appointments with you to formally discuss your progress on the course. This will be on a number of occasions and especially when you have undertaken some of the assessments so you can discuss your results and get feedback. This feedback will, of course, be in addition to that given by subject tutors when they return your work.

### **4.2 Student Support**

[The 'i'](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only), Printing and Printer Credit, UCLan Cards, the 'i' shop.

## 4.3 Students with Disabilities

If you have a disability that may affect your studies (includes learning disabilities), please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

### Assessment arrangements for students with a disability

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or contact Munira Patel in the Law School. Munira has overall responsibility in the school for liaising with you and the helpful bodies around the University. With your agreement, information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

If you require further advice and support and want to speak to someone in the Law School, please contact the Harris Hub on [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk).

## 4.4 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

## 5. Assessment

**Please note that all modules will be assessed**. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Please note that assessments can take place on any day of the week – they will not be restricted to the days of normal attendance.

## 5.1 Assessment Strategy

One of the biggest problems for students on any LPC anywhere in the country is coming to terms with a different ethos to other law programmes. More particularly it is coming to terms with the number of assessments.

There are a number of points which we want to get straight with you before you embark on this somewhat protracted assessment process which over the next year will become a 'way of life'.

Assessments take the following forms :-

### Oral Skills

- Advocacy; Interviewing & Advising;

### Written Supervised Assessments

- Legal Writing; Legal Drafting;

### Practical Legal Research

- Written Assessment

### Solicitors Accounts

- Written exam

### Professional Conduct

- Written exam

## Subject Assessments

- The main exams

- **READ** your assessments  
**NOTE** carefully!!

- If you are asked to write a memo, do so.
  - A letter, do so. If not - then don't.
  - Marks will be awarded for style, layout and accuracy of language etc.
  - Proof read all your work; it is always disappointing when students fail assessments because they have not proof read work that contains careless errors. This is particularly true for written skills assessments.
- Use only fictitious firms please.
  - Remember the principles of Professional Conduct and Regulation at all times.
  - Demonstrate common sense.
  - Note your declaration re: plagiarism.
  - Note the section on Word Guidance [where appropriate]. You will be penalised if you use inappropriate language and style.
  - All assessments are anonymous. If asked to draft a letter or memo, do not use your own name on documents.

- Submission of extenuating circumstances can **never** lead to a change of mark – this is not permitted by the Assessment Regulations. You may be offered a first sit of an assessment, if such circumstances are accepted
- There are only 3 assessment opportunities for any element of assessment. Failure to meet the learning outcomes of any assessment on the third attempt will mean that you cannot pass the course.
- If you are unable to sit assessments at the first opportunity, or have a re-assessment, you will be expected to sit the re / assessment on the next occasion it is held, unless you agree with the course leader an alternative sitting of the assessment. You should remember that there is an overall time limit for the completion of the course [see Assessment Regulations Section 3.2 (ii)], which cannot normally be extended. You should also note that it is your responsibility to keep up to date with the law and changes in syllabus/elective choice which may have occurred.

**PLEASE READ THE ASSESSMENT REGULATIONS CAREFULLY!!**

**Note in particular the 'FIT TO SIT' Policy that the SRA insist is part of the assessment regime. At the time of each assessment you will be asked to sign that you are 'fit to sit' the assessment and you are not permitted to submit extenuating circumstances after the assessment except in very limited circumstances.**

## **Skills**

The subject tutor in which the skill is assessed is your first port of call for any problems you may have with a particular skill.

You have been given a schedule of when assessments will take place and included in this you will see there are study periods when a particular skill is 'targeted' for you to practice. A member of the LPC teaching team will be available to help you during these times.

Times will be allocated for your oral skills assessments.



**You must stick to that time - we do not accept excuses for not turning up.**

- The assessments are the equivalent of an exam.
- Or attending a court appointment and if you missed that, the opponent would have costs awarded against you. The judge would no doubt have a lot to say to you on the next occasion you attend.

Similar penalties will apply here i.e. that if you do not attend you will have to **re-submit** your skills assessment. This means you have used up one chance. Closer reference should be made to the exam regulations to see the consequences.

**Don't let it happen to you. Ensure you check blackboard and email regularly. It is your responsibility to ensure you know when and where you are to be assessed.**

All oral skills assessments are recorded and these are viewed internally and by the External Examiner.

### **The Professional Conduct & Regulation Assessment**

The SRA and Lancashire Law School attach the utmost importance to the teaching and assessment of Professional Conduct and Regulation. You will have a discrete assessment in this subject and it will also be integrated into your other assessments. This is because it is vital to deal with these issues correctly in practice. Further information regarding this assessment will be given to you during the Course – please see the Course Assessment Regulations.

## **5.2 Assessment arrangements for Students with a Disability**

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk).

## **5.3 Notification of assignments and examination arrangements**

As you can see from the LPC Year Planner the LPC does not run to the 'normal' academic calendar so you should note carefully the timing of assessments. In preparing you for the profession we do not consider, for example, a holiday as a reasonable excuse for missing an assessment!

## 5.4 Referencing

You need to cite fully and precisely, each time you use a source.

The Law School has adopted the Oxford Standard for Citation of Legal Resources (OSCOLA). You can access the full guide to citation, plus online tutorial and frequently asked questions at <http://www.law.ox.ac.uk/publications/oscola.php>.

A hard copy of the latest edition of the OSCOLA guidelines is available on the Blackboard Spaces for the LLM Course.

## 5.5 Confidential material

Students are reminded that they have ethical and legal responsibilities in respect of confidentiality and anonymity of individuals and organisations whenever they write and submit assignments.

## 5.6 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

- some students expressed concerns over their level of preparation for the discrete pervasive assessment – staff arranged additional revision sessions, mock assessments and individual written and oral feedback on performance to date.
- students enjoyed the concentration of small group sessions for the electives and the reduction in large group sessions and wanted confirmation that there was equivalence of approach across all electives – the course team decided to retain the new structure for the coming academic year and ensured consistency by disseminating materials across elective subjects, regular module and team meetings and the teaching peer observation scheme
- student feedback on manuals and practitioner texts has been taken into account in the selection and purchase of these materials
- students wanted more materials on elearn and were reassured that this was an ongoing process and would be used more and more to support student learning

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

The Module Evaluation Questionnaire (MEQ) is recognised by the Law School as a valuable tool to gather student feedback. Its purpose is twofold in that the student feedback provided will enhance your experience of learning and teaching and it will contribute to the monitoring and review of quality and standards. MEQs will be distributed by module tutors within three weeks of the completion of each module and we encourage you to take the time to provide us with constructive feedback on the modules. The module teams, in conjunction with the course management, will review the forms and feedback on any issues raised via electronic notice board, Resources Room notice boards, staff student liaison officers, academic advisors and through student handbooks for future cohorts of students.

## **7.1 Course Representatives and School Presidents**

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student

experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union website](#) or by emailing: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).

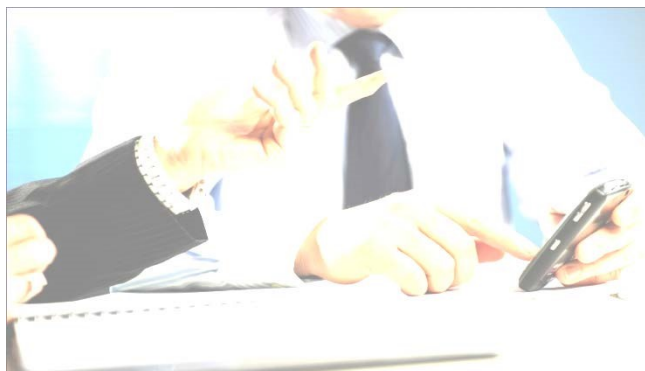
School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk)

## 7.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses.

These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). Your Student Liaison Officer will be invited to attend and support the resolution of any issues. The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.



You will be asked at the beginning of the course if you would like to undertake this role. We will ask for a representative for each of the groups and these reps will keep you informed of the meeting schedule and will ask you if there are any issues you want them to be discussed at the meetings. They will then feed back to you on the meeting and the Course leader will keep you informed if there were matters that needed progressing. This will usually be either by email /the LPC notice board or a special meeting [if that was thought to be necessary].

### **7.3 Module Evaluation Questionnaire**

Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your module leaders will ensure that you receive the forms for completion either paper based or on-line, please complete and return these to ensure your voice is heard - all responses are anonymous. You are likely to see the module team responses to previous student feedback in your module handbooks / information packs.

## 8. Appendices

### 8.1 Programme Specification

**UNIVERSITY OF CENTRAL LANCASHIRE**  
**LLM Legal practice (LLM LPC)**

**Programme Specification**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

<b>1. Awarding Institution / Body</b>	UCLAN
<b>2. Teaching Institution and Location of Delivery</b>	UCLAN
<b>3. University Department/Centre</b>	Lancashire Law School
<b>4. External Accreditation</b>	Bar Standards Board Solicitors Regulation Authority
<b>5. Title of Final Award</b>	LLM Legal Practice
<b>6. Modes of Attendance offered</b>	Full and part time

<b>7. UCAS Code</b>	N/A
<b>8. Relevant Subject Benchmarking Group(s)</b>	Law
<b>9. Other external influences</b>	Solicitor's Regulation Authority
<b>10. Date of production/revision of this form</b>	February 2015
<b>11. Aims of the Programme</b>	
<p>The aims of the programme are to:</p> <ul style="list-style-type: none"> <li>➤ prepare students for work-based learning</li> <li>➤ provide a general foundation for practice.</li> <li>➤ To develop in students a systematic and advanced understanding of specialist areas arising out of legal practice.</li> <li>➤ To facilitate a critical awareness of current issues in law and legal practice informed by specialist research and practice.</li> <li>➤ To provide the basis, in particular through the undertaking of the project, for the development of critical analytical skills and application of academic knowledge, for further research within areas arising out of legal practice.</li> </ul> <p>Accordingly at the end of the course, successful students should be able, under appropriate supervision, to,:</p> <ul style="list-style-type: none"> <li>➤ Research and apply knowledge of the law and legal practice accurately and effectively</li> <li>➤ Identify the client's objectives and different means of achieving those objectives and be aware of the financial, commercial and personal priorities and constraints to be taken into account</li> <li>➤ Evaluate the costs, benefits and risks involved in transactions or courses of action</li> <li>➤ Perform the tasks required to advance transactions or matters</li> <li>➤ Anticipate where the rules of professional conduct may impact and be able to apply them in context</li> <li>➤ Demonstrate their knowledge, understanding and skills in the areas of: <ul style="list-style-type: none"> <li>○ Professional Conduct and Regulation</li> </ul> </li> </ul>	

- the core practice areas of Business Law and Practice, Property Law and Practice, Litigation and the areas of wills and administration of estates and taxation
- the course skills of Practical Legal Research, Writing, Drafting, Interviewing and Advising, and Advocacy. Students should also be able to transfer skills learnt in one context to another;
- Demonstrate their knowledge, understanding and skills in the three areas covered by their choice of electives, and
- Reflect on their learning and identify their learning needs.
- Demonstrate ability to apply knowledge and understanding of specialist areas to improve legal practice
- Exhibit skills which enable the synthesis and interpretation of material and enable the student to develop their own theories and hypotheses in the context of existing recorded material, with a clear ability to apply this to new situations and be able to communicate their ideas effectively,
- To work with self-direction and originality to contribute to legal practice.



## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

A successful student, under appropriate supervision, where relevant should be able to :-

### **A. Knowledge and Understanding**

#### **LPC Core & Elective Modules**

Progress basic transactions or matters in the context of the core practice areas of:

A.1 Business Law and Practice

A.2 Litigation

A.3 Property Law and Practice

A.4 Wills & Administration of Estates and Taxation

A.5 The three elective area(s) of law and practice of their choice

A.6 in relation to transactions and matters which they undertake:

- (i) use the legal knowledge, skills, procedures and behaviours appropriate to each client and each transaction matter
- (ii) identify the client's goals and alternative means of achieving those goals, and deal appropriately with client care
- (iii) investigate and identify the relevant facts, research and identify the relevant legal issues, and advise the client on the legal consequences
- (iv) identify the overall nature of the transaction or matter, then plan and progress that transaction or matter through a series of steps and decisions including, where appropriate, drafting documentation
- (v) recognise and act within the rules of professional conduct
- (vi) Identify the client's reasonable expectations as to quality and timeliness of service.

#### **Project**

A 7 Show the ability to critically reflect on and effectively apply legal research methods.

A 8 Show a critical awareness of main theories and principles applicable to a specialist area of law, and understand how these interrelate with the relevant law and practice.

### **Teaching and Learning Methods**

#### **LPC Modules**

Interactive large group sessions for the whole cohort will be used to discuss the relevant law and practice. Small group sessions will be used to allow students to learn through the implementation

of case studies by engaging in tasks of a transactional nature similar to those that would be carried out in practice.

Students will carry out research exercises in preparation for Small group sessions and client interviews /role plays and negotiation will be employed in contextual case studies.

Group presentations, the discussion of set questions, the analysis of practical scenarios and through discussion with other students in workshops

Students will also undertake SILE (*Student Independent Learning Exercises*) which will take the form of interactive sessions using the University's VLE.

Independent research following from reading recommended texts (in particular through solving legal problems). Informal discussion with other students.

Discussions with their project supervisor and the answering of problem questions, skills exercises and the writing of the project.

Choice of the project subject and the elective modules.

### **Assessment methods**

Unseen examinations both open book and closed book will be deployed to test knowledge and understanding

A 7 & A8 will be assessed primarily through the project.

### **B. Subject-specific skills**

#### **LPC Modules**

B.1 be familiar with the Solicitors' Code of Conduct affecting the conduct of work likely to be encountered by trainees

B.2 understand the organisation, regulation and ethics of the profession and should be familiar with the impact on practice

B.3 be familiar with the legislation in relation to money laundering, including the international context

B.4 recognise circumstances encountered in the course of practice where suspicion of money laundering should be reported in accordance with the legislation

B.5 have a basic understanding of the Solicitors' Accounts Rules

B.6 understand the purpose and scope of financial services regulation  
B.7 have a sufficient grasp of tax law to enable them to understand the impact of taxation on the areas covered by the course  
B.8 Taking an evidence-based approach, advise on the solutions to specific legal problems.

**Project**

B.9 Carry out rigorous evaluation of a range of primary and secondary sources relating to legal practice.

B.10 Plan and carry out a programme of research, using appropriate legal methodologies

**Teaching and Learning Methods**

**LPC Modules**

Interactive large group sessions for the whole cohort will be used to discuss the relevant law and practice. Small group sessions will be used to allow students to learn through the implementation of case studies by engaging in tasks of a transactional nature similar to those that would be carried out in practice. Students will carry out research exercises in preparation for Small group sessions and client interviews /role plays and negotiation will be employed in contextual case studies.

Students will also undertake SILE (*Student Independent Learning Exercises*) which will take the form of interactive sessions using the University's VLE.

Much of the problem solving asked of students requires them to give advice to hypothetical clients. Students therefore have to exercise the skills of preparation to give such advice and demonstrate the practical skills of advice giving.

**Project**

B.9 As part of the process of problem solving and analysis of the questions which the students set for themselves in the course of researching for the project. Conceptual analysis in relation to the relevant aspects of legal practice and the wider surrounding issues will take place in discussions with the student's project supervisor, reflecting current issues in legal practice.

B.10 Through advanced legal research methods and the project.

## **Assessment methods**

Unseen examinations both open book and closed book will be deployed to test subject specific skills.

The pervasive element will also be given at least 5% allocation in Core Area subject assessments.

B9 & B10 will be assessed primarily through the project.

## **C. Thinking Skills**

- C 1 Identify information relevant to particular issues and apply to complex situations being aware of the context and relationship to other areas of law.
- C 2 Use various tools including legal reasoning to problem solve and construct well-reasoned solutions.
- C 3 Demonstrate research skills and be able to deal with issues in a systematic way.
- C 4 Demonstrate concrete understanding and in the application of knowledge of legal concepts, rules and principles related to the areas arising out of legal practice
  
- C 5 Demonstrate research skills of project planning, construction of an appropriate project question and reasoned adoption of an appropriate methodology.
- C 6 Demonstrate conceptual understanding and creativity in the application of knowledge of legal concepts, rules and principles related to the areas arising out of legal practice.

## **Teaching and Learning Methods**

Interactive large group sessions for the whole cohort will be used to discuss the relevant law and practice. Small group sessions will be used to allow students to learn through the implementation of case studies by engaging in tasks of a transactional nature similar to those that would be carried out in practice. Students will carry out research exercises in preparation for Small group sessions and client interviews /role plays and negotiation will be employed in contextual case studies.

Students will also undertake SILE (*Student Independent Learning Exercises*) which will take the form of interactive sessions using the University's VLE.

Through analysis of the various problem questions set and selecting material from recommended texts and other material identified through application of research skills, including in the course of research for the project.

Through the quality of the students' work resulting from their preparation for answering the discussion questions, and the project.

Through engagement with appropriate learning resources and discussion in seminars; through preparation for essays and the project.

### **Assessment methods**

Unseen examinations both open book and closed book will be used to test knowledge and understanding.

In addition students will undertake a free standing assessment in Practical Legal Research to assess their competency.

Completion of the Project

### **D. Other skills relevant to employability and personal development**

- D 1 Demonstrate an ability to work independently, to manage time effectively and to adapt to changing needs
- D 2 Be familiar with all methods of communication including oral, written and IT and be able to choose and tailor the communication form and style to suit the purpose of the communication and needs of different recipients
- D 3 Be able to communicate orally and in writing and draft and amend documents in a form, style and tone appropriate for the recipients and the context
- D 4 Demonstrate an ability to develop team roles, team member effectiveness and working with and leading others

- D 5 Be aware of the practical, financial, commercial and personal considerations which should be taken into account, and have an awareness of work and organisational cultures
- D 6 Deal appropriately with relevant professional conduct issues
- D 7 Demonstrate sensitivity to issues of culture, diversity and disability in communication with clients, colleagues and others

D 8 Evaluate the rigour and validity of information from printed sources and electronic sources

D 9 Write intelligible and persuasive prose

D 10 Develop or enhance skills including planning and co-ordinating, implementing aims and objectives, assume responsibility for decision making and have an attention to detail

Be able to use the skills in combination where appropriate.

### **Teaching and Learning Methods**

Every stage and part of the course requires the development of these skills, through preparing responses to questions and discussion in group sessions and the production of the module assessments and coursework.

The specified Legal skills and other transferable skills enhancing employability, (professionalism, approach, cultural awareness, diversity, commercial awareness etc) form the backbone structure of the taught workshop sessions throughout the programme, with role-play exercises stimulating an insightful approach to personal development.

Interactive large group sessions for the whole cohort will be used to discuss the relevant law and practice. Small group sessions will be used to allow students to learn through the implementation of case studies by engaging in tasks of a transactional nature similar to those that would be carried out in practice. Students will carry out research exercises in preparation for Small group sessions and client interviews /role plays and negotiation will be employed in contextual case studies.

Students will also undertake SILE (*Student Independent Learning Exercises*) which will take the form of interactive sessions using the University's VLE.

In addition students will engage in skills workshops for development of their skills in interviewing and advising, advocacy, writing and drafting. These skills will also be the basis for many role play exercises across the curriculum, with formative mock assessments provided in all modules.

D8 – 10 primarily through contact with current issues of legal practice, primarily through working towards completion of the project.

### **Assessment methods**

Oral skills will be assessed individually and each will be videoed for review and verification.

Written skills of drafting and writing will be assessed in the context of Wills Probate and the Administration of Estates, or other Core Subject (PLP, BLP Or Litigation), in supervised conditions. Students must be competent in all skills.

Completion of the Project

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7		<b>Core Modules:</b>		<p><b>LLM Legal Practice</b></p> <p>Requires 200 credits at Level 7</p> <p><b>PgDip Legal Practice</b></p> <p>Requires 180 credits at Level 7 (excluding credits from the project)</p> <p>Where all modules are passed on the first sit, and the Average Percentage Mark across all modules is 70% or higher and at least 4 individual modules are marked at 70% or higher an award of LLM in Legal Practice with Distinction is given.</p> <p>Where the Average Percentage Mark across all modules is 60% or higher and at least 4 individual modules are marked at 60% or higher and provided no more than one module has been failed on</p>
	LA4150	Property Law and Practice	20	
	LA4151	Business Law and Practice	20	
	LA4164	Solicitors Accounts	10	
	LA4168	Drafting	10	
	LA4167	Taxation, Ethics & Professional Conduct and Regulation	20	
	LA4165	Wills Probate and the Administration of Estates (incorporating Interviewing)	10	
	LA4153	Litigation (incorporating legal writing)	30	
	LA4170	Advocacy	10	
	LA4169	Legal Writing	10	
	LA4166	Practical Legal Research	10	
	LA4947	Project	20	
		<b>Choice of 3 optional modules:</b>		
	LA4155	Intellectual Property	10	
LA4171	Insolvency	10		
LA4163	Commercial Dispute Resolution	10		



LA4159	Employment Law and Practice	10	one occasion only an award of LLM in Legal Practice with Merit is given
LA4156	Commercial Property	10	
LA4157	Family Law and Practice	10	
LA4160	The Elderly Client	10	
LA4161	Personal Injury and Clinical Negligence Litigation	10	
LA4949	Pro Bono Practice	10	
LA4162	Immigration Law and Practice	10	

### 15. Personal Development Planning

Students are allocated a personal tutor at the outset of the course. The content of the curriculum is focussed on career development in legal practice. Transferable skills are a major feature of the learning strategy and students are expected to attain a level of competency expected of a trainee in a legal practice that would be useful in many areas of employment. Students are encouraged to take up opportunities provided in our 'pro bono' clinical and key note speakers from different aspects of legal practice provide a series of extra curricula lectures and these give the students insight into their career development and many varied practice areas.

Personal Tutors will encourage students to reflect on Personal Development Planning (PDP) to assist them to reflect on their own learning, performance and/or achievement and to plan for their own personal educational and career development.

PDP will draw on and encourage students to reflect on their engagement with and development of the skills that are embedded in the programme. These include, the higher level reasoning skills that

are a key aspect of Masters level education, the increased element of independence in the learning process and the autonomy and self-responsibility involved in planning and delivering the project.

The focus of this may be different dependent on the stage of study. If a student is a qualified lawyer in practice, PDP is likely to focus on dealing with returning to study and fitting the LLM in with a working life.

## **16. Admissions criteria**

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Application for the postgraduate full-time course is made through the Law Society's central clearing agency, the Central Applications Board (CAB).

Students must have completed the academic stage of legal training. This stage is usually completed either by graduating with a qualifying law degree or with a non-law degree and then passing [normally at the first sitting] the Common Professional Examination or gaining a Diploma in Law. Subject to the above the applications will be based on the University's admission policy, Code of Practice and Mission Statement. In addition students must apply for registration as a student member of the Law Society to enrol on the course and where applicable have an IELTS score 7.

Applications from all candidates will be considered on their merits and in the light of the nature and scope of the programme of work proposed together with evidence of a commitment to qualify as a solicitor.

IELTS score 7

Students who have passed a PgDip in Legal Practice from another institution (or from UCLan prior to 2015) will be able to transfer onto this course and APL their PgDip modules. They will be able to complete the 60 credit dissertation module in order to receive the award of LLM in Legal practice

#### **17. Key sources of information about the programme**

- **Fact sheet**
- **School Web site**
- **SRA website**
- **CAB website links**
- **University Post graduate Prospectus**

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																		
				Knowledge and understanding								Subject-specific Skills										
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	
Level 7	LA4150	Property Law and Practice	CORE			√			√			√	√	√	√	√	√	√	√			
	LA4151	Business Law and Practice	CORE	√					√			√	√	√	√	√	√	√	√			
	LA4164	Solicitors Accounts	CORE			√			√			√	√	√	√	√	√	√	√			
	LA4168	Drafting	CORE				√		√			√	√	√	√	√	√	√	√			
	LA4167	Taxation, Ethics & Professional Conduct and Regulation	CORE																	√		
	LA4165	Wills Probate and the Administration of Estates (incorporating Interviewing)	CORE				√			√			√	√	√	√	√	√	√	√		
	LA4153	Litigation (incorporating legal writing)	CORE		√					√			√	√	√	√	√	√	√	√		
	LA4170	Advocacy	CORE		√					√			√	√			√					
	LA4157	Family Law and Practice	O					√		√			√	√	√	√	√	√	√	√		
	LA4163	Commercial Dispute Resolution	O					√		√			√	√	√	√	√	√	√	√		
LA4949	Pro Bono Practice	O																				

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																	
				Knowledge and understanding								Subject-specific Skills									
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
	LA4159	Employment Law	O					√	√			√	√	√	√	√	√	√	√		
	LA4156	Commercial Property	O					√				√	√	√	√	√	√	√	√		
	LA4162	Immigration Law and Practice	O					√	√			√	√	√	√	√	√	√	√		
	LA4160	The Elderly Client	O					√	√			√	√	√	√	√	√	√	√		
	LA4161	Personal Injury and Clinical Negligence	O					√	√			√	√	√	√	√	√	√	√		
	LA4155	Intellectual Property Law	O					√	√			√	√	√	√	√	√	√	√		
	LA4171	Insolvency	O					√	√			√	√	√	√	√	√	√	√		
	LA4947	Project	CORE						√	√	√								√	√	√
	LA4095	Dissertation	O						√	√	√								√	√	√

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Thinking Skills															Other Skills									
				C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10									
LEVEL 7	LA4150	Property Law and Practice	CORE	√	√	√	√			√	√	√	√	√	√	√												
	LA4151	Business Law and Practice	CORE	√	√	√	√			√	√	√	√	√	√	√												
	LW4161	Solicitors Accounts	CORE	√	√	√	√			√	√	√	√	√	√	√												
	LA4168	Drafting	CORE	√	√	√	√			√	√	√	√	√	√	√												
	LW4167	Taxation, Ethics & Professional Conduct and Regulation	CORE																									
	LA4165	Wills Probate and the Administration of Estates (incorporating Interviewing)	CORE	√	√	√	√			√	√	√	√	√	√	√												
	LA4153	Litigation (incorporating legal writing)	CORE	√	√	√	√			√	√	√	√	√	√	√												
	LW4170	Advocacy	CORE	√	√	√	√			√	√	√	√	√	√	√												
	LA4157	Family Law and Practice	O	√	√	√	√			√	√	√	√	√	√	√												
	LA4163	Commercial Dispute Resolution	O	√	√	√	√			√	√	√	√	√	√	√												
	LA4948	Pro Bono Practice	O																									
	LA4159	Employment Law	O	√	√	√	√			√	√	√	√	√	√	√												

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)																
				Thinking Skills						Other Skills									
				C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
	LA4156	Commercial Property	O	√	√	√	√			√	√	√	√	√	√	√			
	LA4162	Immigration Law and Practice	O	√	√	√	√			√	√	√	√	√	√	√			
	LA4160	The Elderly Client	O	√	√	√	√			√	√	√	√	√	√	√			
	LA4161	Personal Injury and Clinical Negligence	O	√	√	√	√			√	√	√	√	√	√	√			
	LA4155	Intellectual Property Law	O	√	√	√	√			√	√	√	√	√	√	√			
	LA4171	Insolvency	O	√	√	√	√			√	√	√	√	√	√	√			
	LA4947	Project	CORE		√	√	√	√	√								√	√	√
	LA4095	Dissertation	O		√	√	√	√	√								√	√	√

## 8.2 Assessment Regulations

### LLM in Legal Practice and POSTGRADUATE DIPLOMA IN LEGAL PRACTICE

These regulations for the LLM in Legal Practice Postgraduate Diploma in Legal Practice (together 'the course' or the LPC) are incorporated into the Academic Regulations for the University of Central Lancashire ('the University') and are also subject to any relevant regulations of the Solicitors Regulation Authority ('the SRA') in force from time to time. In the event of any conflict, the regulations of the SRA are to prevail over these regulations and specific provisions in these regulations shall take priority over inconsistent University Regulations.

The Legal Practice Course ('the LPC') is administered by the Lancashire Law School, located in the Faculty of Arts, Humanities and Social Science. Assessment of the course is the responsibility of the Legal Practice Course Assessment Board ('the Assessment Board'), which is a sub-committee of the University's Academic Board.

For the avoidance of doubt it should be noted that the course operates within the University's MODCATS system.

Attendance on the course is compulsory – see Regulation 5.

#### **1. DEFINITION OF TERMS**

- 1.1** "Legal Practice Course Outcomes" means the Legal Practice Course Outcomes 2011 Version or such other Legal Practice Course outcomes or version as may be adopted or authorised by the Solicitors Regulation Authority from time to time either by way of amendment, variation or in substitution for the 2011 outcomes.
- 1.2** "Core Practice Area" means a subject authorised by the Solicitors Regulation Authority as a core practice area for the purposes of the Legal Practice Course Outcomes and includes the subjects of Business Law & Practice, Property Law & Practice and Litigation and "Core Practice Areas" refers to more than one core practice area.
- 1.3** "Course Skills" means the skills of Practical Legal Research, Writing, Drafting, Interviewing and Advising and Advocacy for the purposes of the Legal Practice Course Outcomes and "Course Skill" refers to any one of the Course Skills.
- 1.4** "Vocational Elective" means a subject authorised by the Solicitors Regulation Authority as a vocational elective for the purposes of the Legal Practice Course Outcomes and "Vocational Electives" refers to more than one vocational elective.
- 1.5** "Subject assessment" means any of the assessments set in Business Law and Practice, Property Law and Practice, Litigation, a Course Skill, Professional Conduct & Regulation, Solicitors Accounts, Taxation and Wills & Administration of Estates and the Vocational Electives. A subject assessment must take the form of an examination or some other form of supervised assessment. Assessments in each Core Practice area must last for a minimum of three hours. Assessments in each Vocational Elective subject must last for a minimum of two and a half hours.
- 1.6** "Referred" or "referral" means and refers to a Subject Assessment, whether in a Core Practice area, a Course Skill, Professional Conduct and Regulation, Solicitors



Accounts, or a Vocational Elective which is being taken again by a student after the Assessment Board, as a result of previous defective performance. The term can be used irrespective of the number of assessments a student has to repeat, e.g. a student who has failed all six subject assessments is “referred” in all six.

- 1.7** “Deferred” or “deferral” means an assessment which is being taken by a student who for medical reasons or other extenuating circumstances is taking an assessment at a later date than other students, but as a “first take”.
- 1.8** The terms contained in **1.6** and **1.7** above are to be distinguished from “in-course reassessment” which refers to the opportunities given to students to repeat Solicitors Accounts or Course Skills assessments during the course and before the Final Assessment Board meets. The in – course reassessment shall take the form of a fresh exercise of a comparable nature. Students shall not be permitted to resubmit the original exercise. For the avoidance of doubt, they shall not be permitted to resubmit the same exercise and deem it to be a first attempt. Note that in–course reassessment is not available for subject assessments in Business Law and Practice, Property Law and Practice, Litigation, Professional Conduct & Regulation and Wills & Administration of Estates or the Vocational Electives.

## **2. ASSESSMENTS**

### **2.1 The Core Practice Areas**

The Core Practice Areas of Business Law & Practice, Property Law & Practice and Litigation shall be assessed by way of one subject assessment. A subject assessment may be split into more than one paper and each paper may be scheduled on separate days but in that event:

- the papers should form part of the same period of assessment and
- one assessment mark should be derived by aggregating the marks from the papers and
- for all purposes the papers constitute one subject assessment
- A minimum of 5% of the marks in each core practice subject assessment shall be allocated to the assessment of Professional Conduct and Regulation.
- In the case of Litigation there must be both a Civil and a Criminal Litigation part to the subject assessment and the weighting for each part must be explicit and recorded
- For the avoidance of doubt for all purposes in these assessment regulations where there is more than one part to any subject assessment all parts of that assessment shall constitute one subject assessment and a student must attempt all parts of the subject assessment so that a mark from one part cannot be ‘carried over’ to another assessment period
- The PASS mark for all the Core Subject Assessments will be 50%

### **2.2 The Vocational Elective Areas**

Each Vocational Elective should have one assessment lasting a minimum of three hours. An elective assessment must take the form of an examination or some other form of supervised assessment.

The elective assessments may be split into two parts, and in that event

- each part may take place on different days,
- the two parts should be within the same period of assessment,
- one assessment mark should be derived by aggregating the marks from the two parts, and
- for all purposes in these guidelines, the two parts constitute one elective assessment and a student must attempt both parts of the assessment – a mark for one part cannot be ‘carried over’ to another assessment period.

The PASS mark for all vocational electives will be 50%

### **2.3 Professional Conduct and Regulation**

The Professional Conduct and Regulation assessment will be a discrete assessment which shall be for a minimum of 2 hours duration and will be taken in supervised conditions (the discrete assessment) and albeit that the marks will not be aggregated with the discrete assessment, at least 5% of the marks in the 3 core practice subject assessments must be allocated to Professional Conduct and Regulation

### **2.4 Solicitors Accounts**

The Solicitors Accounts Assessment will consist of one paper which shall be for a minimum of 2 hours duration. The paper must be taken in supervised conditions.

### **2.5 2.5.1 Taxation**

Taxation shall be assessed within the Core Practice Areas and for the avoidance of doubt a student will not have achieved the assessment outcome for this area unless they have passed the subject assessments in the Core Practice areas

For the avoidance of doubt there is no requirement for a discrete assessment for this area

### **2.5.2 Wills Probate and the Administration of Estates**

Wills Probate and the Administration of Estates shall be assessed within the Course skill of Interviewing and Advising .

### **2.6 The Course Skills**

There are five course skills assessments which will be spread throughout the course according to a schedule to be made available at the start of each academic year. Each Course skill will be assessed once. Each Course skill shall be assessed on a competent/not yet competent basis against a set of assessment criteria relevant to each Course skill. The course skills and their context of assessment are:

#### **Practical Legal Research**

To be assessed once as a free standing assessment or in the context of Wills Probate & Administration of Estates or a Core subject area

### **Writing**

To be assessed once in the context of a Core Practice Area and may be under supervised conditions.

### **Drafting**

To be assessed once in the context of a Core Practice Area and may be under supervised conditions.

### **Interviewing and Advising**

To be assessed once as a free standing assessment or in the context of Wills Probate & Administration of Estates or a Core subject area. If this assessment were in two separate parts of interviewing / advising an overall competent / not yet competent assessment will be made.

### **Advocacy**

To be assessed once in the context of either Civil or Criminal Litigation.

## **2.7 Project**

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To be awarded the LLM in Legal Practice, students must submit and pass the project element of the programme. If a student does not submit or unsuccessfully submits a project, yet has passed all other elements of the programme they may still be awarded a Postgraduate Diploma in Legal Practice however no refund of fees will be available.

## **2.7 Transcripts**

### **2.7.1** Each student transcript shall include

- percentage marks for the three core practice areas including specific marks for criminal and civil litigation and the relative weightings of each part of the overall litigation assessment,
- the percentage mark for Professional Conduct and Regulation,
- the percentage mark for Solicitors Accounts,
- competent/not yet competent decisions for each of the five skills areas,
- percentage marks for each of the Vocational Electives undertaken, and for each assessment the number of the attempt on which the student was successful and the date on which the successful assessment was undertaken, and Transcripts should not include reference to any 'grading' or 'classification' system use, although this may be recorded on a certificate.

## **2.8 General**

For the avoidance of doubt, subject assessments for the Core Practice Areas, Solicitors Accounts, the discrete assessment in Professional Conduct and Regulation and the Vocational Electives have a pass mark of 50% and are given an actual percentage. Marks ending in a fraction of 0.5 or more are to be rounded up to the next whole number. Marks ending in a fraction of less than 0.5 are to be rounded down to the next whole number. For the avoidance of doubt this applies to the final mark of the assessment and not to every component part.

Course Skills assessments are assessed on a competent / not yet competent basis only. A student who fails to undertake or submit a course skills assessment, or a re-assessment of a course skills assessment at the scheduled time will be deemed to be not yet competent in that assessment, except in the case where such a student is Deferred in that assessment.

Students are required to confirm at the start of any supervised assessment that there are no reasons why they should not undertake the assessment at that time, or where appropriate to confirm that requests for reasonable adjustments have already been submitted to and considered by the University, and so by attending the student shall be presumed to be fit to attempt that assessment. This presumption may be rebutted by the student only in the circumstances set out in Regulation 2.8 (iv) OR Regulation 2.8 (vi) below

If, exceptionally, a student considers that his/her ability to complete successfully an assessment sat under supervised 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), the student shall inform an invigilator/assessor at the earliest opportunity during the course of the assessment or no later than immediately at the end of the assessment before leaving the assessment venue the student may then submit evidence in accordance with Regulation 2.8 (v) below.

If a student submits evidence, in accordance with the University Regulations for the submission of extenuating circumstances which satisfies the Assessment Board that s/he was unable to take an assessment due to illness or other good cause, or that his/her performance was significantly adversely affected by such circumstances as are set out in Regulation 2.8 (iv) above then the student shall be deferred in that assessment. Students' marks may not be increased in response to such extenuating circumstances. For the avoidance of doubt an application for the consideration of evidence of extenuating circumstances must be submitted in accordance with the procedures set down by Lancashire Law School and within 7 days of the assessment due date or examination date. In the case of applications received after 7 days the students will be required to satisfy the Board that there was a good reason for their failure to bring the extenuating circumstances to the Board's attention within the time frame specified.

In the event of a student's confirmation in accordance with Regulation 2.8 (iii) above, any subsequent attempt to submit extenuating circumstances in accordance with Regulation 2.8 (v) above will only be considered in the most exceptional circumstances and in particular only where the students provided detailed medical evidence which indicates that s/he was not in an appropriate state of mind at the time of such declaration.

Any assessments (including referrals) taken by the student must be based on the law in force at the time of the assessment regardless of the law taught to the student during the course unless the student has been given reasonable notice to the contrary in writing by the University

### **3. STUDENTS NOT WHOLLY SUCCESSFUL AT FIRST ATTEMPT**

#### **3.1 Referrals**

A student failing any assessment shall be referred in that assessment or in those assessments and a student may only have three attempts at any assessment

As also set out above, if any assessment takes the form of more than one paper, they nevertheless constitute one subject assessment. It is not therefore permissible to refer in one of the papers only. A student who has failed the assessment must be referred in the assessment and take all components again.

If a student is unsuccessful on the third attempt of any assessment then they shall fail the course overall all assessments must be retaken.

A referred assessment should be awarded a maximum mark of 50%.

The timing of referral or referrals shall be at the discretion of the Assessment Board but in any event in accordance with the usual assessment schedule for the course. Normally reassessment will be in August immediately following completion of the course but may take place in the period up to and including the July of the next year following completion of the course.

### **3.2 Failure of referred subject assessments**

If a student has final referrals in any subject assessments then s/he must take these within 12 months of taking the first referral in the same subject assessment. This is subject to 2.8 (iv) where a student has extenuating circumstances.

A student must pass all of their assessments within a five year period in order to pass the LPC. The date used for determining the start of the five year period is the date on which the student attempted their first assessment, whether or not they were successful.

A student who wishes to attempt any outstanding assessments in any academic year must give notice to Course Leader by 31<sup>st</sup> December of that academic year of his intention to do so. The onus is on the student. There is no requirement for the course provider to track the students, issue reminders or otherwise take the initiative.

Having once given notice of an intention to attempt an outstanding assessment, the student must do so unless prevented by illness or other good cause (evidence of which must be submitted to the Assessment Board). A student in breach of this requirement will be deemed to have failed the assessment(s) in question.

For the avoidance of doubt, there is no requirement that a separate assessment is set for students in this category. Students may be required to sit the nearest equivalent assessment being taken by students in the current year which could well mean a student having to accept a change in syllabus as well as changes in the law. A student wishing to attempt an assessment in an elective subject which is no longer offered may be permitted to attempt an alternative elective subject of their choice.

### **3.4 Fees for Referrals**

Any student who is referred in any assessment and is required to undertake a reassessment will be required to pay a Reassessment Fee. Such sum will be as set by the Lancashire Law School dean and published from time-to-time.

## **4. AWARD OF THE DIPLOMA AND AWARD OF THE DIPLOMA WITH COMMENDATION OR DISTINCTION**

- 4.1 A student who passes all assessments as required under these Regulations shall be awarded a LLM in Legal Practice or the Postgraduate Diploma in Legal Practice.
- 4.2 For the award of Commendation or Distinction students must have an average of 60% or 70% respectively across all subject assessments in the Core Practice Areas, PCR, Accounts and the Vocational Electives, with at least four of those marks and the Project (for the the LLM LPC) being above 60% or 70 % respectively.
- 4.3 A Distinction or Commendation is not available to students who have failed two or more assessments at first attempt;

## **5. ATTENDANCE**

Attendance on the course is compulsory. Where a student fails to attend, the Assessment Board may refuse to allow a student to sit any assessment and/or receive any award. For the avoidance of doubt, lack of punctuality for timetabled teaching, review and assessment sessions will be treated as non-attendance at such sessions.

## **6. APPEALS AND DISCIPLINARY PROCEDURES**

- 6.1 Students have a right of appeal against decisions of the Assessment Board in accordance with the University's Academic Regulations.
- 6.2 Cases of alleged cheating shall be dealt with under the University's Disciplinary Procedure. Where an allegation of cheating is found to be substantiated in respect of a student, the Solicitors Regulation Authority will be notified.