Lancashire Law School Student Handbook

Undergraduate Master of Laws (MLaw)

2015/2016

Course Leader: Stephanie Jones
We promote access to excellence enabling you to develop your potential. We value and practise equality of opportunity, transparency and tolerance. We strive for excellence in all we do: locally regionally, nationally and internationally. We work in partnership with business, the community and other educators. We encourage and promote research, innovation and creativity.

UCLan Mission statement

Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. (You can read the full Student Charter on the UCLan website)

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
1. Introduction to the course

2. Structure of the course

3. Approaches to teaching and learning

4. Student support, guidance and conduct

5. Assessment

6. Course Regulations

7. The Student voice

8. Appendices
   8.1 Course assessment regulations

9. Fee Information
Hello! My name is Stephanie Jones and I am the Course Leader for the MLaw programme. I have overall responsibility for managing the programme on a day-to-day basis, with particular responsibility for student progression and attendance issues.

This course has broken new ground in legal education in combining the academic stage of your path to becoming a solicitor with the vocational stage. It is validated by the Solicitor’s Regulation Authority. It includes and achieves the learning outcomes laid down for all qualifying law degrees and Legal Practice Courses. It is an integrated degree and so allows you to see law in a real and practical context. Your skills for becoming a lawyer will be learnt from day one and on graduation you will be able to proceed into a legal practice well prepared.

We hope you find the experience a rewarding one and all staff will try and make it as enjoyable as possible in helping you rise to the challenges which lie ahead.

On behalf of all the staff in the Lancashire Law School, may I welcome you to UCLan and the Law School and wish you every success over the next 4 years as you progress through your MLaw course. We hope you find the experience a rewarding one and all staff will try and make it as enjoyable as possible in helping you rise to the challenges which lie ahead.

This Course Handbook provides you with essential information about your programme of study over the next 4 years. It will also outline what you should expect from the teaching staff and what the teaching staff will expect from you in terms of how you study and apply yourself.

Starting a University degree programme, particularly an Undergraduate Masters, can seem daunting: new buildings to navigate; new teaching staff and teaching styles to get used to; a new timetable to understand; new friends to make; new routines and new expectations. The aim of this handbook is to provide some basic information to help you make the transition to degree level study: in particular, it provides advice on (1) your timetable; (2) attendance and study; (3) what to do if you experience problems in adjusting to University life; (4) assessment, deadlines, extensions, results and appeals.

Your first few weeks at University may seem bewildering as you are bombarded with information and experience many new situations. A period of adjustment is normal. We are here to help and are more than happy to do so! If you have any doubts, queries or questions please ask – go to the Harris Hub, the Student ‘I’, your Academic Advisor, the Student Liaison Officer, or me, your Course Leader. We are all here to help smooth your transition to University, so please keep in touch and ask for help whenever you need it.
However, from the outset we want you to be aware that many elements of this programme are tough and, in many respects, very different to other courses you may have taken in the past. It is essential you attend all the sessions, as these build on each other.

This handbook will help you navigate your way around many of these new situations and help inform new expectations, so, please refer to it whenever you get stuck. Keep it safe and keep referring to it over the next 4 years.

You can find me in room HB.256 (‘HB’ means ‘Harris Building’) . If I am not in, your best bet is to e-mail me on sljones3@uclan.ac.uk. You can always leave a message for me with the Law Office (HB. 221).

Best wishes

Stephanie Jones

You are advised to read this handbook in conjunction with the academic regulations, which can be found on the UCLan website.
1.1.1 General Information about Lancashire Law School

You have joined one of the largest and busiest Schools in the University, with a proud history of providing legal education across the piste, from foundation to undergraduate and undergraduate to postgraduate levels (taught, research and professional courses and programmes of study). We are delighted that our Undergraduate Masters in Law has been validated by a University panel and the Solicitors’ Regulation Authority.

Lancashire Law School has over 40 academics and 5 administrative/support staff. Many of the academic staff in the Law School are qualified solicitors or are active researchers in their chosen specialisms, giving the School one of the best profiles of all the modern university law schools.

The students run an active and vibrant Student Law Society (SLS) and you will be encouraged to join during the first few weeks of the course. Some of the activities they are responsible for are educational e.g. excursions to the central law courts in London, visiting speakers, e.g. practising solicitors and barristers and careers talks. The SLS also organises social events, weekly meetings and an annual ball at the end of the academic year. They have a notice board in Harris Building and a new executive committee is elected each year.

Lancashire Law School have members of the academic staff who provide information about careers, (Rachel Nir, Stephanie Jones, Lucy Blackburn and Wendy Backhouse). They organise visiting speakers to give students an outside perspective of employment after graduation, plus our own “Law Fair”. Students are encouraged to attend. By choosing to study on the MLaw, you have already started to think seriously about your career path but you must keep it up. You must be proactive and attend the meetings, fairs and other events to gather information about what you have to do next. You must also seek out opportunities for work-experience.

1.1.2 Lancashire Law School – Prizes for Attainment

We are very proud of our students and try to encourage and recognise those who have achieve exceptional attainment. The Law School awards prizes annually at the June Examination Boards to those showing outstanding achievement over the course of the academic year. Currently these are (but are subject to change):
Open Awards

Graduates Association Prizes: Outstanding Performance (open to all years and programmes)

Graduates Association Prizes Meritorious Performance (open to all years and programmes)

1st Year Awards

Graduates Association Prize: Best Performance in Lawyers Skills

Routledge Prize: Best First Year Performance.

2nd Year Awards

Oxford University Press Prize: Outstanding Performance in EU Law

3rd Year Awards

Graduates Association ‘Barbara Harris Prize’: Outstanding Performance in Interviewing and\or Negotiating Skills

Butterworth Prize for Best project

Lancashire Law School Prize for Best Project

Sweet & Maxwell Law Prize – Best Final Year Performance

4th Year Awards

Backhouse Jones prize for Business Law and Practice

Lancashire Law School Prizes for Outstanding performance
The MLaw promotes the integration of law and practice so that students will be able to challenge /
debate and question whilst at the same time learn the practicalities and realism required to provide a
service to their client and allow for the determination of matters generally before the law. Students
will develop skills that will be transferable and will allow them to be flexible and enthusiastic learners.
An integrated degree enables students to move into the work based learning element of professional
training on graduation. It is anticipated that, very soon, the professional bodies will permit students
to undertake the required “work-based learning” element of their training in vacation periods, within
an integrated MLaw programme. As a result, you, our students, will be placed in an excellent position
with regard to your employment prospects. Overall, the course aims to allow students to:

1.2 Rationale, Aims and Learning Outcomes of the Course

- Acquire knowledge and understanding of a wide range of legal concepts, processes, procedures,
  values, principles and rules of English law and demonstrate how processes and procedures
  operate in practice and explain the reasons for the relationships between them in a number of
  complex areas
- Demonstrate a comprehensive, and accurate, knowledge and understanding of the detail of legal
  rules, including theoretical issues pertinent to any of the substantive areas of law studied and
  their relationship to relevant economic, social, commercial, political, European and international
  contexts
- Apply knowledge to situations and scenarios of increasing legal complexity, analyse facts,
  evaluate principles and produce reasoned conclusions
- Demonstrate effective use of a range of research skills, including the use of paper and electronic
  based sources to find up-to-date information from a variety of sources, developing and executing
  a clear research plan, and producing a clear and accurate presentation of law on a topic
- Synthesise doctrinal and policy issues in relation to a topic area and demonstrate an ability to
  offer personal perspectives
- Demonstrate effective use of a range of research skills, including the use of paper and
  electronic based sources to find up-to-date information from a variety of sources, developing
  and executing a clear research plan, and producing a clear and accurate presentation of law on
  a topic
- Reflect on progress, present work in a timely fashion for feedback and develop a programme of
  action based on feedback given and show independence in identifying further learning
  opportunities as part of an ongoing process of lifelong learning
- Demonstrate accurate use of the English language and legal terminology, in writing and orally
- Demonstrate proficiency in retrieving legal information using electronic databases, use a wide
  range of formatting and other word processing techniques, and manage and exchange
  information by e-mail
- Enter, or return to, employment with a sound knowledge of the structure, processes and
  rules/doctrines which comprise the legal environment, and demonstrate a range of transferable
  skills of practical use in helping develop a chosen career or specialist area of work
- Prepare students for work-based learning
- Provide a general foundation for practice.
All of the Solicitors’ Regulation Authority required outcomes of a Legal Practice Course are fully integrated into our MLaw. More information on this (as well as other useful information) can be found by following the links on http://www.sra.org.uk/students/lpc.page
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:

### Head of School

Head of School is Jane Anthony. She is responsible for the management of Lancashire Law School for both students and staff. In this regard, she is assisted by Course teams. If you need to see her for any reason, please contact the Harris Hub to make an appointment.

### Course Leader

Course Leader is Stephanie Jones. She can be contacted by email on sljones3@uclan.ac.uk and is based in HB256 The Course Leader is responsible for the day to day running of the course. In this regard, she is assisted by module Leaders and Academic Advisors. A Staff Student Liaison Committee reports to the Undergraduate Courses Committee.

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

### Admissions Tutor

The Admissions Tutor is Hilary Chadwick - she is responsible for the recruitment of students on to the course in accordance with the University Admissions Policy, the University Code of Practice and the requirements of the SRA.

### Academic Advisor

Each student will be allocated an Academic Advisor at the beginning of his or her first year. Your Academic Advisor is there to help you should you have any problems during your time at Central Lancashire. She will offer advice on both academic and pastoral matters. This tutor should stay with you for each of the four years you are with us allowing a strong personal relationship to develop (if you stay in touch that is!)

You will be allocated your Academic Advisor in your first week and you will meet with him/her during induction week.

In addition to the Careers advisors mentioned above, your Academic Advisor is also available to provide Careers Advice. Michael Doherty is the member of Lancashire Law School who is responsible for coordinating Academic Advisors. Your Lawyers’ Skills sessions will also give you guidance on your CV – this is in addition to the opportunities provided in The University Careers Advice Service is also
available to all students for even more guidance on CVs, interviews etc. Alastair Shimmin holds a weekly drop in session in the Law School – please see noticeboards for details. We want you to achieve the best that you can.

Each year the School holds careers events for LLB, MLaw and LPC students, including presentations by local practitioners and on non-law careers.

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

Additional queries on training contracts can be addressed to the Solicitors’ Regulation Authority direct - Solicitors Regulation Authority, The Cube, 199 Wharfside Street, Birmingham, B1 1RN or you should access the SRA Website at www.sra.org.uk

**Professional Conduct and Regulation**

Professional Conduct and Regulation is covered in each of the Core Practice areas and vocational electives (years 3 and 4) as detailed in the SRA Legal Practice Course Outcomes.

**Module Leaders**

There is a Module Leader for each module. Each Module Leader ensures compliance with the requirements for a Qualifying Law Degree and the LPC Outcomes. Together with other staff teaching the subject they set and mark the assessments for their subject, and are subject to scrutiny by external examiners.

**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.

1.4 **Staff - Student Liaison Committee**

**Staff Student Liaison Committee**

Composition
MLaw Course Leader & Student members from each year group
Meetings

The Staff Student Liaison Committee will meet twice a year. Minutes are kept and all staff and students on the course can ask to receive copies. Recruitment and training of course representatives will be undertaken by the Students’ Union.

Responsibilities / Purpose

To enable the students to put forward to the staff the views of their cohort regarding the course, and to agree changes and developments that would be beneficial for staff and students involved in the course. Any issues will be reported to the Senior Leadership Team of Lancashire Law School and feedback provided to all members.

1.5 Student Feedback

We welcome student comment and feedback on the development and delivery of the MLaw. Each Module engages in a mid-module review and is recognised by the Law School as a valuable tool to gather student feedback at an early stage (and whilst it is still possible to make some changes that affect all students involved!). Its purpose is therefore 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. Questionnaires will be distributed by module tutors part way through the 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 Senior Leadership Team of Lancashire Law School, will review the forms and feedback on any issues raised via electronic notice board, notice boards, staff student liaison officers, Academic Advisors and through student handbooks for future cohorts of students. Previous feedback / comments should be available in module handbooks.

Remember, this is just one way in which you can feedback to the course team and works within an integrated system which includes staff-student liaison meetings, discussions with Student Liaison Officers, participation in Course and School Committee meetings, Student Union representation and meetings, Academic Advisors’ meetings and of course, individual staff and the course leader are always happy to see you. We all have availability times posted on our doors or if you prefer, you can make an appointment by email or telephone. Please do come to see us – we are here to help you progress in the best way possible with your studies!

1.6 Peer Observation

To enhance the quality and consistency of our teaching, staff will observe each other’s teaching sessions from time to time during the course. The purpose of these arrangements is to allow staff to share and develop areas of good practice.
1.7 School/Course Administration
Campus Admin Services provides academic support for students and staff and are located in Harris Room 120 and is 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. Course specific information is also available via school Blackboard sites.

The hub contact numbers are Ext. 891996 or 891997
The hub email contact is HarrisHub@uclan.ac.uk

If you need to contact the Harris Hub, for whatever reason, you should email on HarrisHub@uclan.ac.uk.

A member of staff will be redirect your query to the appropriate person or will pass on messages.
1.8 Communication

MOST COMMUNICATION BETWEEN STAFF AND STUDENTS WILL BE BY EMAIL. The University expects you to use your UCLan email address and check daily for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The ‘contact your students’ facility allows course leaders or module tutors to send messages to whole cohorts or students. The ‘SAM’ facility (Student Attendance Monitoring system) allows course leaders, year tutors, module tutors and Academic Advisors to send individual messages to students regarding attendance for specific modules. Please check your University e-mail account on a daily basis.

Academics' Pigeon-Holes

Academic members of staff have pigeon-holes inside the main Harris Hub where messages can be left. If you leave a contact number they will ring you back. They also have email and voice mail, where you can leave a message. A list of room numbers, email addresses and telephone numbers is left on the course notice-board outside the school office and is also posted on the door of the office. It is good practice for students to take down (in your diary/student organiser) the contact details for all the tutors and lecturers who take you for classes. Academic staff will normally attempt to reply to your messages within three working days.

Module Blackboard Sites

All Lancashire Law School modules have a dedicated virtual web presence on Blackboard (UCLAN’s virtual learning environment platform). Module leaders and module tutors will use Blackboard to post module specific information so you are advised to check module Blackboard sites on a daily basis and monitor these as you would your e-mail account.

Academic ‘Office Availability Hours’

In order to minimise difficulties in communicating and meeting with academic staff, they will usually have an ‘office hours availability’ system. Staff will post on their office doors their “office hours”, these being the times during the week when they will usually be available to meet students. If you adhere to the times stated, the member of staff will usually be there and will see you. As already stated, you can also e-mail staff - addresses can be found within the UCLan web-mail directory (in the search facility enter the staff member’s surname, a list of name appears, please ensure you
send it to the member of staff in the **Law School** - brush your mouse over the name and their details appear, law staff have an ‘LW’ description against the ‘department’). Please note that staff are not always at their desks and may not be able to respond to e-mails immediately. Staff will endeavour to respond to e-mails within three working days. If members of staff are away from the university, either on university business or on annual leave, an automated message will be sent giving an indication when the staff member will return and be able to respond to your e-mails.

**NB What to do In an Emergency**

If an emergency arises please contact a member of staff by telephone and make an appointment to see them to discuss the problem. Staff are generally willing to speak with students outside their designated ‘office hours’ if it is an emergency situation. If they are not around to speak with, then contact staff in the Harris Hub.

**NB Change of Personal Circumstances or Mode of Study**

You must notify your Academic Advisor of any change to your programme of study. Module Change Forms are available on My UCLan.
The University has appointed External Examiners with responsibility for the undergraduate and postgraduate elements of 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. A full list is available below. If you wish to make contact with any of your External Examiners, you should do this through your Course Leader and not directly. All the External Examiner reports will be made available to you electronically.

**Lancashire Law School Undergraduate External Examiners 2015-2016**

Chara Bakalis, Oxford Brookes University
Susan Cunningham-Hill, University of Staffordshire
Paul Kerrigan, Manchester Metropolitan University
Manos Maganaris, Glasgow Caledonian University

**Lancashire Law School LPC External Examiners 2015-2016**

Ian King, University of Staffordshire
Robert Collinson, Edge Hill University
Paula Hatton, University of Sheffield
Your first few weeks at UCLAN will probably be quite daunting. It is essential that you adjust to life in the Law School and the University as soon as you can. Members of staff are willing to help answer any questions you may have - please do not be afraid to ask anybody.

The Law School runs a formal induction programme in September 2015 – the programme is designed to provide guidance, support and information for the new intake of all undergraduate students, including MLaw. The schedule is available on Blackboard.
All students are entered initially for a Master of Laws degree with honours. The course is only available on a full-time basis. The normal workload for a full time student is six 20 credit modules per academic year. Normally a student must pass all modules each year in order to proceed to the next year. *In exceptional circumstances* you may carry one 20 credit module, either because you have failed the module and are required to re-register it, or have been unable to “sit” the module due to illness. There is no provision in the Academic Regulations to carry more than one 20 credit module into the following year. (see: http://www.uclan.ac.uk/information/services/sss/quality/regulations/aca_regs.php)

To remain on the MLaw programme at the end of your second year you must ensure that you have attained at least a 55 average in your work over that year. If you do not attain 55 as an average you may be transferred to the single Hons LLB.

To gain the MLaw, you must study modules which equate to at least 480 credits, including a minimum of 200 at level 6 or above and 120 at level 7. These must include the subjects prescribed by the SRA. The MLaw is awarded at the end of Year 4 with graduation in December following the end of Year 4.

[To gain an Honours Degree in Law (LLB), you must study 18 twenty credit modules (or equivalent) over a three year period, this equates to 360 credits at levels 4, 5 and 6.]

A minimum of 15 of the 18 modules must be in Law coded modules
At least 11 of the 18 modules must be at Level 5 or above If you decide to leave UCLan at the end of year 3, you will graduate with an LLB.

To gain an LLB (unclassified) requires 16 modules, 15 of which must be in Law].

Your Course at a Glance: What you will study over the next 4 years

The 6 (20 credit or their equivalent) modules you study each year comprise compulsory, core, core practice, optional and elective modules. Some are compulsory, some limited choice and some free choice. The breakdown between these modules is as follows.

1. Year 1
   (a) Core / Compulsory Modules (4)
   LW1101: Lawyers’ Skills and Personal Development (20) Semester 1
   LW1102: Legal System (20) Semester 1
   LW1013: Contract Law (20) Semesters 1 + 2
   LW1005: Public Law (20) Semesters 1 + 2
(b) Law Electives 2 (2 from:)

Two from

*LW1007 Wildlife Protection Law (20)
*LW1008 Defamation and Privacy in the Media (20)
*LW1009 Thinking & Arguing Law (20)
*LW1015 Judicial Process (20)
*LW1016 Foundations in Human Rights (20)

Year 1 Overview: Core / Compulsory Modules

Each core / compulsory law module is worth 20 credits. These modules comprise the "foundations of legal knowledge": you must study these in order that your law degree is "qualifying", meaning you satisfy the professional bodies’ academic stage of training should you want to be a lawyer.

Lawyers’ skills and PDP – semester one only; weekly lecture and workshop. Workshops focus on legal research, Personal Development Planning (PDP) and how and where to find the law, making sure it is up to date and still in force, how to use the different sources both paper and electronic, and how to apply legal principles. Attendance is compulsory as this is a basic foundational module for all the other first year law modules. Assessment is via an end of module assignment, Blackboard on-line exercise, submission of a PDP diary, and a short oral presentation.

Legal System – semester one only; weekly lecture and seminar. This module examines the legal profession, aspects of civil and criminal process and the participation of lay people in the administration of justice. Learning outcomes are assessed by seminar performance and an end of module essay.

Contract Law – runs all year, both semester 1 & 2; weekly lectures and seminars. Contract Law introduces students to the language, concepts and reasoning process of the English Law of Contract. It is assessed by seminar performance, a formative essay at the end of semester 1, 4 Blackboard online quizzes, a mock examination essay, and a two hour examination in May.

Public Law – runs all year, both semester 1 & 2; weekly lectures and seminars. The module examines the relationship between citizen, the state and the law, and the way governmental power is exercised and controlled in the UK. It is assessed by seminar performance, a formative coursework towards the end of semester 1 and a two hour examination in May.

Year 2

(a) Core / Compulsory Modules (4)

LW2502: Criminal Law (20) Semesters 1 + 2
LW2501: European Law (20) Semesters 1 + 2
LW2504 Law of Tort (20) Semesters 1 + 2
LW2021 Legal Research & Reasoning Skills (20) Semesters 1 + 2/3 (this incorporates the Core Skill of Practical Legal Research)

(b) Law Options (2 from: (20 credits each))

*LW2006 Consumer Law
*LW2004 Mooting and Legal Debating
*LW2007 Family Law
*LW2008 Media Law
*LW2011 Employment Law
*LW2012 Human Rights in the UK
*LW2013 Criminology
*LW2014 Sentencing & Treatment of Offenders
*LW2015 Remedies (20)
*LW2016 Moral Dilemmas in Law (20)
*LW2017 Sports Law (20)
*LW2032 War Crimes Trials (20)

Year 3

(a) Compulsory / Core / Core Practice Modules
LA4153 Litigation (30) (Semesters 1 + 2) (Core Practice) (this incorporates the Core Skill of Writing)
LA4170 Advocacy (10) (Semesters 1 + 2) (Core Skill)
LW3092 Interviewing, Employability and Professional Development (20) Semesters 1 + 2
LW3505: Land Law (20) Semesters 1 + 2
LW3507: Trusts & Equity (20) Semesters 1 + 2

(b) Law Electives  (1 from: (20 credits each))

* LW3007 Medicine and the Law
* LW3010 Human Rights in a European & International Law Context
* LW3014 Environmental & Planning Law
* LW3024 EU Law in Judicial Review
* LW3025 EU Business Law
* LW3031 Placement (worked based learning for lawyers.)
* LW3035 Terrorism and the Law
* LW3091 Project

Year 4

(a) Compulsory / Core Practice Modules
LA4151 Business Law and Practice (20) (Core Practice)
LA4150 Property Law and Practice (20) (Core Practice)
LW4164 Solicitors Accounts (20) (Core Practice)
LW4167 Taxation, Ethics & Professional Conduct and Regulation (20) (Core Practice)
LW4165 Wills Probate and the Administration of Estates (Core Practice) [Incorporating Interviewing and Advising Core Skill] (10)
LA4168 Core Skill of Drafting

(b) Elective modules (3 from: (10 credits each))
* LA4155 Intellectual Property
* LA4171 Insolvency
* LA4163 Commercial Dispute Resolution
* LA4159 Employment Law and Practice
* LA4156 Commercial Property
* LA4157 Family Law and Practice
* LA4160 The Elderly Client
* LA4161 Personal Injury and Clinical Negligence Litigation
* LA4162 Immigration Law and Practice
2.1.1 Elective modules

In Years 1 -3, it is possible to choose from a list of “Free-Choice” Elective modules. This could enable you to develop skills such as a language or acquire knowledge outside your main subject(s). You can make your choice from a selection of modules that are delivered across many subject areas from the Electives Catalogue. You must remember that for a QLD, this is subject to the minimum requirement for Law coded modules. NB Throughout the 4 years, all elective courses are subject to staff availability and minimum (and sometimes maximum!) student numbers so are subject to change. Full elective lists are available on My UCLan.

2.1.2 Accreditation of Prior Learning

If you consider that you may have already achieved some of the learning outcomes of the course through previous learning, please consult your course leader and gain advice from the APL Coordinator to find out whether you can make a claim for accreditation of prior learning for part of your course.

2.2 Progression

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. Information about the various modules / combinations is available on Blackboard and you can discuss any matters arising with your Academic Advisor. You will be required to complete a PROGRESSION FORM on My UCLan.

Remember, to remain on the MLaw programme at the end of your second year you must ensure that you have attained at least a 55 average in your work over that year. If you do not attain 55 as an average you will be transferred to the single Hons LLB.

You will “progress” automatically into Year 4 of the programme (ie without completing a progression form.)

2.3 Study Time

2.3.1 Weekly Timetable

This is available online through the link on My UCLan. In the first few weeks, it is subject to change, so please look at it on a daily basis.

2.3.2 Expected hours of study

You should be studying for an average of 38 hours per week on a full-time programme. You will have approximately 12 hours formal class contact time (lectures, seminars, workshops etc) per week, which
leaves around 26 hours per week for private study which equates to around **4 hours per day** each week. So, you must fit this 4 hours into your personal timetable by either studying between classes (reading, note-taking, preparation for future classes or assessments) or deferring this study time until the evening when you are at home.

For **lectures** you should as a minimum read the relevant chapters in your textbook and the information in the module handbook prior to the lecture each week.

For **seminars** you should allow in the region of 2-4 hours per seminar session as adequate preparation time to prepare answers to preset questions.

For **coursework** additional reading time will be needed. Occasionally, coursework deadlines are preceded by a preparation/advice week when no seminars are running. Thus you will have no seminar preparation, and so the hours should be utilised for essay information gathering and writing.

For end of module assessments the questions are usually available eight weeks or so prior to the deadline for submission. They tend to be extended essays and require thorough research and careful preparation. **Tutors cannot ‘look at’ or advise individual students about draft answers but will look at a synopsis of not more than half A4 page for an essay plan.**

**PLEASE NOTE:** Essays cannot be re-submitted to gain a better grade, passed essays cannot be re-sat or retaken, failed pieces of work are normally allowed one re-sit and a maximum mark of 40% is awarded.

See Regulation 16.6 at http://www.uclan.ac.uk/information/services/sss/quality/regulations/section_g.php

In the event that you need to resit an assessment which forms part of the LPC element of your course, a maximum mark of 50% is awarded for the resit.

Time Management is a valuable and much under-estimated skill that many students struggle with. You should try to get into “good” habits as soon as possible!

## 2.4 Attendance Requirements

You are required to attend **all** timetabled learning activities for each module.

You are advised to check your SAM attendance data regularly (for accuracy) on your “MyUCLAN” page. Please note: Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. 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 under the student guide to regulations.

Please also note that we are required to share attendance data with your funding bodies and unexplained absences may lead to suspension or withdrawal of part or all of your funding, as continued funding is usually conditional on regular attendance. We may also be required to comment on attendance matters when writing references and attendance is also an issue which examination boards consider. An attendance list is also posted on the relevant board which students must sign each week as proof of attendance.
You will be required to sign in using your UCLan card at all class contact sessions and 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 self certify using the process on SAM. You can self certify for up to 7 days but after that you should apply formally for Extenuating Circumstances in accordance with the process described below. Notification of extended illness or exceptional requests for leave of absence must be made to the MLaw Course Leader (Stephanie Jones) or your Academic Advisor if the Course Leader is unavailable.

*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.

**It has to be stressed that attendance on ALL the Core Practice modules are compulsory (Years 3 and 4). You should get into the habit of good attendance as soon as possible.**

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.

Please remember that the MLaw incorporates the Core Practice areas from the Legal Practice Course. This is a professional course and you are being prepared for an office environment. You should therefore behave in a professional manner.
2.5 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.
3. Approaches to Teaching and Learning

3.1 Expertise of Staff

You will be taught by members of teaching staff who have broad national and international professional and academic experiences which will help enhance your learning experience. Most staff have publications to their name and a substantial number are active researchers in the legal field who will share with you the insights such experience brings. A sample of Lancashire Law School staff publications can be found in the glass fronted bookshelves located near to the front entrance of Harris Building.

All staff teaching the “practice areas” are qualified solicitors and have experience in legal practice across the areas they teach. Some staff have a practiced in large ‘national’ firms and others have general high street practice in more medium sized firms. So you will have interface with practitioners who have varied expertise and there is no doubt that this variety will enhance your experience on the Course.

Some of these staff continue to practice and others hold judicial appointments so as to maintain their contact with the practical legal world. A large number have also been appointed by the SRA as External Examiners at LPC institutions and so they are able to influence and assure the standard of these courses nationally which is reflected in their own practice on this course here at UCLAN.

All staff in the Law School engage in producing and developing Continuing Professional Development Courses for practitioners.
3.2 Learning and Teaching Methods

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

- variety of delivery mechanisms;
  - 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 that ultimately it is down to YOU!
3.2.1 Lectures / Large Group Sessions

Lectures are large teaching sessions led by a lecturer. They are the main teaching method for introducing students to the fundamental structure of ideas, approaches, cases, concepts and principles which comprise the module’s subject matter. Individual lecturers will have different approaches as to how they deliver this material, but in the main they will provide you with a framework of knowledge upon which you must build your own knowledge and understanding through further independent study.

Statistic – “65% of your learning at University level is by and through independent study.”

Reading appropriate chapter(s) in a textbook prior to the lecture will help you understand the lecture better than if you do nothing. Even if you do not understand all you read, you will be at least familiar with some of the ideas and cases when the lecturer mentions them.

Lecturers will adopt a variety of methods in lectures to help engage you with the materials: some will ask you to sit back and listen and take minimal notes, because detailed written handouts may be provided or powerpoint slides; others may ask you to take copious and detailed notes of what they say. You must adapt your learning style to different lecturing methods.

All modules will provide a module handbook on their virtual learning environment web-space (Blackboard is the platform used at UCLAN). The handbook will guide you through the lectures and provide important references for further reading, as well the schedule of topics and seminar questions you will cover over the academic year.

3.2.2 Seminars

Seminars are student-led discussion groups (maximum of 18 students.) You are asked to prepare set questions in advance of the class and bring your responses to these questions to a class discussion where your oral contribution will be assessed. The aim of the discussion is to consolidate what you have learnt and further your understanding of the subject matter. Seminars are also an opportunity to develop your skills of critical analysis, reasoned argument and oral communication.

Seminars are a part of the assessment of some modules. In those cases, your performance and contribution to seminars will form part of your overall mark for that module. For the criteria of how we assess your seminar performance see the Lancashire Law School Assessment Guide. Seminars will develop law specific, generic and transferable skills.

IMPORTANT: Once you have been allocated to a seminar group you are not allowed to swap groups unless this is first discussed with the Course Leader. Swaps will only be allowed in exceptional circumstances.
circumstances. It is unfair on other students if seminar groups become unbalanced (either too many or too few in a group). If you have permission to swap groups permanently, you must ensure your new tutor gets your grades to date from the seminar group you are coming from.

If you wish to attend another seminar group as a ‘one off’ (owing to illness or other such problems which prevented you attending) then you must complete an ‘absence from seminar’ form and then, with this form, approach the tutor of the class you wish to attend. If the tutor is satisfied with your self-certified absence he/she may let you attend another group. However, under no circumstances will you be allowed to be assessed for your attendance at this other group. Your non-attendance will be condoned (so long as it is self-certified correctly and you’ve not reached the maximum number of self-certifications) so you can only attend to participate in discussion but as a non-assessed participant only.

Seminars

Attendance is compulsory for all seminars and workshops.

In those modules where there is seminar assessment, your mark counts towards your total module mark. You will receive a mark for each assessed seminar using the seminar assessment criteria as outlined in the Law School Assessment Guide. Please familiarise yourself with these criteria. If you are unsure of what you need to do to get an excellent mark for seminars, please ask your tutor. Your composite mark for seminar assessment is worked out on the basis of the best three-quarters of your individual seminar marks. Eg In a module with 8 assessed seminars, the average of your best 6 marks will be the mark awarded.

Absence

Absence from an assessed seminar will result in a mark of 0% for that seminar. There may be times when you are absent from a seminar for unavoidable reasons, e.g. illness or transport problems. If you miss up to a quarter of the assessed seminars for these reasons, this will have no negative impact on your average seminar mark.

If you are going to be absent for longer periods of time, you will need to use the Extenuating Circumstances procedure and provide evidence (e.g. a medical note) to support your application – see above for details.

(N.B. There is a separate attendance monitoring process that enables the School to identify and support students who are struggling to attend all classes. If you are going to be absent from any type of class (not just assessed seminars) then you should let the School administrators know by following the absence procedure outlined in the Blackboard Law School space.)
3.2.3 Workshops / Small Group Sessions

Some modules use workshops, e.g. lawyers’ skills. These differ from seminars in that there is usually a task or activity to perform as well as tutor led material. The same rule applies as per your preparation. Some workshops may involve the use of video and role-plays, e.g. interviewing and negotiating skills.

3.3 "Skills Spine"

Running throughout the MLaw is what we call ‘skills spine’. The modules which comprise the Skills Spine will help you develop legal skills, such as research, case briefing and reading, applying the law and using legal principles to write and present legal argument.

In addition, you will also be taught some generic study skills which will not only help you communicate legal arguments more effectively but will also be invaluable transferable skills which can be used in whatever future employment path you choose. In Year 1 we have a number of dedicated Writing Workshops to help develop your writing skills. In Year 2 you will undergo study in critical reasoning skills and reflection. In Year 3, the focus is on the oral skill of interviewing and enhancing your employability so that you are helped to prepare for the world of work. In each year, there is a huge emphasis on skills essential for all graduate level employment.
3.5.1 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. LIS

https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1
3.5.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. There are key Practitioner online services and we will introduce you to these throughout your degree. Of particular importance to your studies in law will be Lexis Library and Westlaw.

3.5.3 Rooms

In Years 1 and 2, you will have access to the Student Learning Lounge in Harris 224. In year 3 you will have access to HB114 and in year 4, you will have access to the Legal Practice Course Resources Room in Harris 108.

You also have access to the Library. From Monday 14th September the library building will open 24/7. Please note the following:

- Opening times may be subject to change (particularly over summer)
- You will need a valid UCLan Card to enter the Library
- See the renewals page for full details on how you can renew your Library items - even when the Library is closed

3.5.4 WISER

All students can use UCLan’s WISER service which is a dedicated unit devoted solely to academic study skills for Higher Education learning. Please go to their web-site for further details at: WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1
PDP is defined as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.'

During your studies, we want you to develop the skills needed for graduate careers and to develop as a person. PDP is now an integral part of all study programmes, to assist you in progressing into your chosen career.

**By structured**
- we mean designed and intended.

**By supported**
- we mean that it is valued and facilitated by teachers and other professionals who promote and support your learning.

**By process**
- we mean that, while PDP is based on a simple learning process, a strategy for promoting PDP through your programmes may involve a collection of processes that are connected in some way rather than a single continuous process.

**By personal, educational and career development**
- we are talking about the development of the whole person. PDP is about building self-identity and self-awareness.

The primary objective for PDP is to help you learn more effectively. By this we mean being able to:

- learn in a wider variety of ways and a wider range of contexts;
- recognise and evidence your own learning and therefore the progress you are making;
- draw upon and use your expanded personal knowledge to achieve a particular goal
- review, plan and take responsibility for your own learning.
Transferable skills, career development and professional practice are integral to many of the modules you study on the MLaw. We would encourage you to take up any opportunities for shadowing, work experience and involvement in the clinical legal education project, which may arise during the course. Your Academic Advisor will support your reflection on your personal development through a series of meetings during the course and we would encourage you to maintain a journal reflecting on your performance, achievements and educational, skills and career development. This can be very useful when preparing your CV and attending interviews.

3.7 Career Opportunities

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.

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

Careers offers a range of support for you including:
- career and employability advice and guidance appointments including a weekly drop-in session in the Law School by Alastair Shimmin (see Law noticeboard for up to date info).
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects.
- workshops, seminars, modules, certificates and events to develop your skills.
Daily drop in service available from 10.30am-3pm 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.
ENHANCING YOUR EMPLOYABILITY – START NOW!

YEAR 1 – ASK YOURSELF:

Do you have any relevant and recent work experience? Relevant at this stage = related to the graduate career of your choice eg if you want to be a solicitor, you need some work experience in a solicitors office. If you would like to work in a large firm (eg in Manchester), you need to formally apply for their summer vacation placements during your first year so that you can undertake it during the summer.

Do you have a part-time job that shows a level of responsibility, commitment, trustworthiness, reliability etc

Do you have a CV?

YEAR 2 – ASK YOURSELF:

Do you have any MORE recent relevant work experience? Relevant at this stage = related to the SPECIFIC graduate career of your choice eg if you want to be a solicitor, you need some work experience in a solicitors office doing the type of work that you hope to do once qualified.

If you would like to work in a large solicitors’ firm (eg in Manchester) or for a large, national graduate employer you need to look at when they require applications for graduate jobs to be made. This is often 1 or 2 years BEFORE you graduate.

Are you still holding down a part-time job with useful skills and where you are successfully combining that with your studies?

YEAR 3 – ASK YOURSELF:

Do you now have some definite ideas about your future career?

How does you CV look now that you have added your work experience etc?

Are you still on the look out for relevant work experience or suitable graduate jobs?

YEAR 4 – ASK YOURSELF:

Exactly as Year 3!! If you already have your job lined up, relax and concentrate on your studies.
All first year students are allocated to an Academic Advisor during Induction Week. This will be a member of staff who will guide you and offer pastoral and academic support, often on a one-on-one basis, over the 4 years of your degree programme. You will usually keep the same Academic Advisor throughout your four year stay with us, thus allowing you to build a close bond and rapport with a member of staff. This member of staff will be your confidante and will support you in all that you do both during your time with us and after you have left (i.e., by helping with references etc).
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 and UCLan Financial Support Bursary (first year students only).

4.2.1 Student Liaison Officers

Student Liaison Officers have recent experience of what it is like to be a student and can advise you of the support systems available. They work towards improving your student experience here at UCLan, more information about their role can be found by clicking on this link to their web site - [Student Liaison Officer](#).

4.2.2 The Lancashire Law School Student Engagement Assistant

There is also a dedicated student representative for the law school who co-ordinates attendance at Staff-Student Liaison meetings and helps train the new course representatives. She also arranges some social events, and is a great source of information. For the 2015-16 session the SEAs can be found in Foster 058, the Student Support Hub.

4.3 Students with Disabilities

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 Hilary Chadwick in the Law School. Hilary 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).
As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

You will be expected to abide by the Regulations for the Conduct of Students in the University Student Guide to Regulations. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

Lancashire Law School

Policy on mobile computer and phone use

1. You are generally permitted to use laptops and tablet computers within teaching sessions subject to the following provisos
   - You must only use the computer to access material directly relevant to the teaching session
   - Your computer use must be silent and unobtrusive
2. You are not generally permitted to use or access your mobile phone within teaching sessions. Your phone should be turned off or placed on silent mode.

Explanatory note

- Following extensive debate and evaluation of the teaching and learning research, the School concluded that mobile phones were not an appropriate tool for the core activities within lectures and seminars, i.e. note-taking, accessing seminar preparation notes to contribute to the seminar discussion.
- If you need to be contactable for e.g. child care problems, then you should mention this to your tutor at the start of the session.
- Your tutor may want to use mobile phones for specific activities within specific sessions. They will give you the relevant directions on when and how to use your phone on those occasions.

4.6 Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go? Pop into the Opportunities Centre on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.
The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

Please note: 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 (see below).

5.1 Assessment Strategy

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.

The purpose of assessment is to test your learning against expected learning outcomes. Assessment will either have formative (designed to help you learn what standards are expected – e.g., an ‘in-course’ assignment) and summative (usually a ‘final’ assessment of your attainment when the module has been completed – e.g., an end of year examination or a dissertation). The feedback you receive from assessment (a grade + some written/oral comments) gives you an indication of the extent to which you have achieved the expected learning outcomes for the module. Feedback is extremely important for helping you make improvements towards attaining the full learning outcomes. Reading and acting upon feedback is the only way you will improve your standard of learning and understanding. At University level you are expected to take responsibility for making these improvements (the
philosophy of ‘student-centred’ learning, which underpins teaching at undergraduate and postgraduate levels. Reading the expected learning outcomes is, therefore, a useful method for working out what lecturers expect from you when they set assignments or exams.

A variety of assessment methods are used to assess different types of learning outcomes. So examinations test your ability to think under time pressure, marshal evidence in support of an argument and resolve set problems or develop a perspective on a topic for discussion. Assignments allow you more time to construct a detailed argument supported by evidence of wide-ranging reading and research. Group presentations also test research skills and your ability to work as part of a team and deliver a polished oral performance. Seminars and workshops test your individual ability to communicate orally within a group discussion and demonstrate not only good research but an ability to think creatively, quickly and laterally.

5.1.1 Seminars

5.1.1.1 What is Being Assessed in Seminars?

When your performance in a seminar session is ‘assessed’ tutors are focusing on your oral performance only, not the written notes or other research undertaken which has helped prepare you for making a contribution to class discussion.

_Tutors will not, therefore, accept written notes in lieu of either_ (1) _poor oral performance in a seminar you have just completed; or (2) your absence from class for reasons outside your control or otherwise._ The correct procedure for dealing with the latter situation is the self-certification and extenuating circumstances procedures outlined above.

5.1.1.2 Criteria for Assessment of Seminar Performance

Your oral performance will be judged largely against four criteria, which reflect your ability to lead or contribute to a class discussion on topics and questions given to you in advance of the class or in response to directions from the seminar tutor during the discussion itself: (1) level of preparation exhibited; (2) degree of understanding exhibited and willingness to develop understanding; (3) willingness and ability to contribute to discussion; (4) sensitivity and receptiveness to the views of others.

_FULL DETAILS OF THE CRITERIA ARE AVAILABLE IN THE LANCASHIRE LAW SCHOOL ASSESSMENT GUIDE._

5.1.2 Coursework

5.1.2.1 Procedure for Producing and Submitting Coursework
If Coursework is required as part of a module assessment it must be word processed, carefully documented and all quotations and sources of information must be acknowledged. (see section 5.8 on plagiarism etc). There are a number of ‘house’ rules the Law School adopts regarding the presentation and submission of written coursework. These are listed below:

✓ All assessed Coursework must be handed in, on or before the deadline date and time. An electronic copy must be submitted via the Turnitin software via BLACKBOARD for the individual module concerned (a special ‘in box’ folder will be created on your module Blackboard site and you must upload a copy of your assessment into the inbox in this folder- your tutor will inform you where and when you can access this folder). For further information on Turnitin see: http://www.uclan.ac.uk/information/services/ldu/turnitin.php

✓ Hard copies of work, where appropriate, can be submitted via the assessment box in THE HARRIS HUB. Failure to use the assessment box may result in work being lost and/or not being marked. Students are not permitted to fax or e-mail their submission unless prior permission is gained first and there are justifiable reasons for doing so (speak with the module tutor concerned)

✓ A front sheet, must be completed and attached to the work. If the front sheet is not fully completed the work will be returned to the student unmarked with a request to fill in the missing information.

✓ Students must ensure that all work is backed-up on a separate disk to avoid the risk of work being lost. Loss of work resulting from failure to back up will not be accepted as valid excuse for non-submission.

✓ You must not exceed the word limit; if you do, the tutor will only mark the work to the stated word limit and disregard the rest. You must provide an exact word count as recorded on your computer.

✓ The work must be handed in on or before the deadline date or penalties will be applied (see section 5.6)

✓ All written work must be produced and submitted in accordance with the style sheets laid out in the Lancashire Law School Assessment Guide on Blackboard.

5.1.2.2 Marking Criteria for Coursework
A frequently asked question is, “What are tutors looking for when marking my work?”. Broadly we are looking for written evidence that you have reached an adequate standard of understanding to satisfy the learning objectives for the assignment such that we can make a judgement that your work achieves the ‘pass’ criteria of 40%. In terms of the substance of an answer we require evidence that you have used (i.e., cited, discussed, applied, evaluated) some or all of the materials on the particular legal topic the question addresses, as shown by the lecture and seminar outlines of cases and principles.

FULL DETAILS OF THE CRITERIA ARE AVAILABLE IN THE LANCASTHIRE LAW SCHOOL ASSESSMENT GUIDE.

5.1.3 Presentation Assessments

Some modules contain an assessed presentation.

FULL DETAILS OF THE ASSESSMENT CRITERIA ARE AVAILABLE ON BLACKBOARD

5.1.4 Core Practice, Core Skill and Year 4 Elective Assessments

These are marked differently to your other core / compulsory module assessments. The main difference is that the pass mark is 50%. The Core Skills assessments also have a pass mark of 50% and will be assessed on a Competent / Not yet competent basis.

An extract from the Assessment Regulations makes this clearer:

“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.

Skills assessments are assessed on a competent / not yet competent basis only. A student who fails to undertake or submit a 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.”

These assessments appear as follows:

Year 2
Practical Legal Research (within LW2021) – Core Skill

Year 3
Writing (within Litigation) – Core Skill
Advocacy – Core Skill
Litigation

Year 4

All remaining subjects
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. In addition, you can discuss this with Hilary Chadwick as the academic lead in Lancashire Law School – hchadwick@uclan.ac.uk

For further advice and support, please contact the Harris Hub in HB120.

5.3 Notification of Assignments and Examination Arrangements

5.3.1 Assignments

All students will be provided with a copy of the teaching and assessment ‘grid’ by mid October.

The grids indicate the dates when assessments will be distributed and the dates when they must be submitted by.

Copies of all assessments will usually be distributed on individual module Blackboard sites and module leaders will notify students when they can access questions. Module handbooks should also give an indication of how many assessments will be distributed, their form and format, and details of submission dates and protocols.

All students are required to submit an e-copy of their courseworks using the Turn-it-In plagiarism detection platform. Module leaders will create an assignment ‘drop-box’ on their Blackboard sites and students are required to upload an electronic copy of their assignment to this drop-box so it can be run through the plagiarism software.

5.3.2 Examinations

All core / compulsory modules have an examination component. Exams are organised centrally by the Exams and Awards Department not the Lancashire Law School. Please see the University calendar which indicates when the examination period starts and end. Exams will eventually appear on your online timetable.

Exams and Awards usually distribute detailed examination timetables in the last couple of weeks before the University closes for the Easter holiday. Teaching staff will know what these dates are at
the same time students are informed (please keep your eyes on the noticeboards immediately before you finish for Easter).

Please note that examinations for the Core Practice elements of the MLaw (in years 3 and 4) will not follow the usual pattern for examinations / assessments. Some examinations will be held in March and others as late as the end of June. You will be provided with full details nearer the time.

5.3.3 Marking Criteria for Assessments

Module leaders will give students details about the assessment outcomes and how they will be assessed. These outcomes will also form the basis of the feedback you eventually receive.

Assessment outcomes will vary from module to module, level to level. However, we broadly follow the Quality Assurance Agencies’ (QAA) Benchmark Statement for Law when assessing and defining learning outcomes. These outcomes are generally tailored to the specific substantive content of each module.

FULL DETAILS CAN BE FOUND IN THE LANCASHIRE LAW SCHOOL ASSESSMENT GUIDE.

5.4 Referencing

Most assessments undertaken in the Lancashire Law School must follow a House Style. Each year we produce a LANCASHIRE LAW SCHOOL ASSESSMENT GUIDE which gives details of how to produce work in accordance with the approved House Style; this includes a detailed guide to referencing. A copy of the Guide can be found on Blackboard. If your assessment is to be in a format other than this, you will be told by your Module tutor.

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 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to either your Academic Advisor, Module Tutor or Course Leader. Or, if not available contact the Harris Hub and leave a message.

Authorisation of the late submission of work requires written permission. Lancashire Law School will be authorised to give permission for one extension period of between 1 and 10 working days where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances (Academic Regulation: G6.2).

Extensions cannot be granted by administrative staff or even your module tutor or module leader. Also, your Academic Advisor and Course Leader have no personal authority to grant extensions. You must go to the Law Office and ask for an extension form (or locate from your MyUCLan site), complete it as directed and then submit to the person or place specified on the form. A member of staff with responsibility for extenuating circumstances will assess the reasons for your wanting an extension and make a decision whether to grant an extension or not. You will be informed of the decision by phone or e-mail within three working days of submission of the form.

You should complete and submit an extension request form, with any supporting evidence, to your School office. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

Please note: you do not have ‘right’ to an extension – they will only be granted if the reasons given are accepted and these reasons are submitted on the appropriate form. Also, requests for extensions must be submitted before the deadline for submission expires. Requests submitted after the deadline has expired are usually not considered.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Extenuating Circumstances Procedure..

5.6.1 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

"Extenuating Circumstances" is a phrase which refers to exceptional factors outside of your control which have adversely affected your performance within your course. These factors may prevent you from attending examinations or other timed assessments or caused you to miss assessment submission dates. Examples are illness, accidents or serious family problems.
Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

You should also bear in mind that if you sit an examination or submit a piece of coursework, the School will conclude that you considered yourself fit to do so and therefore, ECs cannot be claimed for that assessment.

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances. (Academic Regulations and Assessment Handbook).

PLEASE NOTE: Subject assessments for the Core Practice Areas, Solicitors Accounts, the discrete assessment in Professional Conduct and Regulation, the Vocational Electives and the Core Skills assessments are subject to the Fit To Sit regime implemented by the SRA and are not covered by these guidelines. 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.

5.6.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:
If you submit work within 5 working days following the published submission date you will obtain a maximum mark of 40% for that element of assessment.

Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%.

Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

5.7 Feedback following assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments. You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will usually be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or in another form. The exception to this is where the assessment is the last one of a module; in this case results and feedback will often only be available with the end of year results. Some modules may provide individual feedback within 15 days.

5.8 Cheating, Plagiarism, Collusion or Re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of
an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Academic Regulations. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- The penalty will be 0% for the element of assessment, and an overall fail for the module.
- The plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to a maximum of 40%.
- When it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- The appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

If you intend to pursue a career in the Legal Profession, your proven good character is essential. All instances of cheating, plagiarism, collusion or re-presentation will be reported to the SRA and may affect your future membership of the Law Society. Such instances can also be included in any references for employment.
5.8.1 Some Guidance for Students

Copying from the work of another person is an unfair practice. If you want to use a quote, or material from a source, whether it is textbook, journal article or part of judgement, or another student’s work, then you must fully acknowledge the source in your footnotes.

Coursework and dissertations submitted for assessment must be the student’s own work. You will be required to sign a declaration to that effect on the front sheet that is submitted with all written assessed work.

The use of any unfair means in an invigilated examination or supervised assessment is dishonest and regarded as a serious matter by the University.

Once again, all forms of academic dishonesty are regarded as serious malpractice. It may lead to a zero mark for the work submitted, and to disciplinary action under the University’s academic regulations. Where a case of academic dishonesty is found this may be left on the student’s file and relayed to prospective employers in references. In addition the Department is required to notify the Law Society and the Bar Council of any proven cases. This will have serious implications for any student found guilty of academic dishonesty in obtaining entry to the profession.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
For more information and a podcast on types of plagiarism, go to: http://www.uclan.ac.uk/information/services/sas/the_i/course_stuff/assessment_exams.php#Plagiarism

5.8.2 Appeals Against Assessment Board Decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;

2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;

3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;

4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.
If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

For more information on the dates for the publication of results please refer to the University calendar which can be found at:
http://www.uclan.ac.uk/information/services/sss/academic_calendar/index.php

6. Course Regulations

6.1 Course Requirements

6.1.1 Compulsory / Core Modules

Remember, to remain on the MLaw programme at the end of your second year you must ensure that you have attained at least a 55 average in your work over that year. If you do not attain 55 as an average you will be transferred to the single Hons LLB. Obviously any fails will pull your average mark down.

To be awarded an MLaw degree all the compulsory / core modules must be completed and passed. We will allow you two attempts at each core module. If you fail your first sit and then the resit we will offer you a “re-registration” the following year. A re-registration means you must start the whole module again, no marks are carried over and your final mark is capped at 40%. You will again be offered a first sit and then a resit for your re-registration.

Furthermore, if you do not manage to pass the core module after these attempts you will not even be awarded an LLB degree as an exit award but a non-qualifying Law degree which will not satisfy the legal professional bodies’ definition of an exempting degree for the purposes of further professional training.
6.1.2 Compulsory / Core Modules and ‘Attempts’: The Professional Requirements

IMPORTANT NOTE: please take note of the following if you intend training to become a Barrister or Solicitor. The following extract is very important – if you take more than 3 attempts to pass a core module your subsequent MLaw / LLB (assuming you eventually graduate) may be “non-qualifying”. Try and ensure you pass first time and you will avoid these problems!

Extract from SRA Guidance 2008
Completing the academic stage of training
Guidance for providers of recognised law programmes: Education and Training Unit
Last updated: 26 February 2008
2.2 Number of attempts at foundation subjects
The maximum number of attempts permitted for any of the foundations of legal knowledge subjects within a qualifying law degree is normally three.

Please note that an “attempt” is counted as a first sit of all components of assessment for the module and excludes situations when you have extenuating circumstances which are accepted (in these situations your first sit is discounted and treated as if it never happened, but only if your circs are accepted).

Under UCLAN regulations a re-registration gives you a further two “attempts”. However, under the SRA Regulations quoted above, you will have to pass the first of your re-registration attempts to not fall foul of the rule quoted therein. If you fail the first attempt of a re-registration but pass the August resit, this will be counted as your 4th “attempt” (subject to no ex circs being submitted) and your degree will be “non-qualifying”.
6.1.3 Intercalation (Suspension of Study), Withdrawal and Repeating Years
If you have ongoing and very disruptive extenuating circumstances causing you to miss so much class
time that you feel you are irretrievably behind, then you can submit extenuating circumstances and
ask the examination board to „intercalate“ your studies. This basically means we allow you to take a
year off to pick up your studies where you left them the previous year. This is not the same as a
repeat year with good cause, where any marks gained are taken off your record, because you are
able to retain any marks gained. There may be funding implications though and you should check
these with your funding provider first. You also require permission from your Course Leader or the
Assessment Board and there are forms which must be completed also. For more information of
intercalation, withdrawal an repeat years, go to:
http://www.uclan.ac.uk/information/services/sas/notification_procedures/index.php

6.1.4 Unsatisfactory Progress
The year tutors, course leader and members of the extenuating circumstances committee meet
regularly to review the progress of students. If a student’s progress (particularly attendance) is less
than satisfactory, the student will be interviewed by the course leader to ascertain the cause of the
problem. Appropriate support will be given if needed. Any students whose progress is deemed
unsatisfactory will be monitored by their Academic Advisor and the course leader. Unsatisfactory
progress may result in penalties and withdrawal from the course.

6.1.5 Reassessment
All re-assessments, whether coursework or examination will take place during the August re-
assessment period. A maximum mark of 40% is awarded for re-assessment. Where a student is
unable to sit, or fails an examination by reason of extenuating circumstances that have been
accepted by the Board, then a first sitting will be offered in the August re-assessment period and
your marks will not be capped at 40%. If taken as a first sitting the mark achieved is awarded but the
student is still required to have passed six modules in order to proceed into the next year. Once the
August sits are completed there are no further assessment opportunities until the following May at
the earliest. Failing more than 20 credits, even when it is not your fault, could prevent you
progressing into the next year, therefore.
Students who fail seminars through non-attendance or low grades will be re-assessed in seminar
performance. This will take place in August in the form of a small group of 3 – 5 students and a tutor.
They will gain a maximum of 40% overall for that module.
In Year 1, a student must pass 6 modules (120 credits) in order to proceed to year two. In some
circumstances a student may be able to carry one failed module or one incomplete module into
year two. However, this means the student will be taking seven modules and the work load
increases. Not a situation to be recommended.

6.1.6 Additional SRA Requirements
The course is accredited by the SRA.
There is no requirement to enrol as a member of the SRA but anyone intending to join the
profession should look at the “CHARACTER AND SUITABILITY REQUIREMENTS” of the SRA. At the
point of entry into the profession, you will have to confirm that you comply with all requirements.
If there is any doubt (eg you have a criminal conviction, a CCJ, a history of bankruptcy or other
financial issues etc), you should seek approval from the SRA before you proceed with your
studies.
If you require advice regarding the Solicitors Regulation Authority requirements you should go to,
www.sra.org.uk.
6.1.7 Oral Core Skills Assessments (3rd and 4th Year only)

You will be given a schedule of when assessments will take place. 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 attending court appointments or client meetings. 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 assessment regulations to see the consequences. Don’t let it happen to you. Ensure you check notice boards and emails 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.

6.1.8 The Professional Conduct and Regulation Assessment (4th Year)

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 some other assessments. This is because it is vital to deal with these issues correctly in legal practice. Further information regarding this assessment will be given to you during the Course. An up to date version of the Solicitors’ Code of Conduct can be found at www.sra.org/guide
6.2 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.

The classification of awards will be based on the Average Percentage Mark (APM) or, at the discretion of the Course Assessment Board, on the basis of the overall profile and performance of individual students subject to minimum requirements.

As a rough guide, the APM for an Undergraduate Masters (MLaw) is based on a calculation derived from the marks achieved in specified counting standard modules which equates to 12 from year 3 and 4 or 18 from years 2, 3 and 4, whichever is the higher.

The APM calculation provides a weighted average which recognises higher level study through the ratio 1:2:3:4 for Level 4: Level 5: Level 6: Level 7.

The formula is:

\[ APM = \frac{m_1 l_1 c_1 + m_2 l_2 c_2 + \ldots + m_n l_n c_n}{l_1 c_1 + l_2 c_2 + \ldots + l_n c_n} \]

where \( m = \) mark awarded \( l = \) level \( c = \) credit points

For Honours and Undergraduate Masters Degree awards the following scale will be used to determine the classification:

<table>
<thead>
<tr>
<th>APM</th>
<th>Classification</th>
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</thead>
<tbody>
<tr>
<td>70 - 100%</td>
<td>First Class Honours</td>
</tr>
<tr>
<td>60 - 69.99%</td>
<td>Upper Second Class Honours</td>
</tr>
<tr>
<td>50 - 59.99%</td>
<td>Lower Second Class Honours</td>
</tr>
<tr>
<td>40 - 49.99%</td>
<td>Third Class Honours</td>
</tr>
</tbody>
</table>
or, at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

- Half or more of the counting modules for APM purposes must be in the classification awarded (or above), and
- The APM is no lower than 2 percentage points below that required for the higher classification.

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students.

A classification achieved through the APM may not be reduced using any other criteria except in respect of failed modules which have not been condoned.

For additional information, please see http://www.uclan.ac.uk/information/services/sss/quality/regulations/section_i.php#I3_Classification_of_Awards

6.2.1 A note on First Year Grades and their Contribution to your Classification

The grades attained in Year 1 do not ‘count’ towards your final degree classification. However, they do ‘count’ in other ways because you must pass your first year in order to proceed into Year 2 and it is common for staff to provide references for students who may need to refer to year one grades. When deciding final degree classifications, first year performance and attainment may also be a factor when discussing the exercise of discretion when establishing classification.

Students are therefore advised to apply themselves fully and seriously to their Year 1 studies as they will do in Years 2 - 4. A good Year 1 performance generally lays solid foundations for good attainment in Years 2 - 4.

7. The Student Voice

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.
The SLO and the Students Union can support you in voicing your opinion, provide ongoing advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (usually during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

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.

7.1 Course Representatives and School Presidents

The SU will make arrangements for you to elect course representatives who can represent any issues you may have to the course team within Student Staff Liaison Committee meetings. If you are interested in becoming a course representative yourself and wish to find out more about the role you can visit the Student Union and Student Liaison Officer sites for more information and volunteer for the role when the opportunity arises.

Those selected are then given training for the role by the SLO.

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.
The School President meanwhile is an annually elected representative who voices the opinions of students within each school. He / she communicates and engages 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

Those chosen will have to commit to attend two SSLC meetings, one per semester. Minutes of the meetings are circulated to the whole student cohort. The minutes will contain evidence of actions taken in response to concerns. These are then summarised at the end of the academic year and published in the following year’s course handbook.

7.2 Staff Student Liason 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.
The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information

Complaints Procedure
8. Appendices

8.1 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.

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>UCLan Preston</td>
</tr>
<tr>
<td>3. University Department/Centre</td>
<td>Lancashire Law School</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>Joint Academic Stage Board</td>
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<td></td>
<td>Solicitor’s Regulation Authority</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>MLaw</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>M</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>Law (2007)</td>
</tr>
</tbody>
</table>
9. Other external influences

Joint statement of the Solicitors Regulation Authority and the Bar Standards Board
QAA Benchmark Statement for Law (2007)

10. Date of production/revision of this form

July 2015

11. Aims of the Programme

- To equip students with a range of transferable academic, intellectual and legal vocational skills and knowledge developed through exposure to practical, critical and contextual approaches to understanding Law within the English Legal System, including its relationship with the European Union
- To facilitate entry of graduates into professional work-based employment in legal practice or related professional careers or research with a range of relevant skills and aptitudes for life-long learning that demonstrate a capacity for independent thought and initiative, self-motivation and reflection, and cooperative and responsible working
- To allow graduates to proceed to the professional stage of legal training to be a solicitor
- To facilitate student learning through the use of innovative teaching methods underpinned by scholarship, work-based learning, and research and delivered within a supportive, student-centred learning environment

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. explain how legal rules are created and developed by the principal sources of law such as common-law, statute law and EU law.


A3. identify and outline the theoretical principles underpinning legal knowledge and argument across a range of legal contexts and specialisms.

A4. explain how social, political and economic contexts inform the development of the law and how this affects perspectives on understanding the social function and limits of legal regulation

Teaching and Learning Methods

A range of teaching and learning methods will be used including lectures, seminars, moots, workshops, VLE discussion forums, guest lectures, utilising problem-based learning, case-study
### Assessment methods

Unseen examinations, mooting, oral performance, group presentation, workshop research exercises, case analysis, Blackboard quizzes, interactive questions, case reviews, portfolios and extended essays.

### B. Subject-specific skills

| B1. | identify, locate, and interpret both primary, secondary and tertiary legal sources. |
| B2. | select, explain, evaluate the relevance of, and apply legal concepts and rules in the analysis of actual and hypothetical legal problems. |
| B3. | assess the relevance of written information and select those aspects of material worth for the resolution of the question or issue under consideration. |
| B4. | synthesise apparently diverse and conflicting legal authorities and policy arguments. |
| B5. | summarise and interpret legal judgements |
| B6 | undertake effective research and solve problems in new and developing areas of law. |
| B7 | explain how the rules of professional conduct impact on practice and apply them to factual scenarios to derive appropriate courses of action |
| B8 | apply knowledge and skills to practical scenarios to resolve issues and dilemmas as directed in the areas of (i) professional conduct and regulation; (ii) the core practice areas of business law and practice, property law and practice, litigation and in wills and administration of estates and taxation; (iii) core skills of practical legal research, writing, drafting, interviewing and advising, and advocacy. |
| B9 | apply knowledge and skills acquired in core practice areas to three free choice substantive areas of current legal practice |
| B10 | apply effective research strategies and evaluate the outcomes of research |

### Teaching and Learning Methods

A range of teaching and learning methods will be used including lectures, seminars, moots, workshops, VLE discussion forums, guest lectures, utilising problem-based learning, case-study analysis, experiential learning, role plays, hypotheses, interactive technologies, and research exercises.
<table>
<thead>
<tr>
<th><strong>Assessment methods</strong></th>
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<tbody>
<tr>
<td>Unseen examinations, mooting, oral performance, group presentation, workshop research exercises, case analysis, Blackboard quizzes, interactive questions, case reviews, portfolios and extended essays</td>
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<tr>
<th><strong>C. Thinking Skills</strong></th>
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<tr>
<td>C1. distinguish relevant and irrelevant factual and legal information in resolving problems</td>
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<tr>
<td>C2. synthesise information from a variety of sources</td>
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<tr>
<td>C3. develop and demonstrate independent thinking</td>
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<tr>
<td>C4. critically analyse, evaluate and interpret information.</td>
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<thead>
<tr>
<th><strong>Teaching and Learning Methods</strong></th>
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<tbody>
<tr>
<td>A range of teaching and learning methods will be used including lectures, seminars, moots, workshops, VLE discussion forums, guest lectures, utilising problem-based learning, case-study analysis, experiential learning, role plays, hypotheses, interactive technologies, and research exercises.</td>
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<table>
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<tr>
<th><strong>Assessment methods</strong></th>
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<tr>
<td>Unseen examinations, mooting, oral performance, group presentation, workshop research exercises, case analysis, Blackboard quizzes, interactive questions, case reviews, portfolios and extended essays</td>
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<thead>
<tr>
<th><strong>D. Other skills relevant to employability and personal development</strong></th>
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<tr>
<td>D1. communicate accurately, persuasively and succinctly both in writing and presentations</td>
</tr>
<tr>
<td>D2. work independently and as part of a team</td>
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**Teaching and Learning Methods**

A range of teaching and learning methods will be used including lectures, seminars, moots, workshops, VLE discussion forums, guest lectures, utilising problem-based learning, case-study analysis, experiential learning, role plays, hypotheses, interactive technologies, and research exercises.

**Assessment methods**

Unseen examinations, mooting, oral performance, group presentation, workshop research exercises, case analysis, Blackboard quizzes, interactive questions, case reviews, portfolios and extended essays
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**MLaw**
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**LLB (Hons) Law**

Requires 360 credits, including a minimum of 220 at level 5 or above and 100 at level 6 and above.

**LLB Law**

Requires 320 credits, including minimum of 180 at level 5 or above and 60 at level 6.

**BA (Hons) Law**

Will be awarded where the student has completed 360 credits, including a minimum of 220 at level 5 or above and 100 at level 6.

not completed 1 or more compulsory modules at level 4, 5 or 6 completed an alternative law module as a substitute for the compulsory module not completed.
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<td>LW1016</td>
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<tr>
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</table>

**HE Certificate**
Requires 120 credits with a minimum of 100 credits at level 4 or above.

15. Personal Development Planning

Personal development planning (PDP) is embedded within the curriculum at levels 4, 5 and 6 (1st to 3rd years inclusive). PDP is supported, and developed by, three modules: LW1101, LW2021 and LW3092; together, they comprise a compulsory ‘skills spine’ across all three years of the LLB programme. In Year 1 students are introduced to the process of reflection and portfolio planning by their Academic Advisors in LW1101; students are also required to complete a workbook which incorporates reflection tasks as part of the assessed outcomes. In Year 2 these skills are consolidated and extended in LW2021, which focuses on critical reasoning skills and career planning. To supplement these skills, a programme of guest speakers from industry, business, legal practice, the police, probation service and visiting academics supports career planning and employability objectives by encouraging students to focus on CV writing, best practice in application form writing, and preparing effectively for interviews. In their final year, students consolidate these skills further and then extend them in LW3092 through participation in legal interviewing and employability development scenarios. Throughout all three years students are encouraged to create a portfolio of evidence which demonstrates how their skills have developed, using techniques such as self-reflection and peer review of their own, and others’, personal development. This evidential base is reviewed twice yearly in one-to-one meetings between a student and their Academic Advisor. Throughout all four years
students are encouraged to create a portfolio of evidence which demonstrates how their skills have developed, using techniques such as self-reflection and peer review of their own, and others’, personal development. The aim of the practice modules is to prepare a student for work based learning and to prepare them for practice. This preparation is integral to the course and the emphasis on Professional conduct makes implicit the development of theory into the practical context of real live legal work. In their fourth year on the course students will have the opportunity to engage in the Law School’s Pro Bono clinic.

16. Admissions criteria

The University’s minimum standard entry requirements for degree level study is a 12 unit profile, made up from one of the following: at least two A2 level subjects or equivalent including one A2 level subject plus one single award Advanced VCE, one double or two single awards Advanced VCE.

The normal entry requirement for this course is BBC at A2 level (or equivalent) and a grade C or above in GCSE English or an IELTS score of 6.0 or above and Maths. Applications from individuals with non-standard qualifications, relevant work or life experience and from those who can demonstrate the ability to cope with, and benefit from, degree level studies are welcome to apply and will be considered on an individual basis.

It is Law School policy to recognise the value of an applicant’s existing qualifications, life experiences, skills and abilities. Students may, therefore, apply for accreditation based on either prior certificated learning (APCL) or accreditation of prior experiential learning (APEL), or a combination of both in accordance with University procedures.

17. Key sources of information about the programme

<table>
<thead>
<tr>
<th>Lancashire Law School Website:</th>
<th><a href="http://www.uclan.ac.uk/ahss/lancashire_law_school/index.php">www.uclan.ac.uk/ahss/lancashire_law_school/index.php</a></th>
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</thead>
<tbody>
<tr>
<td>Lancashire Law School Office:</td>
<td>Telephone 01772 893062</td>
</tr>
<tr>
<td>Course Leader:</td>
<td>Stephanie Jones</td>
</tr>
<tr>
<td>Fact Sheet:</td>
<td>Available from Admissions or Law School Office.</td>
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<tr>
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18. Curriculum Skills Map

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8.1 Assessment Regulations

UCLan Academic Regulations can be found at
http://www.uclan.ac.uk/information/services/sss/quality/regulations/files/acaregs_1112.pdf

Assessment Regulations

MASTER OF LAWS (MLAW – EXEMPTING DEGREE)

UCLan Academic Regulations can be found at
http://www.uclan.ac.uk/information/services/sss/quality/regulations/files/acaregs_1112.pdf

In addition to these regulations, the regulations below apply to the MLaw.

These additional assessment regulations for the MLaw (‘the course’) 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’) and to any relevant regulations of the Joint Academic Stage Board (“the JASB”) in force from time to time. In the event of any conflict, the regulations of the SRA/JASB are to prevail over these regulations and specific provisions in these regulations shall take priority over inconsistent University Regulations.

These regulations refer specifically to the Legal Practice Course Outcomes and are to apply to the elements of the course that incorporate those outcomes.

The Course is administered by the Lancashire Law School. 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 4.

1. DEFINITION OF TERMS

1.1 The award of the MLaw incorporates the “Legal Practice Course Outcomes” - this 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:
(i) the papers should form part of the same period of assessment and
(ii) one assessment mark should be derived by aggregating the marks from the papers and
(iii) for all purposes the papers constitute one subject assessment
(iv) A minimum of 5% of the marks in each core practice subject assessment shall be allocated to the assessment of Professional Conduct and Regulation.
(v) 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
(vi) For the avoidance of doubt for all purposes in these assessment regulations were 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 can not be ‘carried over’ to another assessment period
(vii) 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
(i) each part may take place on different days,
(ii) the two parts should be within the same period of assessment,
(iii) one assessment mark should be derived by aggregating the marks from the two parts, and
(iv) 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.
(v) The PASS mark for all vocational electives will be 50%

2.3 Professional Conduct and Regulation

(i) 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

(ii) 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 in LA4167. 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:

(i) Practical Legal Research

To be assessed once within LW2021.

(ii) Writing

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

(iii) Drafting

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

(iv) 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.
2.7 Transcripts

2.7.1 Each student transcript shall include

(i) 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,

(ii) the percentage mark for Professional Conduct and Regulation,

(iii) the percentage mark for Solicitors Accounts,

(iv) competent/not yet competent decisions for each of the five skills areas,

(v) percentage marks for each of the Vocational Electives undertaken, and

(vi) 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

(i) 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.

(ii) 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.

(iii) 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.

(iv) 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.

(v) 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 Bard that there was a good reason for their failure to bring the extenuating circumstances to the Board’s attention within the time frame specified.

(vi) 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.

(vii) 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

(i) 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.

(ii) 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.

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

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

(v) 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

(i) 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.

(ii) 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.

(iii) A student who wishes to attempt any outstanding assessments in any academic year must give notice to Course Leader by 31st 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.

(iv) 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.

(v) 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. 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.

5. **APPEALS AND DISCIPLINARY PROCEDURES**

5.1 Students have a right of appeal against decisions of the Assessment Board in accordance with the University’s Academic Regulations.

5.2 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.
Tuition fees:

Your tuition fees include:

- Scheduled course tuition, academic, technical and administrative support, use of course equipment and facilities.
- Course related induction activities.
- Placement year academic support (where the course includes a placement year).
- Course assessment and awards.
- Access to the university’s library and online resources, including on-campus wifi, networked and remote access to the university’s virtual learning environment,
- Use of the university’s estate and resources for scheduled activities and learning support
- Dissertation, project and/or thesis printing and binding where the submission of printed and bound documents is a requirement for assessment of the module.
- Use of the university’s technical equipment and materials identified by the course teaching team as essential for the completion of the course.
- The extra items listed against your course in Table One below.

<table>
<thead>
<tr>
<th>Table One Course</th>
<th>Additional items included in the tuition fees for your course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma in Legal Practice  LLM in Legal Practice  MLaw</td>
<td>Stipulated core text books or practitioner resource books</td>
</tr>
<tr>
<td>Postgraduate Diploma in Legal Practice  LLM in Legal Practice  MLaw (years 3 and 4 only)</td>
<td>Printing allowance for course related printing</td>
</tr>
<tr>
<td>MLaw</td>
<td>Galleries of Justice visit in year one</td>
</tr>
</tbody>
</table>

The items listed in Table Two are optional and the costs are not included in your tuition fees.

<table>
<thead>
<tr>
<th>Table Two Course</th>
<th>Optional items which may be offered and which are NOT included in the tuition fees for your course. Places may be limited</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma in Legal Practice  LLM in Legal Practice  MLaw</td>
<td>Leadership development trip to Cyprus</td>
<td>Subsidised cost £100-£150</td>
</tr>
<tr>
<td>Postgraduate Diploma in Legal Practice  LLM in Legal Practice  MLaw (years 3 and 4 only)</td>
<td>Visit to European Institutions</td>
<td>Subsidised cost £300-£400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>£400-£550</strong></td>
</tr>
</tbody>
</table>
Living costs:

Living costs are **not included in your tuition fees.** You will need to budget for these separately. Below is an indication of some typical living costs, but everyone is different and you are strongly advised to plan your own budget.

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Estimated weekly costs lower range</th>
<th>Estimated weekly costs higher range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accommodation:</strong> University Halls of Residence based on a 42 week contract. Private Halls of Residence (Living at home may reduce your accommodation costs)</td>
<td>£79.03</td>
<td>£107.83</td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td>£20</td>
<td>£10</td>
</tr>
<tr>
<td><strong>Internet connection</strong> (free wifi on campus, in university halls of residence and in some private accommodation)</td>
<td>£0</td>
<td>£12</td>
</tr>
<tr>
<td><strong>Toiletries/Laundry</strong></td>
<td>£5</td>
<td>£15</td>
</tr>
<tr>
<td><strong>Gas/electricity/water</strong> (included within university halls of residence costs and some private accommodation – check your contract)</td>
<td>£0</td>
<td>£20</td>
</tr>
<tr>
<td><strong>Printing, copying, stationery.</strong></td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td><strong>Travel expenses</strong> (varies by method &amp; distance travelled e.g. on foot, bicycle, bus, train or car. If using bus or train check travel card / season ticket rates for savings). University halls of residence and a good selection of private accommodation are situated on campus or a short walk from campus.</td>
<td>£0</td>
<td>£40</td>
</tr>
<tr>
<td><strong>Mobile phone or landline</strong></td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td><strong>Books</strong></td>
<td>£5</td>
<td>£10</td>
</tr>
<tr>
<td><strong>Leisure</strong></td>
<td>£5</td>
<td>£25</td>
</tr>
<tr>
<td><strong>Total per week</strong></td>
<td>£110</td>
<td>£282</td>
</tr>
<tr>
<td><strong>Total for 42 weeks</strong> (typical halls of residence contract)</td>
<td>£4,620</td>
<td>£11,844</td>
</tr>
<tr>
<td><strong>Total for 52 weeks</strong></td>
<td>£5,720</td>
<td>£14,664</td>
</tr>
</tbody>
</table>

You will also need to budget for ‘one off’ or irregular costs

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedding</td>
<td>From £20</td>
</tr>
<tr>
<td>Clothes</td>
<td>Costs vary depending on your needs</td>
</tr>
<tr>
<td>TV licence</td>
<td>£145.50 per year</td>
</tr>
<tr>
<td>Insurances</td>
<td>Costs vary depending on your needs.</td>
</tr>
<tr>
<td>Computer/laptop/telephone</td>
<td>You will have access to University computers or laptops for your studies or you may have your own you wish to bring. If you are acquiring one to come to university the cost varies depending on model and whether it is new or refurbished.</td>
</tr>
</tbody>
</table>
Furniture, crockery etc. | Furnished accommodation may include all your needs. Check your accommodation to see what is included.

**Additional costs.**

The costs below are incurred by some but not all students and are **not** included within the Tuition Fees.

<table>
<thead>
<tr>
<th>Optional items – all courses</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to course related work placements, work experience, voluntary work, or site visits (for example costs of petrol, business level motor insurance cover, taxis, train fares, bus fares etc.).</td>
<td>Variable depending on the distance travelled and the method of transport chosen.</td>
</tr>
<tr>
<td>Library fines &amp; charges</td>
<td>On time £0.00  0-8 days overdue £0.10-0.50 per day  9+ days overdue £0.50-£1.00 per day  40+ days replacement cost and administrative charges/account suspension</td>
</tr>
<tr>
<td><em>Avoid these by returning on time or renewing books!</em></td>
<td>For example a medical certificate may cost from £10.</td>
</tr>
<tr>
<td>Costs of obtaining medical or other evidence to support applications for extenuating circumstance applications relating to assessments.</td>
<td>£300</td>
</tr>
<tr>
<td>Fees for arranging and invigilating course examination(s) off campus are payable by the student (Note this only applies where permitted by course regulations and approved by course leaders)</td>
<td></td>
</tr>
<tr>
<td>Printing of electronic books, journals etc. You are strongly recommended to access these electronically.</td>
<td>Estimated £0.10 per copy sheet</td>
</tr>
<tr>
<td>Printing of reports, course materials and other course documents, which have been supplied or are available electronically or in hard copy in the library.</td>
<td>Estimated £0.10 per copy sheet</td>
</tr>
</tbody>
</table>