

LLB (Hons) with Foundation Year

1. Target Award	LLB (Hons) QLD
2. Programme Title	LLB (Hons) QLD with Foundation Year
3. Exit Awards	Foundation Certificate Certificate of Higher Education in Law with Foundation Year Diploma of Higher Education in Law with Foundation Year BA (Ordinary) in Legal Studies with Foundation Year BA (Hons) Legal Studies with Foundation Year (not all FLKs passed)
4. Programme Leader(s)	Angela Burns
5. Delivery Model	Online Learning Blended Learning
6. Start date	September 2019
7. Programme Accredited by <i>(PSRB or other, if applicable)</i>	Solicitors Regulation Authority (SRA) and Bar Standards Board (BSB)
8. UCAS Code <i>(If applicable)</i>	
9. Relevant QAA subject benchmark statement	This programme has been mapped to the 2015 Law Benchmark Statement.

10. Programme Aims

The overall aim of the Arden University QLD with Foundation Year is to break down barriers to formal legal education by providing an innovative and flexible programme which is equally accessible to all and provides high quality legal education which enables students to acquire knowledge, understanding and a range of practical and professional skills relating to the discipline and study of law which are applicable to a range of legal and non-legal sectors, and in a variety of geographical and cultural settings. Simultaneously, students will develop a range of transferrable skills, set within an ethical context which will aid them as they pursue law-related careers or further relevant study.

More specifically at Level 3 it will:

- enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems.
- equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study.
- enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.
- reflect awareness of different perspectives or approaches when collaborating with others within an area of study or work.
- enable learners to develop a basic understanding across a range of social science disciplines

At Levels 4-6 it will:

The programme is designed to develop incrementally with all four skills strands introduced at level 4 and integrated into the teaching in level 5 and level 6 which demonstrates to students the relationship between academic, legal, professional and personal skills and how the skills sit within the foundations of legal knowledge.

In order to ensure that the above is engaged a number of innovations have been developed, namely, the continued integration of skills throughout the programme, the introduction of an increased number of professional legal skills and the opportunity to develop skills through the Pro Bono and Professional Practice Module, internationalisation through the International Commercial Law as a core module at Level 6 and a continued explanation of Law and Ethics to include some reference to professional ethics.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>At Level 3: With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2018, the intended programme learning outcomes are for students at Level are to: A1/0 Use factual, procedural and theoretical understanding to complete tasks</p> <p>At Levels 4-6: K1 Demonstrate factual and conceptual knowledge of the principle features of the English Legal System and European Union including familiarity with its institutions, procedures and operation. K2 Demonstrate knowledge and understanding of a wide range of legal concepts, values, principles and rules of English Law on a wide range of topics which extend beyond the core whilst showing an awareness of contexts and frameworks. K3 Demonstrate a comprehensive and detailed knowledge of specialist areas of law K4 Demonstrate an awareness of commercial, political, social, environmental, ethical considerations involved in areas of study.</p>	<p>Acquisition of knowledge and understanding (K1 – K4) at all levels is through a combination of online tutorials, group discussions and critiques and independent and directed study which is supported throughout by comprehensive online teaching materials and broader resources. We achieve this through a pedagogy that includes project work, group forums and project-based activities.</p> <p>Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Learning is facilitated largely by set tasks with regular tutor support including small group forums. This allows students to not only discuss with staff their own work and progress, but to also see other students’ work and to engage in the discussions that relate to the work of their peers.</p> <p>There is a requirement for written work at all levels including reports, essays, practical tasks, and examinations upon all of which detailed feedback is supplied by tutors. Critical analysis is encouraged culminating in a Dissertation</p>	<p>Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations, time-constrained examinations, essay and problem/essay-based assignments.</p>

11b. Intellectual (thinking) skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>At Level 3 B1/0 Apply knowledge and understanding to basic, non-complex situations to solve problems.</p> <p>At Levels 4-6: IS1 Demonstrate the ability to apply knowledge to a situation of limited complexity in order to provide well-reasoned conclusions for concrete problems. Base advice on identified legal issues, application of relevant law and merits of potential solutions. IS2 Conduct accurate and efficient searches of standard paper and online legal resources, to produce up-to-date information and demonstrate insight in presenting materials and data drawn from a variety of appropriate primary and secondary sources including academic journals. IS3 Analyse conceptual and doctrinal difficulties within the study of law and present solutions to contentious debates. IS4 Select key relevant issues for research formulate them with clarity and plan effectively to undertake academic legal research. IS5 Recognise potential alternative conclusions for particular situations, and provide supporting reasons for them</p>	<p>Intellectual skills (IS1 – IS6) are developed throughout the programme by the methods and strategies outlined in section 11a, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates).</p> <p>Specific modules support the development of qualitative analysis, and the development of self-reflective skills. In addition, the student’s thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis (including the ability to recognise alternative solutions), judgement and self-reflection in the development of solutions.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by undertaking independent study and law and multi-discipline research.</p>	<p>Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios of self-reflective evidence, financial and statistical analyses, qualitative judgements, and research reports/dissertation.</p>

<p>IS6 Demonstrate multidisciplinary research skills relevant within the context of law including an introduction to comparative techniques</p>		
<p>11c. Practical skills</p>	<p>The means by which these outcomes are achieved</p>	<p>The means by which these outcomes are demonstrated</p>
<p>Level 3 C1/0 Demonstrate a range of core academic skills to support study at undergraduate level. C2/0 Identify, access and evaluate a range of information sources for currency, scope and credibility.</p> <p>At Levels 4-6: PS1 Engage in academic debate in a professional manner. PS2 Work productively and independently within the learning environment to produce work in a variety of formats as specified. PS3 Present legal information clearly and coherently in an appropriate form using legal terminology. PS4 Show an ability to read a range of complex legal works suitable for study at undergraduate level, summarising the arguments accurately and ranking in accordance of merit and substance. PS5 Be able to apply the professional skills within a variety of legal contexts</p>	<p>Practical and professional skills are employed in the production of solutions to real life situations developed through set briefs, exercises, pro bono and practical activities. The important modern-day skills of engaging in academic debate, working independently and presenting ideas clearly using appropriate terminology pervade all module and forms of assessment on the programme. Additionally, specific legal professional skills are introduced and developed throughout levels 5 and 6. The transferrable nature of these skills is demonstrated through integration into different modules.</p> <p>Practical skills and legal professional skills are developed and integrated through a series of in-course online activities, pro bono, reflection and projects intended to test skills acquired (PS1 – PS5). Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of PS4. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly emphasise the acquisition of PS4 with the Comparative Law Research Project devised to develop critical evaluation skills. The pro bono module and reflective portfolio allows students to develop professional legal skills (PS5) and independently evaluate their development moving the student</p>	<p>To support the development of practical and professional legal skills, students must supply worked materials and evidence in support of their assignments and for the pro bono module submit a reflective portfolio which reflects on their development of practical legal skills. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual setting. Students receive feedback on all activities and assignments, this includes practical examples for improvement in the application of theory to practice to help them improve both aspects of their skill base.</p>

	towards the goal of independent learner. is developed through pro bono and	
11d. Transferable skills	The means by which these outcomes are achieved and demonstrated	The means by which these outcomes are demonstrated
<p>D1/0 Use effective written communication skills in a variety of tasks which are suitable for a specified audience.</p> <p>At Levels 4-6:</p> <p>TS1 Communicate succinctly in written and oral forms at a level suitable for an undergraduate student.</p> <p>TS2 Work effectively in collaboration with others, demonstrate emotional intelligence, and cross-cultural awareness and evaluate own strengths and weaknesses in engaging in critical reflection and acting on feedback.</p> <p>TS3 Take responsibility for own learning, acting independently in planning and managing tasks with limited guidance</p>	<p>Transferable skills (D1 – D3) are developed throughout the programme. The skills of communication, critical use of source material especially the internet, and self-management (TS1, TS3) are integral to coursework at all levels. Collaboration (TS3) becomes an increasingly important skill as students look to move onto the next step of their career and this pervades aspects of the discussion forum and is developed explicitly in the module Skills for Employability and the Workplace.</p> <p>As work becomes more complex at levels 5 and 6, students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. (TS2, TS3). Students are required to complete a number of assignments and a Dissertation in level 6 that reward independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (TS3)</p>	<p>To develop transferable skills all assignments must meet time deadlines and word count guidelines. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to adopt a spirit of critical enquiry and self-reflection which is rewarded in the assessment criteria. The assessment criteria are shared with students.</p>

12. Graduate Attributes and the means by which they are achieved and demonstrated

This set of Arden University attributes have been taken across the programme specifications at both undergraduate and postgraduate level along with 'outward facing' sources of information on what employers seek in graduate appointments.

These Graduate Attributes are developed and, in some cases, assessed within the context of the modules as part of the programme of study. They do not stand in isolation but add to and enrich the personal and professional attributes of our students.

1. Discipline Expertise

Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.

2. Effective Communication

Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.

3. Responsible Global Citizenship

Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture.

4. Professional Skills

Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment.

5. Reflective Practitioner

Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions.

6. Lifelong Learning

Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.

13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity.

For Online Learners:

Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our Virtual Learning Environment
- Guided group / project-based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves.
- Podcasts and narrated PowerPoints

For Blended Learners:

Synchronous

- Face to face activity workshops and seminars where theory and practice are integrated.
- Independent and directed student study, supported throughout by comprehensive teaching materials and resources.
- Guided group / project based work

Based upon the profile of our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Developing independent study skills is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor and academic skills team. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. Assessment methods and strategies

The assessment process involves both formative opportunities for assessment and summative elements and is continuing in nature. It attempts to integrate theory and practice allowing the student to:

- delve deeper into practice
- acquire new knowledge and develop new skills
- adapt and apply new skills to new contexts
- develop existing skills and knowledge to a greater depth and breadth
- extend transferable skills

Strategies have been selected to maximise student learning and give opportunities for students to demonstrate the acquisition of specialist knowledge and skills.

The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus, practice etc.

The programme assessment strategy is developmental and is designed to provide a stepped approach which provides students with the opportunity to incrementally develop and demonstrate academic, legal, personal and professional skills and knowledge.

At Level 4, assessment requires students to demonstrate and communicate understanding of underlying legal concepts and be able to evaluate these concepts within the context of the module they are studying as well as well demonstrating transferable employability and personal development skills. Examples of the assessment strategy at Level 4 can be found in the treatment of the problem scenario, which requires students to consider the problem scenario in context identify and communicate underlying legal concepts and evaluate and the requirement for students to engage in reflective practice which requires students to take some control of their own personal development and demonstrates employability skills by requiring reflection on the development of soft and hard skills. The emphasis of the Level 4 assessment strategy is on developing a firm foundation in legal academic writing and problem solving. This is done with the support of the teaching team and aims to set good foundations in academic practice for students to then further develop and utilise at levels 5 and 6 in a range of assessment settings including time constrained, unseen exams.

At Level 5, students are expected to demonstrate that they have move past contextualised underlying knowledge and evaluation to critical understanding and are able to demonstrate critical analysis of the development and application of legal theory both within and outside (into employment where appropriate) the context of the module. This assessment strategy is evident in the introduction of critical essay questions and problem scenarios which require critical understanding of the development of legal theory, application of that theory and its limitations. Further illustration can be found in the critically reflective portfolio which requires students to critically analyse legal theory, application and advise drawing on the wider contextualised influences required to make practical legal critical analysis which leads to correct and appropriate advice whilst critically reflecting on development of academic, legal, professional and personal skills. The use of a critically reflective portfolio is particularly innovative because it links the assessment directly to the development and enhancement of employability skills

through Knight and Yorke's employability USEM account¹. Unseen exams also feature in the assessment strategy at Level 5 requiring students to master the disciplines of legal academic writing and problem-solving, under pressure and within time constraints.

At Level 6, students are required to build on the critical analysis developed in Level 5 and demonstrate a systematic and coherent understanding of legal concepts, be able to solve complicated problems, develop and sustain arguments, appropriate and apply the work of scholars and understand that law is not black and white but that there are limitations and ambiguities. This is demonstrated through the introduction of problem scenarios and essays which require critical analysis and understanding of situations which are at the forefront of legal thinking this can be further enhanced by application to linked questions which require demonstration of coherent understanding of legal concepts and independent decision making through use of practical legal skills such as drafting, advocacy and negotiation. Unseen examination also features as an assessment method in International Commercial Law as students demonstrate their ability to use the higher-level skills developed throughout the programme in time-constrained conditions.

The range of assessment methods used includes unseen exams, sat exams with pre-seen element, time-constrained assessment, critically reflective portfolio, skills portfolio (which includes development of employability hard skills such as letter writing and use of PowerPoint), a 9,000-word research project and tasked assignments which may include any of the following, essay questions, problem questions and a practical legal skill such as drafting.

15. Employability

Employability skills are addressed through the four skills strands which run pervasively through the programme. Although, each module is designed to improve employability, Foundations in Legal Skills and Pro Bono and Professional Practice will address employability skills specifically. Pro Bono and Professional Practice is designed to enhance employability skills through the development and application of Knight and Yorke's (2004) USEM account.

Arden University's student base is traditionally international, but it is envisaged that the QLD will have a larger domestic student body; in those circumstances, and due to the specialist nature of law careers advice, both general and specified careers assistance will be available. Generic advice will be available through Arden University's subscription to Abintegro, an online support service which provides extensive support in job search, CV development, interview skills etc and Arden University's careers homepage which includes information and webinars. Specified law assistance will be geared towards employment within England and Wales and will be provided by the Programme Leader, supported by the law team, who will offer a legal CV service, legal careers consultation and interview advice and guidance.

16. Entry Requirements

- IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through previous a personal statement (of between 350-500 words) or interview taking into account:
 - their motivation for undertaking the programme
 - relevant work experience
 - prior qualifications
 - references

¹ Knight P and Yorke M (2004) *Learning Curriculum and Employability in Higher Education*. Routledge Flamer: London pp. 37-38.

17. Programme Structure**Level 3**

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
	Developing Academic Skills	20	C	Portfolio of tasks
	Using Numeracy, Data & IT	20	C	Portfolio of 2-3 tasks
	Research Skills and Using Information	20	C	Portfolio including PowerPoint slides with speaker notes and a research report
	Values, Ethics & Working Collaboratively	20	C	Portfolio of 3-4 tasks
	Crime and Law in Context	20	C	Portfolio of tasks
	Psychology of Everyday Life	20	C	Portfolio of tasks

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
LLBQLD001 (DL) LAW4001 (BL)	Foundation in Legal Skills	20	Core	Portfolio of Tasks
LLBQLD002 (DL) LAW4002 (BL)	English Legal System	20	Core	Essay
LLBQLD003 (DL) LAW4003 (BL)	Criminal Law	20	Core	Assignment
LLBQLD004 (DL) LAW4005 (BL)	Law of Contract	20	Core	Time Constrained Assessment
LLBQLD005 (DL) LAW4006 (BL)	Constitutional and Administrative Law	20	Core	Narrated PowerPoint Presentation and Problem Question
LLBQLD006 (DL) LAW4004 (BL)	Law and Ethics	20	Core	Portfolio of Tasks

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
LLBQLD007 (DL) LAW5003 (BL)	Law of Tort 1 - Tort of Negligence	20	Core	Exam
LLBQLD008 (DL) LAW5004 (BL)	Law of Tort 2 - Land and Other Torts	20	Core	Case Analysis
LLBQLD009 (DL) LAW5001 (BL)	Civil Liberties and Human Rights	20	Core	Problem Question and Analysis
LLBQLD010 (DL) LAW5005 (BL)	Law of Property	20	Core	Document Analysis Exercise
LLBQLD011 (DL) LAW5002 (BL)	European Union Law	20	Core	Exam
LLBQLD012 (DL) LAW5006 (BL)	Pro Bono and Professional Practice	20	Core	Reflective Portfolio

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
LLBQLD013 (DL) LAW6002 (BL)	Equity, Trusts and Wills	20	Core	Time Constrained Assessment
LLBQLD014 (DL) LAW6001 (BL)	Law of Evidence	20	Core	Assignment
LLBQLD015 (DL) RES6003 (BL)	Legal Research Methods & Project	40	Core	Comparative Law Research Project
LLBQLD016 (DL) LAW6004 (BL)	Family Law	20	Option	Legal Drafting Task
LLBQLD017 (DL) LAW6006 (BL)	Employment Law	20	Option	Portfolio Assessment
LLBQLD018 (DL) LAW6005 (BL)	Company Law	20	Option	Problem Scenario and Essay
LLBQLD019 (DL) LAW6003 (BL)	International Commercial Law	20	Core	Exam
LLBQLD020 (DL) LAW6007 (BL)	Intellectual Property Law	20	Option	Assignment

18. Subject:

M111 English Law: The Study of the Law of England

Select from:

<https://www.hesa.ac.uk/component/content/article?id=1787>

Last Updated: 03.06.19

Mapping of Programme Learning Outcomes and Modules – Level 3

		Programme Learning Outcomes	Module Type	A1/0	B1/0	C1/0	C2/0	D1/0
Level 3	Modules							
		Developing Academic Skills	C	√		√	√	√
		Using Numeracy, Data & IT	C			√		
		Values, Ethics & Working with Others	C	√	√			√
		Research Skills and Using Information	C	√		√	√	√
		Crime and Law in Context	C	√	√		√	√
	Psychology of Everyday Life	C	√	√		√	√	

Annex – Mapping of Programme Learning Outcomes and Modules

Programme Learning Outcomes		Module Type (Compulsory or Option)	K1	K2	K3	K4	IS1	IS2	IS3	IS4	IS5	IS6	PS1	PS2	PS3	PS4	PS5	TS1	TS2	TS3
			Modules																	
Level 4	Foundations in Legal Skills	C	X			X	X	X					X	X	X			X	X	
	English Legal System	C	X				X	X					X	X	X			X	X	
	Criminal Law	C	X			X	X	X					X	X	X			X	X	
	Contract Law	C	X			X	X	X					X	X	X			X	X	
	Law and Ethics	C	X			X	X	X				X	X	X	X			X	X	
	Constitutional and Administrative Law	C	X			X	X	X					X	X	X			X	X	
Level 5	Tort I	C	X	X		X	X	X		X	X		X	X	X			X	X	
	Tort II	C	X	X		X	X	X		X	X		X	X	X			X	X	
	Civil Liberties and Human Rights	C	X	X		X	X	X		X	X		X	X	X			X	X	
	Law of Property	C	X	X		X	X	X		X	X		X	X	X	X		X	X	
	EU	C	X	X		X	X	X		X	X		X	X	X	X		X	X	
	Pro Bono and Professional Practice	C	X	X		X	X	X		X	X	X	X	X	X		x	X	X	
Level 6	Evidence	C	X	X	X	X	X	X	X	X	X		X	X	X	X		X	X	X
	Equity and Trusts	C	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
	Research Project	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
	Family Law	O	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
	Employment Law	O	X	X	X	X	X	X	X	X	X		X	X	X	X	x	X	X	X
	Company Law	O	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
	International Commercial Law	O	X	X	X	X	X	X	X	X	X		X	X	X	X			X	X
	Intellectual Property	O	X	X	X	X	X	X	X	X	X		X	X	X	X			X	X