



# **LLB (Hons) with Qualifying Status Programme Handbook**

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V9

## Introduction to the Programme

The LLB (Hons) with Qualifying Status programme is designed to enable students to achieve a full undergraduate Qualifying Law Degree (QLD) by undertaking a rigorous study of the foundations of legal knowledge (FLK) and other legal areas through in-depth and rigorous consideration of theories, techniques and issues and acquiring the practical critically reflective and professional skills that are essential within the changing environment so that they can pursue careers as legal professionals, related careers or further relevant academic study.

Students will study the core modules at levels four, five and six listed below. Once a good solid grounding in knowledge and personal, legal and employability skills has been achieved, there will be an opportunity to study optional modules at level 6 (subject to availability).

The LLB programme must be completed within six years. However, distance learning students have flexibility in setting their own pace of study, which means that the programme can be completed more quickly.

It is recommended that distance learning students complete a minimum 60 credits per year in order to complete the programme within the expected timescales (blended learning students will study at the pace set out in their timetable). Each 20-credit module is equivalent to 200 hours of self- guided learning.

### Level 4 Modules

Module Name	Foundation of Legal Knowledge (FLK)	Module Type (Compulsory or Option)
Foundations in Legal Skills		Core
English Legal System		Core
Criminal Law	FLK	Core
Law and Ethics		Core
Law of Contract	FLK	Core
Constitutional and Administrative Law	FLK	Core

### Level 5 Modules

Module Name	Foundation of Legal Knowledge (FLK)	Module Type (Compulsory or Option)
Civil Liberties and Human Rights	FLK	Core
European Union Law	FLK	Core
Law of Tort 1- Tort of Negligence	FLK	Core
Tort 2 – Land and Other Torts	FLK	Core
Law of Property	FLK	Core
Pro Bono and Professional Practice		Core

## Level 6 Modules

Module Name	Foundation of Legal Knowledge (FLK)	Module Type (Compulsory or Option)
Law of Evidence		Core
Equity, Trusts and Wills	FLK	Core
International Commercial Law		Core
Family Law – option		Option
Employment Law – option		Option
Company Law – option		Option
Intellectual Property – option		Option
Legal Research Methods & Project		Core

Please note that the order in which modules are delivered is subject to change.

## Arden University Assessment Regulations

Students will be assessed in accordance with the standard Arden University assessment regulations which can be found on ilearn, except in the following instances where the professional body requirements will take precedence:

### Maximum Study Period

The maximum registration period for the LLB (Hons) with Qualifying Status is six years although students may complete the programme at a faster pace.

### Compensation

As the LLB is a QLD, students must successfully pass the Foundations of Legal Knowledge to achieve the QLD award. The QLD regulating body state that only one of the seven Foundations in Legal Knowledge can be compensated (if graded at 35%-39%).

Therefore, the LLB assessment regulations do not automatically apply compensation at the earliest opportunity but instead allow all assessment attempts to be exhausted before compensation is applied.

### Referral Attempts

Students will have a maximum of three assessment attempts at any module comprising the Foundations of Legal Knowledge (FLK). This will apply to the following FLK modules:

- Criminal Law
- Law of Contract
- Constitutional & Administrative Law

- Tort Law 1 – Tort of Negligence
- Tort Law 2 – Land and Other Torts
- Civil Liberties and Human Rights
- Law of Property
- European Union Law
- Equity, Trusts and Wills

The Arden University regulations will apply to all other modules on the award which permit four assessment attempts.

### **Exit Awards: LLB (Hons) with Qualifying Status and LLB (Hons)**

There are two honours awards available to the student at level six. As the LLB (Hons) with Qualifying Status is a QLD, to attain the award, students must pass all Foundations in Legal Knowledge modules or fall within the strict compensation requirements set out by the QLD regulating body.

All of the assessments must be completed within a maximum of six years, rather than the usual Arden University maximum of nine years.

Students that fail to meet either of these criteria may be awarded the LLB (Hons) if they are eligible for compensation within the Arden University academic regulations and complete the programme within nine years.

**ARDEN UNIVERSITY QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION**

<b>1. Target Award</b>	LLB (Hons) with Qualifying Status
<b>2. Programme Title</b>	LLB (Hons) with Qualifying Status
<b>3. Exit Awards</b>	Certificate of Higher Education in Law (120 credits) Diploma of Higher Education in Law (240 credits) LLB (300 credits) LLB (Hons) (360 credits but not all FLKs passed within requisite sits and time frame)
<b>4. Programme Leader(s)</b>	Angela Burns
<b>5. Delivery Model Restrictions</b>	Online Blended
<b>6. Start date</b>	Ongoing
<b>7. Programme Accredited by</b> <i>(PSRB or other, if applicable)</i>	Solicitors Regulation Authority (SRA)
<b>8. UCAS Code</b> <i>(If applicable)</i>	
<b>9. Relevant QAA subject benchmark statement</b>	This programme has been mapped to the 2015 Law Benchmark Statement.

<b>10. Programme Aims</b>
<p>The overall aim of the Arden University LLB (Hons) with Qualifying Status 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.</p> <p>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.</p> <p>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 and a continued explanation of Law and Ethics to include some reference to professional ethics.</p>

<b>11. Intended programme learning outcomes and the means by which they are achieved and demonstrated</b>		
<b>11a. Knowledge and understanding</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>Students will be expected to:</p> <p><b>K1</b> 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.</p> <p><b>K2</b> 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.</p> <p><b>K3</b> Demonstrate a comprehensive and detailed knowledge of specialist areas of law</p> <p><b>K4</b> 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>
<b>11b. Intellectual (thinking) skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>Students will be expected to:</p> <p><b>IS1</b> Demonstrate the ability to apply knowledge to a situation of limited complexity in order to</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</p>	<p>Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments,</p>

<p>provide well-reasoned conclusions for concrete problems. Base advice on identified legal issues, application of relevant law and merits of potential solutions.</p> <p><b>IS2</b> 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.</p> <p><b>IS3</b> Analyse conceptual and doctrinal difficulties within the study of law and present solutions to contentious debates.</p> <p><b>IS4</b> Select key relevant issues for research formulate them with clarity and plan effectively to undertake academic legal research.</p> <p><b>IS5</b> Recognise potential alternative conclusions for particular situations, and provide supporting reasons for them</p> <p><b>IS6</b> Demonstrate multidisciplinary research skills relevant within the context of law including an introduction to comparative techniques</p>	<p>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>including the submission of portfolios of self-reflective evidence, financial and statistical analyses, qualitative judgements, and research reports/dissertation.</p>
<p><b>11c. Practical skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Students will be expected to:</p> <p><b>PS1</b> Engage in academic debate in a professional manner.</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</p>	<p>To support the development of practical and professional legal skills, students must supply worked materials and evidence in support of their assignments</p>

<p><b>PS2</b> Work productively and independently within the learning environment to produce work in a variety of formats as specified.</p> <p><b>PS3</b> Present legal information clearly and coherently in an appropriate form using legal terminology.</p> <p><b>PS4</b> 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.</p> <p><b>PS5</b> Be able to apply the professional skills within a variety of legal contexts</p>	<p>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 towards the goal of independent learner. is developed through pro bono and</p>	<p>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 which includes practical examples for improvement in the application of theory to practice to help them improve both aspects of their skill base.</p>
<p><b>11d. Transferable skills</b></p>	<p><b>The means by which these outcomes are achieved and demonstrated</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Students will be expected to:</p> <p><b>TS1</b> Communicate succinctly in written and oral forms at a level suitable for an undergraduate student.</p> <p><b>TS2</b> 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>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</p>	<p>To develop transferable skills all assignments must meet time deadlines and wordcount 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>

<b>TS3</b> Take responsibility for own learning, acting independently in planning and managing tasks with limited guidance	Dissertation in level 6 that reward independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (TS3)	
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## 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

The teaching and learning strategies adopted within the programme have been informed by an awareness of the social, professional and academic characteristics of our student group and the challenges of the LLB setting.

Students will undertake an extended online induction before the commencement of their first module. This will develop a better understanding of the opportunities and challenges of being an

online learner and will provide interactive support and guidance through My Study Skills resources and quizzes under the guidance of the Induction Tutor and Study Skills Tutor.

At Level 4, the opening module of the award is Foundations in Legal Skills which introduces the students to the skills necessary to successfully study the QLD. The overriding aim is to provide an ethos that facilitates the student's use of experience, reflection and learning in line with their own level of experience and development needs. The anticipated outcome for this approach is that the student will, facilitated by their tutor, use the learning experience to collaborate with their peers to develop and advance their skills and practice. It is however recognised that different learners have different needs and styles. Therefore, a variety of teaching and learning strategies have been designed to help students gain the most from their studies. This is achieved by high quality student/staff interaction in ilearn.

Through Level 5, the teaching and learning strategy emphasises the development of independent learning skills as students further develop their analysis and interpretation of the case law, undertaking independent research to explore contexts and catalysts. This is introduced through a range of modules including Tort 2 where students are introduced to case analysis. At Level 5, students also enhance their legal and professional skills through the Pro Bono and Professional Practice module. This module allows students to explore the relationship between academic, legal and professional skills and enhances both soft skills and personal development whilst providing insight which aids skills transferability and student employability.

Into Level 6, the teaching and learning strategy continues to develop independent learning and research along with higher level critical thinking. Skills are also revisited at level 6 in Equity, Trusts and Wills and the options where the development of skills at Level 5 is built on through the introduction of a practical legal skill in both module content and assessment. In these modules, students are required to consider the relationship between traditional academic skills, academic problem solving and practical legal skills including practical legal drafting. The skill is carried across different contexts to demonstrate the transferable nature of the skill.

#### **14. Assessment methods and strategies**

The Arden University LLB (Hons) with Qualifying Status 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.

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, document analysis 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 account<sup>1</sup>.

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 and negotiation.

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

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.

Formative feedback is available for each module and supports students in their development and assessment preparation. The type of formative feedback offered is designed to enhance students' evolution into independent learners. For example, the first module, Foundations in Legal Skills is supported by formative feedback on a full draft whereas a level 5 module could be supported by case analysis and level 6 by an answer plan. The particular type of feedback offered is suitable to the particular assessment type and contextualised within the subject. Where a new professional legal skill, such as will drafting, is introduced; on first introduction the new skill is supported by a formative feedback on a full draft. This approach to professional legal skills supports students' development into legal professionals who have the confidence to apply professional legal skills in a variety of legal contexts.

## **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 LLB (Hons) with Qualifying Status 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 Team Leader, supported by the law team, who will offer a legal CV service, legal careers consultation and interview advice and guidance.

## **16. Entry Requirements**

- Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or
- completion of a recognised Access Programme or equivalent.
- IELTS 6.0 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) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

Applicants holding APL from another QLD can be admitted onto the programme with appropriate exemptions applied subject to Arden University's APL regulations and provided that their learning experience would allow them to achieve the module aims. Students who have failed to achieved one or more of the Foundations in Legal Knowledge due to exhausting the requisite time limit or number of sittings will ordinarily not be admitted to the LLB (Hons) with Qualifying Status programme and will instead be admitted onto the LLB (Hons) programme.

Applicants holding an HND or equivalent may be admitted into Level 6 of the programme provided that the totality of their learning experience would allow them to achieve the programme aims, however, ordinarily these students would be admitted into the LLB (Hons) programme and not the LLB (Hons) with Qualifying Status.

## 17. Programme Structure

### Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)
	Foundation in Legal Skills	20	Core
	English Legal System	20	Core
	Criminal Law	20	Core
	Contract	20	Core
	Constitutional and Administrative Law	20	Core
	Law and Ethics	20	Core

### Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)
	Tort I: Introduction to Tort	20	Core
	Tort II	20	Core
	Civil Liberties and Human Rights	20	Core
	Property Law	20	Core
	EU Law	20	Core
	Pro Bono and Professional Practice	20	Core

### Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)
	Equity, Trusts and Wills	20	Core
	Evidence	20	Core
	Research Project	40	Core
	Family Law	20	Option
	Employment Law	20	Option
	Company Law	20	Option
	International Commercial Law	20	Core
	Intellectual Property Law	20	Option

**18. Subject:**

**M111** English Law: The Study of the Law of England

**Select from:**

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

**Annex – Mapping of Programme Learning Outcomes and Modules**

Programme Learning Outcomes		Module Type (Compulsory (C) or Option (O))	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
	Equity and Trusts	C	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

Programme Learning Outcomes		Module Type (Compulsory (C) or Option (O))	K1	K2	K3	K4	IS1	IS2	IS3	IS4	IS5	IS6	PS1	PS2	PS3	PS4	PS5	TS1	TS2	TS3
			Modules																	
	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	C	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