**QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION**

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| 1. **Programme Code**
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| 1. **Programme Title**
 | LLB (Hons) Law |
| 1. **Target Award Title**
 | LLB (Hons) Law |
| 1. **Exit Award Title(s)**
 | LLB LawDiploma of Higher Education in LawCertificate in Higher Education in Law |
| 1. **Subject area**
 | Law |
| 1. **School**
 | Law |
| 1. **Programme Team Leader(s)**
 | Sue Rivers (HoS), Harriet Jones (DHoS) |
| 1. **Programme Type**
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| 1. **Delivery Model**
 | DL F/T | x | BL F/T | x | Apprenticeship |  |
| DL P/T | x | BL P/T | x | Other |  |
| **Where delivery model identified as ‘Other’ please provide details** |  |
| 1. **Location of delivery**
 | Blended (study centres) and Online (Distance Learning) |
| 1. **Proposed Start date**
 | September 2021 |
| 1. **Reference points**
 | [**QAA Subject Benchmarks: Law**](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-law.pdf?sfvrsn=b939c881_18) (November 2019)*A law student's skills and qualities of mind* 2.4 A graduate of law with honours has demonstrated: 1. intellectual independence, including the ability to ask and answer cogent questions about law and legal systems, identify gaps in their own knowledge and acquire new knowledge, and engage in critical analysis and evaluation
2. self-management, including an ability to reflect on their own learning, make effective use of feedback, a willingness to acknowledge and correct errors and an ability to work collaboratively
3. awareness of principles and values of law and justice, and of ethics
4. knowledge and understanding of theories, concepts, values, principles and rules of public and private laws within an institutional, social, national and global context
5. study in depth and context of substantive areas of law
6. ability to conduct self-directed research, including accurate identification of issue(s) which require researching, retrieval and evaluation of accurate, current and relevant information from a range of appropriate sources, including primary legal sources
7. ability to work with a range of data, including textual, numerical and statistical
8. ability to recognise ambiguity and deal with uncertainty in law
9. ability to produce a synthesis of relevant doctrinal and policy issues, presentation of a reasoned choice between alternative solutions and critical judgement of the merits of particular arguments
10. ability to apply knowledge and understanding to offer evidenced conclusions, addressing complex actual or hypothetical problems
11. ability to communicate both orally and in writing, in relation to legal matters, including an ability to listen and respond to written and oral stimuli, including questions and instructions
12. engagement with their own personal and professional development, and academic integrity.

*Learning, teaching and assessment* 3.1 Students engage with legal education in a variety of ways which may include classroom or online learning, independent study, or a mixture of options, full or part-time. Law schools consider how standards, quality and the coherence of the learning experience may be maintained while taking steps to enable informed learning choices for students. The introduction of more flexible modes of study are accompanied by due consideration of the implications for learning design. Law schools ensure that the activities envisaged are consistent with the overall goals of the course, and that they are well supported and fully documented, including, where appropriate: information about module requirements and responsibilities; intended learning outcomes; supervision arrangements; and assessment strategies and standards. 3.2 A course of learning and teaching in law is designed to enable students to demonstrate the attainment of the relevant learning outcomes, and assessment strategies are capable of demonstrating how well students have achieved these outcomes. Law schools also ensure suitable safeguards to ensure the authenticity of learning and be clear with students about the benefits and limits of cooperative learning. Students are supported in a progressive acquisition of subject knowledge and skills, gradually advancing towards more independent learning. The acquisition of skills is planned in conjunction with the knowledge based curriculum, so that the relationship between the two is given detailed consideration. Skills are taught, practised and assessed within a curriculum framework that is balanced, coherent and progressive, so that the level of challenge and achievement is gradually increased throughout. The development of the skills specified in this Statement requires that students are well supported to be able to use the range of tools and resources available to them. Students have the opportunity to receive critical and constructive feedback on their performance. Feedback may come from a range of sources (for example, tutors, peers and work-placement employers) but to be effective it assists students to develop further their understanding of the requirements of the discipline, and help them to demonstrate their knowledge and skills. 3.3 Whatever their study mode, it is recommended that students experience a range of teaching methods throughout their law course and this might typically, although not exclusively, include lectures, small group formats, online learning environments, self-directed or collaborative study, experiential learning and problem-based learning. Law schools are encouraged to ensure that students are able to actively engage in, and reflect on, their learning and thereby help them to progressively grow in confidence as independent learners. 3.4 Higher education providers with direct or indirect responsibility for law degrees ensure that teaching and learning resources, including staff, library provision, and information and communications technology, are adequate to enable students enrolled on a law course to gain the knowledge and acquire the skills set out in this Statement and in any regulatory competence or professional framework statements of the legal regulation bodies, as relevant to the course of study. 3.5 The range of assessment methods is appropriate to make valid judgements about a student's overall level of achievement in relation to the prescribed learning outcomes. Assessment may be timed or untimed, seen or unseen, continuous or examination based, and tasks that a student might be expected to encounter could include essays and reports of varying length; case notes; statutory interpretation; briefs; annotated bibliographies; critiques of articles; oral/video presentations; moots; skills-based assessments; reflective learning journals; research project/dissertation; work/clinic-based assessments; and the creation, use and management of online resources. 3.6 Learning, teaching and assessment procedures provide all students with the opportunity to demonstrate they have met the skills and qualities of mind set out in this Statement. Law schools recognise the importance of inclusive practice in this regard and are sensitive to equal opportunities requirements as indicated by good practice and relevant legislative obligations. 3.7 Learning, teaching and assessment strategies are regularly reviewed and updated as appropriate, reflecting advances in teaching practice and information technology. Law schools are also encouraged to seek out and to share examples of effective learning, teaching and assessment practice. |
| 1. **Professional, Statutory & Regulatory Bodies (PSRB)**
 | As a result of changes to professional qualification, there are no longer any PSRB requirements on the LLB. However, students wishing to pursue professional qualification (as a solicitor or barrister in England and Wales) will need to be able to demonstrate an understanding of the seven foundations of legal knowledge:* Criminal Law
* Equity and Trusts
* Law of the European Union
* Obligations 1 (Contract)
* Obligations 2 (Tort)
* Property/Land Law
* Public Law (Constitutional Law, Administrative Law and Human Rights Law)

As such, the LLB programme is aligned with the knowledge requirements for professional qualification as a solicitor or barrister in England and Wales. This will be highlighted on each relevant module. |

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| 1. **Programme aims**
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| The aim of our new LLB programme is to offer a practical approach to studying law that produces ‘work ready/practice ready’ graduates. The programme is compatible with professional practice routes as well as the wider career possibilities of a law degree. Modules will be delivered with a practical focus that allows students to apply the law and develop transferrable legal skills.Broadly, the programme aims to achieve the following:1. Provide students with a comprehensive understanding of the foundations of legal knowledge which will enable them to pursue professional qualification.
2. Ensure students have an appreciation of the wider application of law in a social-political, institutional, cultural and legal practice context.
3. Enable students to independently manage their own learning and to foster a culture of lifelong learning.
4. Prepare students for the workplace by developing transferrable personal and other key skills required for graduate employment.
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| 1. **Programme Entry Requirements**
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| **Current AU Admissions Regs*** 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 (no less than 5.5 in any element) or equivalent for those students whose first language is not English.
* Demonstration of the intellectual abilities required to successfully complete the programme, evidenced through a personal statement references, relevant prior experience and/or qualifications.
* Exemptions may be granted in respect of other prior qualifications subject to Arden’s APCL regulations.

**Proposed LLB*** Two Subjects at GCE A level or equivalent, plus passes at grade C or above in four subjects at GCSE level or equivalent including GCSE English; or
* Completion of a recognised Access Programme or equivalent.
* IELTS 6.0 (no less than 5.5 in any element) or equivalent for those students whose first language is not English.
* We welcome applicants with few or no formal qualifications. Such applicants will be required to demonstrate the intellectual abilities required to successfully complete the programme, evidenced through an admissions task, personal statement, references, relevant prior experience and/or qualifications.
* Exemptions may be granted in respect of other prior qualifications subject to Arden’s APCL regulations.
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| 1. **Graduate Attributes**
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| Graduate attributes are embedded within each module as well as key legal and employability skills that will enable students to enter the professional workplace on completion of the programme. Students will gain and develop these skills through:* Practical simulations
* Case studies
* Reflective exercises
* Synchronous and asynchronous interactive group activities
* Self-directed independent study.

Throughout the programme, students will also have opportunity to consider the wider ethical and legal frameworks that impact upon the legal and associated professions. Students will be encouraged to reflect on their own learning and to identify areas for development. |
| 1. **Learning, teaching and assessment methods and strategies**
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| The LLB programme will be delivered using a variety of flexible teaching methods with an emphasis on practical application. This will include but is not limited to:* Workshops
* Simulations
* Guided research
* Supported self-directed learning

Facilitated workshops will give students a highly interactive learning experience. These can be held synchronously and asynchronously. Workshops will be supported by web-based materials and audio-visual content which will cover key concepts and principles. Tutors will supplement this with guided further reading and associated activities including guided research which encourages students to pursue self-directed critical enquiry.Simulations enable students to learn through an immersive experiential approach. Students will have the opportunity to interact with specific modules through the medium of a virtual law firm (VLF) where they assume the role of trainee solicitors. Students will be able to interact asynchronously with the VLF as if they were employees of a law firm, completing training and assignments that will enable them to apply their knowledge to a practical scenario.The LLB programme assessment strategy has been created with reference to the QAA Law benchmarks, foundations of legal knowledge and the assessments utilised in the professional qualification examinations (i.e. the Solicitors Qualifying Exam or SQE) such as complex multiple-choice questions (MCQ). To assess the different programme learning outcomes, a mixed assessment strategy has been designed which incorporates a gradual development of knowledge, application, and skills. At level 4 and level 5, each module’s assessment contains two parts. The first is a weighted MCQ examination to assess a student’s comprehension of key module content. The second part varies across the different modules and includes the use of advocacy, portfolios, drafting exercises and coursework. At level 6, students can choose which modules they study to reflect their intended career paths, and this is reflected in the different assessment types used. For example, modules focussed on the SQE curriculum retain the use of a weighted MCQ examination which students will encounter if they pursue a professional practice qualification.Students will receive assessment guidance for each item of assessment and where appropriate, assessment criteria. A separate, generic law assessment criteria which reflects the gradual development between levels 4,5 and 6, will also be provided. Formative feedback opportunities will be embedded within each module so that students are able to reflect upon their learning and identify areas for development. |

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| **18. Intended programme learning outcomes and the means by which they are achieved and demonstrated** |
| **Learning outcomes** | **The means by which these outcomes are achieved** | **The means by which these outcomes****are assessed** |
| At the end of this course you, the student, will be able to:*(No more than 10 programme learning outcomes are permitted per programme.)*  |
| 1. Demonstrate an understanding of the fundamental principles of the legal system of England and Wales within the wider UK social-political, institutional, and cultural context.
 | Students will gain knowledge and understanding through engaging in:* Workshops
* Simulations
* Guided research
* Supported self-directed learning

In addition, students will be required to apply their knowledge and understanding to problem questions, scenarios, and associated activities. | Across all assessment types. |
| 1. Exercise key legal skills and methods including statutory interpretation, legal research, and academic writing.
 | Each module will contain skills elements that will enable students to build and develop their skills base. Students will be encouraged to identify gaps in the skillset and to undertake personal development to develop a culture of lifelong learning. | Coursework and practical exercises including:* Drafting
* Legal advice
* Advocacy
* Negotiation
* Presentations.
 |
| 1. Identify the substantive theoretical and practical issues surrounding legal practice.
 | Students will study the programme from a professional perspective. This will allow for the introduction of practical and ethical considerations in the context legal practice as well as other associated professional careers. | Coursework and practical exercises including:* Drafting
* Legal advice
* Advocacy
* Negotiation
* Presentations.
* Case studies
* Reflective exercise
 |
| 1. Undertake independent legal research, critically analyse, and present a reasoned conclusion of key issues.
 | Students will gain these skills through a variety of activities built into the programme materials, including:* Discussions (online and face to face)
* Collaborative and self-directed learning activities
* Simulations
* Case studies
 | Coursework including:* Problem questions
* Drafting
* Legal Advice
 |
| 1. Apply and evaluate your subject knowledge to address complex legal problems.
 | Students will encounter and learn how to approach progressively more complex legal problems. Problem based learning techniques will be utilised to empower students to tackle issues independently. | Across all assessment types. |
| 1. Act independently in planning and managing you own learning and critically reflect on you learning experiences.
 | Throughout the programme, students will be taught how to reflect on their learning experiences and encouraged to utilise their conclusions in managing their ongoing learning. Students will be supported in this by the programme tutors as well as the wider University resources such as careers and academic support tutors. | Coursework including:* Research activities
* Reflective exercises
 |
| 1. Communicate clearly and effectively, orally and in writing.
 | Students will have regular opportunities to receive feedback and to develop transferrable communication skills through synchronous and asynchronous activities. | Coursework and practical exercises including:* Drafting
* Legal advice
* Advocacy
* Negotiation
* Presentations.
 |
| 1. Process and evaluate information to identify relevant issues.
 | Students will experience simulated scenarios that replicate professional practice. Students will be provided with case papers to review and will need to provide appropriate advice for their clients | Across all assessment types. |
| 1. Research and present a reasoned case or argument.
 | Students will receive training in how to conduct legal research and how to use legal databases such as Westlaw and LexisNexis.  | Coursework and practical exercises including:* Drafting
* Legal advice
* Advocacy
* Negotiation
* Presentations.
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| 1. Draft appropriate documentation to support a case or argument.
 | Students will be introduced to circumstances and documentation needed to support cases or arguments in a legal practice context using case studies, simulations, and problem scenarios. Students will also have opportunity to apply this in a wider sociolegal setting. This will enable students to build on their effective communication skills. | Coursework and practical exercises including:* Drafting
* Legal advice
* Advocacy
* Negotiation
* Presentations.
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**19. Summary of modules and mapped programme learning outcomes**

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| **Level** | **Module title** | **Module type*****Compulsory (C) or******Optional (O)*** | **Identified pinned modules** | **LO 1** | **LO 2** | **LO 3** | **LO 4** | **LO 5** | **LO 6** | **LO 7** | **LO 8** | **LO 9** | **LO 10** | **GA1** | **GA2** | **GA3** | **GA4** | **GA5** | **GA6** |
| **4** | English Legal System | **C** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  |  |  |  |  |  | **X** |
| **4** | Public Law | **C** |  | **X** |  | **X** | **X** |  |  |  | **X** |  |  |  |  |  |  | **X** |  |
| **4** | Tort 1 | **C** |  | **X** | **X** |  |  | **X** |  | **X** |  |  |  | **X** |  |  |  |  |  |
| **4** | Crime 1 | **C** |  | **X** |  | **X** |  | **X** |  |  | **X** |  | **X** |  |  |  | **X** |  |  |
| **4** | Civil Liberties in Practice | **C** |  | **X** |  | **X** | **X** |  | **X** |  |  | **X** |  |  |  | **X** |  |  |  |
| **4** | Contract Law | **C** |  | **X** | **X** | **X** |  | **X** |  | **X** |  | **X** | **X** |  | **X** |  |  |  |  |
| **5** | Tort 2 | **C** |  | **X** | **X** | **X** |  |  | **X** |  | **X** | **X** |  | **X** |  |  |  |  |  |
| **5** | Crime 2 | **C** |  | **X** | **X** |  | **X** | **X** |  | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  |
| **5** | Land Law and Practical Skills | **C** |  | **X** | **X** | **X** |  | **X** |  | **X** |  |  | **X** |  |  |  | **X** |  |  |
| **5** | Trusts, Wills and Estate Administration | **C** |  | **X** | **X** |  | **X** | **X** |  |  |  |  | **X** | **X** |  |  |  |  |  |
| **5** | Dispute Resolution | **C** |  | **X** | **X** | **X** |  | **X** |  |  | **X** | **X** | **X** |  |  |  | **X** |  |  |
| **5** | Technology, Innovation and the Law | **C** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** |
| **6** | Employment Law | **C** |  | **X** | **X** |  | **X** | **X** |  | **X** |  | **X** |  |  |  |  | **X** |  |  |
| **6** | Business Law and Practice (SQE) | **O** |  | **X** |  | **X** |  | **X** | **X** |  | **X** |  | **X** | **X** |  |  |  |  |  |
| **6** | Solicitors Professional Practice (SQE) | **O** |  | **X** |  | **X** |  | **X** |  | **X** | **X** |  |  | **X** |  |  |  |  |  |
| **6** | Property Practice (SQE) | **O** |  | **X** |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | EU Law (Bar) | **O** |  | **X** |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |
| **6** | Advocacy (Bar) | **O** |  | **X** |  | **X** |  |  | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  |
| **6** | Law of Evidence (SQE/Bar) | **O** |  | **X** | **X** | **X** |  | **X** |  |  | **X** | **X** | **X** |  | **X** |  |  |  |  |
| **6** | Immigration and Asylum Law | **O** |  | **X** | **X** |  | **X** | **X** | **X** | **X** |  |  | **X** |  |  | **X** |  |  |  |
| **6** | Family Law | **O** |  | **X** |  |  | **X** | **X** |  | **X** | **X** |  | **X** |  |  |  | **X** |  |  |
| **6** | Legal Research Project (20c) | **O** |  |  | **X** |  | **X** |  | **X** | **X** |  | **X** |  |  |  |  |  | **X** |  |
| **6** | Legal Dissertation (40c) | **O** |  |  | **X** |  | **X** |  | **X** | **X** |  | **X** |  |  |  |  |  | **X** |  |
| **6** | Placement and Pro Bono | **O** |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |
| **6** | International Commercial Law | **O** |  | **X** |  |  |  | **X** |  | **X** | **X** | **X** |  |  |  | **X** |  |  |  |

**Guidance notes for completing the Programme Specification Form (PSF)**

**Programme Code** - *to be generated by the Registry Team*

**Programme Title -** *the module title must reflect the key aims and content of the module.*

**Target Award Title -** *insert BA (Hons), BSc (Hons), MBA etc*

**Exit Award Title(s) -** *include all exit awards available aligned to the target award.*

***For undergraduate programmes*** *the exit points will normally be: Certificate of Higher Education in xxx (120 credits); Diploma of Higher Education in xxx (240 credits); BA/BSc (Ordinary – non-honours) xxx (300 credits).*

***For Postgraduate programmes*** *the exit points will normally be: Postgraduate Certificate in xxx (60 credits); Postgraduate Diploma in xxx (120 credits).*

**Subject area -** *Identify the subject area that will manage this programme and the subject that reflects external reporting requirements. (Guidance to be provided.)*

**School** *– identify the School that will take responsibility for the quality management of this programme*

**Programme Leader(s)** *– name the member of staff who will take responsibility for the quality management of this module. Where there is no Programme Leader identified the name of the relevant Head of School should be inserted.*

**Programme Type -** *Specialist / Joint*

1. **Delivery Model** *– identify all delivery models for this programme. Tick all appropriate boxes.*

***Where delivery model identified as ‘Other’ please provide details*** *of how the programme will delivered to include maximum registration period to complete a programme, where there is a prescribed framework and pace of study etc.*

**Location of BL delivery** *– note all locations to be used for delivery*

**Start date** *– note the proposed start date for the delivery of this programme*

1. **Reference points**

*To include consideration of professional body requirements and* [*QAA Subject Benchmarks*](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) *and any other national reference points.* Reference to QAA quality documents used should be included here. Writers must satisfy themselves that they are using the most recent versions and should also consider any draft documents in circulation.

1. **Professional, Statutory & Regulatory Bodies (PSRB)**

*As appropriate, provide the name of PSRB, outline the level of accreditation and any specific details relating to the implications of Professional requirements; or state NONE.*

**Programme aims**

*Provide a brief outline of the educational aims of the Programme and are intended to provide a brief, but clear, overall impression of the educational purposes of the programme. This is likely to include a short discussion followed by a series of overarching aims. It is expected that these aims will be couched in general terms but teams should be aware that they will be challenged at validation on how they will be met so it must be possible to articulate links between these general aims and the more specific module learning outcomes.*

**Programme Entry Requirements**

*The starting point is that Arden University seeks to recruit students likely to benefit from the programme. Reference should be made to standard entry criteria e.g. ‘A’ levels (or equivalent) for undergraduate, a degree for postgraduate, and the experiential equivalents used. English language criteria will be assumed to be the Arden University standard unless the proposing team wishes to increase the entry criteria. In such a case approval from the Pro Vice Chancellor and Admissions Committee must be obtained. If specific qualifications are required, e.g. an undergraduate degree in a specified subject to enter a postgraduate course, this must be made clear. Programme teams should also consider what qualifications would be accepted for entry into top-up awards. Other than top-up entry, APL need not be specifically referred to as this is covered through standard admissions processes. Any special requirements, e.g. work experience, must be explicitly and clearly stated.*

**Graduate Attributes**

*Students on Arden University courses are expected to gain a set of graduate attributes and programme teams should consider how these will be both achieved and evidenced.*

**Learning, teaching and assessment methods and strategies**

*This should make reference to the University’s learning, teaching and assessment strategy.*

*A generic statement covering the core method will be available, but this section should focus on how the specific programme will support students meet learning outcomes. This might, for example, consider issues such as progression through levels; look at how skills are integrated; consider how practical skills (if relevant) are developed; strategy for the final project/dissertation; or work based elements. It is likely that an edited version from the validation document would be used.*

*The mix of assessments and their relationship to the learning outcomes should be considered here. Any innovative methods should be highlighted. It is likely that an edited version from the validation document would be used.*

**Programme Learning Outcomes**

*On successful completion of this module students will be able to achieve.*

*At programme level learning outcomes are likely to be more generalised than at the module level but it should be possible to link the two together and a mapping should be undertaken and provided within this specification. Programme teams should also consider the requirements of any benchmark statements in setting learning outcomes. It will be seen that this heading breaks the objectives into different sections.*

*There is to be no more than 10 in total. Teams should consider the vocabulary used to reflect the level of the programme. Beneath each set of learning outcomes, a commentary showing how the programme will facilitate these should be provided.*

*To note, whilst there must be a relationship between programme learning outcomes and module learning outcomes, these do not need to be like-for-like as this would add additional restraints.*

**19. Summary of modules and mapped programme learning outcomes and graduate attributes**

*List each of the modules that make up the proposed programme and for each module identify the learning outcome and graduate attribute assessed. Note whether the module is core or optional within the programme structure and identify the pinned modules at each level as appropriate.*

**Graduate Attributes**

*The Graduate Attributes are the same across all programmes and for both UG and PG and are listed below. These should be mapped against each module within the above table.*

**GA1. Discipline Expertise: Knowledge and understanding of chosen field**

Students will possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice and be well positioned to respond to change.

**GA2. Effective Communication**

Students will communicate effectively both verbally and in writing, using a range of media widely used in relevant professional context. They will be IT, digitally and information literate.

**GA3. Responsible Global Citizenship**

Students will understand global issues and their place in a globalised economy, ethical decision-making and accountability. They will adopt self-awareness, openness and sensitivity to diversity in culture.

**GA4. Professional Skills**

Students will perform effectively within the professional environment. They will work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. They will be flexible and adaptable to changes within the professional environment.

**GA5. Reflective Practitioner**

Students will undertake critical analysis and reach reasoned and evidenced decisions. They will contribute problem-solving skills to find innovative solutions.

**GA6. Lifelong Learning**

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

**PLEASE DELETE FOOTNOTES BEFORE SUBMITTING THIS FORM.**