



Programme Handbook

LLB Law with Foundation Year

Published July 2021

Version 1

Introduction to the Programme

Welcome to the LLB (Hons) Law with Foundation Year programme. This handbook provides you with information about the structure of your programme and a list of each of the modules that you will study. This programme has been developed based on recent changes to the way in which solicitors are qualified and to prepare you whether you wish to qualify as a solicitor, a barrister, or to work in one of the many other professions for which a law degree would provide a strong foundation.

Prior to 2021 students wishing to become solicitors or barristers must hold a Qualifying Law Degree (QLD) to be eligible to undertake their professional qualifications. From September 2021, there will no longer be a requirement for students to hold a QLD and a new route to professional qualification will take its place.

This is because of changes introduced by the Solicitors Regulatory Authority (SRA) who wanted to widen access to the solicitor's profession and so introduce the new Solicitors Qualifying Examination (SQE). The Bar Standards Board still require prospective barristers to have studied the Foundations of Legal Knowledge (FLK) as part of a degree to sit the Bar Course to become a barrister.

The aim of Arden's LLB (Hons) degree programme is to offer a practical approach to studying law that will not only prepare students for the next stages of professional qualification as either a solicitor or a barrister, but also introduce students to the wide range of career possibilities that a law degree offers. The LLB aims to provide students with the knowledge and skills to confidently enter the workplace, whether that is legal practice or another related profession.

To do this, all LLB modules are delivered with a practical focus that allows students to apply the law and develop key legal skills such as critical thinking and problem solving. Employability skills are also embedded into the modules to ensure students are full prepared to enter the workplace on graduation. At levels 4 and 5, students study a set of core modules that provide the foundations of legal knowledge as well as covering the professional practice curriculums. These are detailed below.

When students progress onto level 6, they will study Employment Law as a core module. This enables students to explore wider employment issues and further prepare them for the realities of entering a professional workplace on completing the course. Students are then able to shape their degree programmes at level 6 by choosing up to 5 optional modules. These optional modules form informal pathways that enable students to fully cover the professional practice curriculums or to build a pathway that reflects their career aspirations.

Foundation Year

Core	Developing Academic Skills	Using Numeracy, Data & IT	Research Skills and Using Information	Values, Ethics and Working Collaboratively	Crime and Law in Context	Psychology of Everyday Life
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Level 4

Core	English Legal System and Legal Skills	Public Law	Tort 1	Crime 1	Civil Liberties in Practice	Contract Law
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Level 5

Core	Tort 2	Crime 2	Land Law and Practical Skills	Equity and Trusts	Dispute Resolution	Technology and the Law
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Level 6

Core	Employment Law						
Optional Professional Practice Modules	SQE			<i>Shared module</i>	Bar		
	Business Law and Practice	Solicitors Professional Practice	Property Practice	Law of Evidence	European Union Law	Advocacy	
Optional	Family Law	Welfare and Immigration Law	Placement and Pro Bono	International Commercial Law	International Law	Legal Research Project (20c)	Legal Dissertation (40c)

1. Programme Code						
2. Programme Title	LLB (Hons) Law with Foundation Year					
3. Target Award Title	LLB (Hons) Law					
4. Exit Award Title(s)	LLB Law Diploma of Higher Education in Law Certificate in Higher Education in Law					
5. Subject area	Law					
6. School	Law					
7. Programme Team Leader(s)	Sue Rivers (HoS), Harriet Jones (DHoS)					
8. Programme Type						
9. 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						
10. Location of delivery	Blended (study centres) and Online (Distance Learning)					
11. Proposed Start date	September 2021					
12. Reference points	<p>QAA Subject Benchmarks: Law (November 2019)</p> <p><i>A law student's skills and qualities of mind</i></p> <p>2.4 A graduate of law with honours has demonstrated:</p> <ol style="list-style-type: none"> i. 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 ii. 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 iii. awareness of principles and values of law and justice, and of ethics iv. knowledge and understanding of theories, concepts, values, principles and rules of public and private laws within an institutional, social, national and global context v. study in depth and context of substantive areas of law vi. 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 vii. ability to work with a range of data, including textual, numerical 					

	<p>and statistical</p> <ul style="list-style-type: none"> viii. ability to recognise ambiguity and deal with uncertainty in law ix. 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 x. ability to apply knowledge and understanding to offer evidenced conclusions, addressing complex actual or hypothetical problems xi. 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 xii. engagement with their own personal and professional development, and academic integrity. <p><i>Learning, teaching and assessment</i></p> <p>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.</p> <p>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)</p>
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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.

13. 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.

14. Programme aims

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.

15. Programme Entry Requirements

Proposed LLB Entry Requirements

- Three 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.

16. Graduate Attributes

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.

17. Learning, teaching and assessment methods and strategies

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. The MCQ examinations will be drawn from a large subject specific question bank. The MCQ examinations will be available for 7 days, however, the students, must complete the examination in a single attempt.

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.

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
<p>Level 3</p> <p>With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2020, the intended programme learning outcomes for students at Level 3 are to:</p> <ul style="list-style-type: none"> • Use factual, procedural, and theoretical understanding to complete tasks. • Apply knowledge and understanding to basic, non-complex situations to solve problems. • Demonstrate a range of core academic skills to support study at undergraduate level. • Identify, access, and evaluate a range of information sources for currency, scope and credibility. • Use effective written communication skills in a variety of tasks which are suitable for a specified audience. 		
<p>At the end of this course you, the student, will be able to: (No more than 10 programme learning outcomes are permitted per programme.)</p>		
<p>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.</p>	<p>Students will gain knowledge and understanding through engaging in:</p> <ul style="list-style-type: none"> • Workshops • Simulations • Guided research • Supported self-directed learning <p>In addition, students will be required to apply their knowledge and understanding to problem questions, scenarios, and associated activities.</p>	<p>Across all assessment types.</p>
<p>2. Exercise key legal skills and methods including statutory interpretation, legal research, and academic writing.</p>	<p>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</p>	<p>Coursework and practical exercises including:</p> <ul style="list-style-type: none"> • Drafting

	to develop a culture of lifelong learning.	<ul style="list-style-type: none"> • Legal advice • Advocacy • Negotiation • Presentations.
3. 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: <ul style="list-style-type: none"> • Drafting • Legal advice • Advocacy • Negotiation • Presentations. • Case studies • Reflective exercise
4. 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: <ul style="list-style-type: none"> • Discussions (online and face to face) • Collaborative and self-directed learning activities • Simulations • Case studies 	Coursework including: <ul style="list-style-type: none"> • Problem questions • Drafting • Legal Advice
5. 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.
6. 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: <ul style="list-style-type: none"> • Research activities • Reflective exercises
7. 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: <ul style="list-style-type: none"> • Drafting

		<ul style="list-style-type: none"> • Legal advice • Advocacy • Negotiation • Presentations.
8. 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.
9. 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.	<p>Coursework and practical exercises including:</p> <ul style="list-style-type: none"> • Drafting • Legal advice • Advocacy • Negotiation • Presentations.
10. 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.	<p>Coursework and practical exercises including:</p> <ul style="list-style-type: none"> • Drafting • Legal advice • Advocacy • Negotiation • Presentations.

19. Summary of modules and mapped programme learning outcomes

Level	Module title	Module type <i>Compulsory (C) or Optional (O)</i>	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			