**LLB (Hons) Law with Criminology**

**Faculty of Business, Law and Social Sciences**

**School of Law**

This document is presented in three sections:

## Section One

This section will provide students with key information on their learning experience and how it will be continuously enhanced this will include;

* Programme Philosophy and Aims
* Programme Learning, Teaching and Assessment strategy
* Statements of Intent for key learning experience themes

This section aims to address Quality Enhancement and Learning & Teaching excellence across the student learning experience.

## Section Two

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of the student learning experience.

## Section Three

This section collates the Module Guides from across the programme.

## Section One

|  |  |
| --- | --- |
| Programme Philosophy | |
| The LLB (Hons) Law with Criminology programme will appeal to students who are interested in gaining a qualifying law degree while examining crime and why people commit crimes through a criminological perspective, and exploring current debates about the problem of crime and the place of crime in a contemporary society. The programme is specially designed to provide students with a knowledge-led and practice-based education in English Law, whilst developing a critical appreciation of the relationship between the individual and social aspects of crime, punishment and victimisation. This programme will enable students to develop a critical criminological understanding of the relationships between crime, criminality, crime control and social order. The programme provides a rigorous academic discipline and also satisfies the first part of the academic stage of qualification required to become a solicitor or barrister. It is delivered by a team of academics from the School of Law and the Department of Criminology, including internationally recognised researchers and respected former professional practitioners. This specialist programme will therefore be of particular interest to students who are aiming for a career in professional legal practice, particularly specialising in the field of criminal law, or wish to work within the criminal justice system. Upon graduating students will be able to enter a diverse range of careers, including the legal profession, policing, crime analysis, probation, the courts and prison services. The combined nature of this programme, and the specialised modules taught as part of this programme, increases the range of careers available to students, and places students in the best position to specialise in criminal law, law enforcement and policy.  The programme provides comprehensive coverage of the foundations of legal knowledge together with a range of carefully selected criminology modules. The specialised criminology modules will enable students to explore a diverse set of criminological issues, including issues surrounding youth crime, cybercrime, gender and intelligence and security. Students will have an opportunity to engage in philosophical and ethical debates surrounding war and conflict, develop a criminological understanding of homicide, and gain an appreciation of the relationship between the individual and social aspects of crime and victimisation. Through this range of modules students will develop a knowledge and understanding of the core schools of criminological thought, their historical and political underpinnings and practical application. These modules will be delivered by expert staff in the fields of policing, security studies and criminology. The Department of Criminology is home to the world-leading Centre for Applied Criminology, which is headed by Professor David Wilson, one of Britain’s leading criminologists and presenter of the Channel 5 TV series ‘Killers Behind Bars’.  Your learning on the LLB Law and Criminology programme will be facilitated through engagement with real and authentic problems and challenges; you will apply and synthesise the theoretical and practical aspects of the discipline of law and criminology to reach effective, practice-led solutions. Key employability skills are embedded within the learning and teaching of the programme. Although you will be taught within the School of Law and the Department of Criminology, you will mainly learn, due to it being the major, and criminology being the minor, in the environment of the School of Law whose core values are the provision of practice-led, knowledge applied legal education to meet the needs of the current market sector. We aim to enable you to develop a critical awareness of the role of law in influencing social change and individual and corporate behaviour. We will equip you with the skills and knowledge to make a difference in issues of fairness, equality and access to justice.  The university’s location in the centre of the thriving and diverse City of Birmingham, puts it in close proximity to the legal communities and local criminal justice agencies, and enables collaborations with external partners and stakeholders. The close links the School of Law has developed will provide you with additional careers development opportunities through a programme of guest speakers, pro bono and placement opportunities which will offer you practical experience of work. Furthermore, our highly acclaimed, nationally recognised, Mooting Society, our Student Legal Society and Student Debating Society also provide extra-curricular opportunities for you to practise, develop and enhance the transferable skills you have developed within the learning environment. The close links the Department of Criminology has developed with local and national criminal justice agencies such as Midland regional police forces and community safety partnerships provide you, as a law student specifically on the LLB Law with Criminology programme, with the opportunity to gain experience in these professions. The Department regularly has guest lectures, including eminent Professors, MPs, journalists, ex-offenders, serving prison governors and leading police detectives involved in high-profile criminal investigations. Being part of the Department of Criminology will also provide you, as a student on this specialised programme, with the opportunity to liaise and work with external organisations such as The Howard Student League, which raises awareness of penal reform issues, The New Bridge Group which trains and pays for students to write to and visit prisoners, and Prison Link, a Birmingham-based organisation that offers help to serving prisoner. You will also be invited in year 1 to get involved in Performative Criminology, which through role-playing enables students to explore a number of criminological issues, and observe, chair and participate in mock debates concerning criminology issues from a historical and political context. This will enable student on this pathway from the outset to work closely with staff and students in the Department enabling students to feel they have an identity in both the School of Law and Department of Criminology. It also assist students who have not studied criminology prior to coming to university to gain an awareness and familiarise themselves with a range of criminological issues, theory, perspective and research methodology. Students on this specialist programme are encourage from the outset to become involved in the extra-curricular activities offered by both the School of Law and the Department of Criminology. | |
| Programme Aims This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan. | |
| 1. Pursuing Excellence | To provide you with the opportunity to obtain knowledge and understanding of such areas of law as are required by the Joint Academic Standards Board composed of the Bar Standards Board and the Solicitors Regulation Authority so that you will obtain a qualifying law degree within an institution that promotes excellence in scholarship and practice-led learning that is transferable into both the legal sector and other professional institutions.  To develop your ability to understand and use the English language with precision, orally and in writing, in relation to legal and other areas of professional practice, in order to make effective oral and written presentations which are coherent and comprehensible to others within a scholarly and workplace environment. To provide you with an in-depth knowledge of a diverse range of criminological issues and develop a critical criminological understanding of the relationships between crime, criminality, crime control and social order. |
| 1. Practice-led, knowledge-applied | To provide you with knowledge of the English Legal System and the substantive rules of English Law within their political, historical, global, economic and institutional context. To explore the relationship between law and ethical and moral issues, incorporating the ways in which lawyers and legal scholars can bring about social change through the application of legal principles and debate. To develop the skills necessary to assimilate knowledge, frame appropriate questions, marshal coherent and rational argument, and relate theory and practice in order to draw independent and balanced conclusions through the ability to plan strategically for your own learning methods and provide a structured response to meaningful feedback.  The ability to analyse, critically evaluate and produce a synthesis of well-established and innovative legal rules, doctrine, policy, principles and concepts; to apply this to a diverse range of practical and theoretical issues and problems, recognising and making evaluative judgements about the appropriateness of different methods of problem solving, in order to make a reasoned choice from relevant alternatives and to present this information in an appropriate format within the workplace environment. |
| 1. Interdisciplinary | To set the law and relate the study of law, where appropriate, within the context of contemporary issues in business, criminology and social justice, particularly through the provision of our pathway structure. |
| 1. Employability-driven | To provide opportunities for you to develop and apply employability, practitioner, professional, analytical, self-reflective critical and research skills in legal education.Employability and professional skills are embedded into the programme. Other skills developed will include a range of pervasive skills, such as: making relevant use of numerical and statistical information derived from primary and secondary resources when constructing an argument, conducting research electronically and making appropriate use of the internet to locate relevant information and solve problems. You will produce work which is presented and formatted using standard software packages and have the opportunity to engage in placement and project opportunities with our expanding range of collaborative partners. You will work co-operatively with others and practice professionalism in every aspect of your programme. |
| 1. Internationalisation | To set law, legal practice, criminological issues and criminal justice in the context of contemporary, social, cultural and economic factors within local, national and international contexts. The opportunity to undertake some study abroad will be available. |

|  |
| --- |
| Programme Learning Outcomes |
| **1.** To display excellence in the acquisition of knowledge and understanding of the English Legal System and the substantive rules of English law, along with key themes of criminological theory within its political, historical, global and economic context; its relationship with ethical and moral issues and the ways in which lawyers can effect social change through the application of legal principles. |
| **2.** To analyse, critically evaluate and produce a synthesis of well-established and innovative legal rules, doctrine, policy, principles and concepts; to apply this to a diverse range of practical and theoretical issues and problems, within a practice-led learning environment; recognising and making evaluative judgements about the appropriateness of different methods of problem solving, in order to make a reasoned choice from relevant alternatives. |
| **3.** To demonstrate a knowledge-applied approach, showing an ability to make proficient use of information and materials from a variety of sources, including knowledge of the legal conventions relevant to English and EU Law, in the critical evaluation and solution of legal issues and problems. |
| **4.** To develop key employability skills, to include assimilating knowledge; framing appropriate questions; marshalling coherent and rational argument, and relating theory and practice in order to draw independent conclusions through the ability to strategically plan for one’s own learning method and structured response to meaningful feedback |
| **5.** To use the English language with precision, orally and in writing, in relation to legal issues, in order to make effective oral and written presentations which are coherent and comprehensible to others and meet expectations in the workplace. |
| **6.** To develop a range of other pervasive skills, including: making relevant use of numerical and statistical information derived from primary and secondary sources when constructing an argument, conducting electronic research and appropriate use of the internet to locate relevant information, producing work which is presented and formatted using standard software packages, working co-operatively, ethically and professionally with others. |
| **7.** To demonstrate a knowledge-applied understanding of a diverse range of criminological issues and develop a critical criminological understanding of the relationships between crime, criminality, crime control and social order. |

|  |  |
| --- | --- |
| Programme Learning, Teaching & Assessment Strategy | |
| This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feedforward you will encounter, and explain how these will support your continuous learning throughout the programme, and explain the expectations we have of you in this learning partnership.  Learning and Teaching  Our approach to Learning and Teaching is experiential and practice-led with opportunities for you to develop relevant employability skills, embedded throughout the programme. This programme will support you in becoming an active autonomous learner during the teaching, learning and assessment process. Experiential learning is achieved through face to face delivery which includes lectures, developing the knowledge you have gained from prior reading which will then be applied within seminars with a focus upon peer led learning to develop your skills in legal analysis and evaluation. Throughout the programme you will be given the chance to practice legal skills including legal research, problem-solving, advocacy and drafting in order to develop and practice these transferable skills which will be valuable, whatever your final choice of future career. Many teaching and interactive sessions and mooting workshops take place in our life-sized court rooms offering you a real life, practice-led experience in which to practise and hone your legal and professional skills. Many of our modules are team taught, thus providing you with a wide variety of rich and diverse academic styles and expertise.  The programme encourages you to participate in activities and discussions which are hosted on the Virtual Learning Environment (VLE) – Moodle. All learning activities will be supported both in teaching sessions and on the VLE. The VLE will also offer interactive practice-orientated opportunities to test and apply your legal knowledge. We also have an on-line virtual town, called Shareville, which includes many law based institutions, such as courts, a solicitor’s office and a land registry office, providing a wealth of on-line information and further opportunities to apply your knowledge.  We expect you to attend all teaching sessions as well as to read and prepare before these sessions. Good preparation will enable you to get the most from your contact time and will help you become an autonomous learner. Advance preparation is also a critical skill which you must develop if you wish to succeed in business or professional practice. Teaching sessions will include lectures and small group interactive seminars. We will provide you with feedback on our VLE following your seminar sessions.  The opportunity to go abroad, through the Erasmus programme in the second semester of level 5 will also provide a unique and exciting opportunity for you to experience the teaching environment from a different perspective, in another country, helping you to become a true globalized citizen.  Employability  Employability is embedded throughout the programme in order to facilitate the enhancement of applied skills demanded within the legal profession, which are also transferrable across a variety of other graduate careers and necessary to succeed in the modern workplace. Our curriculum endorses practice-led learning, develops cognitive, critical and analytical skills as principal foundations.  Our bespoke module on professional practice, which runs at level 5, will enable you to develop skills such as negotiation, interviewing and influencing decisions, which are valued in the workplace, and will prepare you for the integrated project module in your final year. The integrated project module is a 40 credit module which will enable you to undertake an internship or a pro bono opportunity, or project work, offering you a further valuable opportunity to experience the world of work. Your internship/pro-bono work or project will enable you to experience further learning within the workplace and will provide for you to be assessed on your performance within the placement environment. You will also be encouraged to reflect on your development and progression within the workplace.  The University’s Graduate + programme is also available to you and will provide further opportunities for you to sharpen and focus your employability attributes in preparation for the world of work.  Assessment strategy  The programme offers a diverse range of assessments, which are practice-led and knowledge-applied providing an opportunity for you to demonstrate your legal knowledge and employability skills within each module. Our assessment strategy is designed at programme level and incorporates a broad range of practice-led techniques. There will be no unseen written examinations in your first year (Level 4), but as you progress through the levels the assessments will demand more from you as you embrace higher levels of learning and develop enhanced skills. Unseen written examinations will be incorporated at later levels. It is important that you are aware that we regard assessment as part of your learning process and not purely as an opportunity to test you on what you know.  In accordance with the University Regulations you will be permitted two attempts at assessments. After your first sit, if you are unsuccessful in any of your assessments, there will be a final resit opportunity for which your mark, (provided that you pass the assessment) will be capped at 40%.  All modules on the programme for each session will be supported by learning activities which will help increase your confidence and make it clear what we expect from you in the final assessments. We will give you feedback to help improve your work and to support your continuous learning and development throughout your time with us.  Your learning will include a range of activities, which will be influenced by professional practice and will enable you to apply your knowledge. We will always give you an opportunity to practice for the final assessment. You will receive feedback on your practice attempt and an indication of the grade that would have been awarded where appropriate. Our feedback will focus on how you can develop and improve your work before the final assessment.  All sessions on the programme have objectives which are supplemented by learning activities which support the module’s learning outcomes and assessments. This is made transparent in the module guide handbook which identifies the various learning activities.  There will be one point of final assessment for 20 credit modules and a maximum of two points of final assessment for 40 credit modules unless stated otherwise.  The assessment you undertake has been devised to fit with the ethos of the programme and the way it is taught: it is based on authentic situations encountered in professional practice and focussed on finding solutions to legal problems, applying legal principles and evaluating the implications of particular courses of action. Our strategy embeds good practice in assessment and feedback to improve your learning and support your success.  Each of the final assessment points on this programme are aligned to the module learning outcomes. The structure of topic areas is broken down in each session and an explicit reference will be made to how each session or learning activity contributes to each final assessment point on the programme. Throughout each module, you will have the opportunity to receive feedback from your tutor and your fellow students which will help you to prepare for assessments with confidence. | |
| The Whole Experience We recognise that there are key aspects to every programme (critical learning themes) that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for the future. Below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these. | |
| *Widening Participation* Higher education has a vital role to play in improving social mobility. The University’s Strategic Plan highlights our responsibility in supporting economic, social and cultural improvement in the city region. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by forging strong relationships with local colleges and schools, providing defined and clear progression routes to facilitate lifelong learning. The Schools and Colleges Liaison team plays an important role in ensuring that talented students are attracted to the right programmes, regardless of their background. The team works proactively with schools and colleges to provide master classes and campus visits. In the Faculty, our open days encourage applicants from all backgrounds to access the University and we provide bursaries to support students progressing from our partner colleges and schools. Many of our students are classified as ‘mature’ (over 21) and we try to deliver our programme flexibly to help students with families or other commitments. We also provide substantial support for all students during their time with us. Each student is allocated a personal tutor and can access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finance, visas, and student records.  Recruitment  As part of the Universities Partnerships and Recruitment Department we have a number of staff charged with outreach, events, information and Guidance for potential students. We provide recruitment events on and off campus. These events can take the shape of subject talks, masterclasses, guest lectures, taster days and bespoke visits. The Partnerships and Recruitment Department interacts with key local schools and colleges. These partners are frequently offered places on visits and events. They also can request specialised visits from departments within the University and Faculty Officers will facilitate the provision of specialised subject talks and masterclasses in Law and Criminology as needed.  Student Support – Progression and Retention  Every student on the programme is allocated a personal tutor and we ensure that our students are invited to both group and individual meetings throughout the year, in addition to operating an ‘open door’ policy and providing set times (known as office hours) during the week where we can see students without appointment if you require additional help or support. We also invite you to meet and go through your assessment feedback with the marking tutor to ensure that you have understood and can use the comments provided to enhance your future submissions. We work closely with the Department of Criminology to ensure that students on the LLB Law and Criminology programme receive the necessary support to manage the different approaches to research and referencing adopted in the different disciplines. We collaborate closely with the Centre for Academic Skills which offers workshops, individual advice sessions and small group tutorials to all University students on a variety of subjects including use of English, study skills, maths and other technical topics. Staff from the Centre for Academic Skills take part in our student induction programme and we promote their services throughout our modules and within the assessment feedback process. We provide additional academic support sessions to offer support and guidance to students who need to re-sit a final assessment (s). Our Student Law Society offers further opportunities for you to interact and work together on legal pursuits, career enhancement and social activities, offering you support through interacting with your peers.  Course Choice and Pathways  We are committed to ensuring that you are supported in making the right choice of subjects for your individual needs. The programme is designed to allow you, regardless of the pathway you have originally chosen, to change after your first year so that you can be sure that the pathway meets your needs and future career aspirations. Each pathway has a named Pathway leader who can advise on all aspects of the course. All students study the same modules in the first year to make this flexible approach possible. Throughout your first year, we have embedded a programme of careers information sessions into the modules so that you can be clear about what you might wish to focus on or specialise in during the remainder of your programme. You will be given the opportunity to engage in mooting and debating right from the beginning of your studies, which will enable you to assess your skills in advocacy and to consider whether you wish to pursue a career as a solicitor-advocate or a barrister. Your exposure to foundation law subjects, which comprise the qualifying elements of the programme will assist you in deciding which areas you may want to specialise in, again with the option of switching pathways after the first year if you change your mind about your career direction. You will be given the opportunity to be involved in extra-curricular activities offered by the Department of Criminology from the outset, including participating in Performative Criminology, which through role-playing enables students to explore a number of criminological issues, and getting involved in the mock debates concerning issues of crime from a historical and political context either through observing, participating or chairing. Furthermore you can also engage in The Howard Student League, The New Bridge Group and Prison Link. This involvement and engagement with the Department of Criminology will enable students to determine if they want to continue to study the Law with Criminology pathway, and explore a career in the criminal justice system, or a career as a criminal law barrister or solicitor. You will also be invited to attend bespoke guest lectures from people working in the legal profession and the criminal justice system which will help you make informed decisions about continuation with the pathway and career choices. If you decide to come off the pathway then you will be given an opportunity to do this during your first and second year. If the change is made during your first year then you will be able to change to either the LLB or one of our other specialised pathways; and if you decide to leave during your second year then you will be able to change onto our straight LLB programme and choose options from a diverse range of law modules. Your personal tutor is a key feature of your University studies and is on hand to provide advice whenever it is needed. In addition, at the end of every year, we provide you with information to help you prepare for your next year of studies through a dedicated transition day. Information on options and pathways is available at this event as well as on the Moodle VLE site. *Inclusivity*  We make every effort to ensure that we provide an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which complies with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all.  If you declare a disability, Student Services will consider ways in which we may offer you further support with your studies. They may feel it is appropriate for you to have a Support Statement. If so, once this has been agreed, your requirements will be carefully managed by the programme’s Senior Personal Tutor who will meet with you to discuss how the support identified will be put into place. You can then expect your adjustments and requirements to be incorporated by the tutors who teach or support you on the programme. For example, we can provide learning materials in large print and produce transcripts where audio recordings are used. Staff will ensure that your requirements are complied with, retaining confidentiality in the process. Information & Digital Literacy As a student, you are expected to have high levels of digital and information literacy both at University and outside. JISC (the Joint Information Systems Committee), an organisation which encourages the use of digital technologies in UK Higher Education, defines digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. This goes beyond the ability simply to use technology effectively: it is an essential ‘life skill’ to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success, whether you have been exposed to using technology from an early age and are a 'digital native', or have not yet acquired these skills. Throughout your programme, therefore, you will be encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge.  Many of your assessments on this programme are required to be submitted on-line, this may involve a variety of platforms; the most extensively used on this programme is the VLE, Moodle. You will be encouraged to appreciate the importance of following instructions carefully as our e-submission protocols contain a number of important rules and requirements that must be adhered to in relation to hand-ins. Many of your learning activities are also provided on Moodle. *Sustainability & Global Citizenship*  This University is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduced waste, increased recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship.  The United Nations defines Global Citizenship in education as:  'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’.  We encourage you to live and work more sustainably whilst recognising the impact that your decisions, and actions, have on the local, national and global communities to which you belong. We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection. The Faculty and Programme demonstrates internationalisation by:   * Using cultural and international experiences or knowledge as a learning resource, for example, our programme is also offered in Singapore * Encouraging intercultural experiences, partnerships and collaborations * Contributing to international scholarly activity and knowledge exchange * Providing and promoting a range of accessible opportunities for international and intercultural learning, for example, we have offered trips to visit various EU institutions and headquarters * Facilitating on going intercultural and international dialogue and partnerships * Proactively developing inclusive learning outcomes, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals * Adapting the content, language, pace and modes of delivery and assessment to the learning context and the diversity of learners * Viewing and utilising the diversity of the academic community (whether differences in cultural and educational backgrounds, country of origin or languages spoken) as a key learning resource * Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture. * Allowing you to go abroad, through the Erasmus programme in the second semester of level 5 to study option modules (law undergraduate programmes have an exemption from the University standard design framework to make this possible at this level by offering option only modules during this semester).  *Student Engagement*  This University is renowned across the sector for its commitment to Student Engagement, which aligns with Aim 5 of the University’s Strategic Plan: ‘we will become recognised as the sector leader for student engagement’. We are committed to the notion that where students participate fully in all aspects of University life this creates a coherent, active and vibrant learning community. This, in turn, increases students’ sense of ownership of their learning experience (both at programme and institutional level) which leads to greater levels of student satisfaction. There are therefore significant opportunities for you to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and the Students’ Union.  The aim is to enable students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience; offering support for Student Academic Partner [(SAP)](https://icity.bcu.ac.uk/celt/student-engagement/SAP-Projects) projects and for initiatives around Student Academic Mentoring [(StAMP)](https://icity.bcu.ac.uk/celt/student-engagement/StAMP-Projects). The University’s [Student Engagement Policy](https://icity.bcu.ac.uk/Notice/Student-Engagement-Policy) sets out the University's expectation of what engagement should look and feel like for students at both undergraduate and postgraduate levels.  The School of Law has its own societies that are open for all students to join. The Student Legal Society organises many academic initiatives and competitions to enhance your learning opportunities. It also offers trips and social activities, like the Student Law Ball. The renowned Student Mooting Society is managed and organised by students and has its own mentoring structure. It has been highly successful in major national mooting competitions.  The Department of Criminology has close links with external organisations which students on this pathway are able to engage with: The Howard Student League, which raises awareness of penal reform issues, The New Bridge Group which trains and pays for students to write to and visit prisoners, and Prison Link, a Birmingham-based organisation that offers help to serving prisoner. Year 1 students will also be invited to get involved in Performative Criminology, which through role-playing enables students to explore a number of criminological issues, and in mock debates where they will be able observe, chair and participate in debates concerning criminology issues from a historical and political context. This will ensure that students on this pathway, were they do not study criminology modules to their second year, will be engaged in the criminological issues from the outset.  We very much value the contribution and input of our students to the design, delivery and management of the programme. There are elected student representatives on the School Academic Board and there are regular highly influential Student Forum meetings. We are keen to receive and respond promptly to feedback and information obtained from these events. The content and design of your programme benefitted substantially from the feedback of students who were studying on the existing programme through an away day and focus groups.  Our students also help with the School’s research. American Legal Studies students are given the opportunity to apply for the position of student editorial assistant. If successful, training is offered on the editing process and students then work in teams on a paper, supervised by our postgraduate students. If engaged on this project, you will be required to demonstrate the ability to work independently, to work to deadlines, to be self-motivated and to develop great attention to detail in matters of scholarship, all skills that will be very valuable in the workplace. It is great to see students who have assisted in research projects return to us for PhD study. Students are also recruited to act as research assistants for members of the Centre for American Legal Studies (CALS). Our Pro Bono Committee members are also involved in research on real life cases and assist with University seminars and fund raising activities. *Partnership Engagement* Engagement with partners is a key BCU priority which features strongly in the University’s 2020 Strategic Plan. Our partners include students, the wider educational community and external stakeholders such as employers and cultural and social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. We see our students as partners in their learning and we try to involve you in every level of decision making within the University. We are committed to building on our strong partnerships with education providers in the city and region and are pro-active in developing relationships with our local schools and colleges. Employers are particularly valued partners, advising us on our curriculum developments, providing placement and work experience opportunities for you and contributing to your learning and teaching activities. Our overseas partnerships provide opportunities for you to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas.  The Law School has an Advisory Board made up of employers and alumni. The Advisory Board has fed directly into the structure and design of your programme and continues to provide an extremely valuable guide in helping us to ensure that our programmes align with the needs of employers in the legal professions and in the wider business sector. We also employ visiting lecturers who also practice within the legal sector and in many cases contribute to our placement provision. We have many collaborative links across the City and beyond, which include employers (law firms, barristers’ chambers and leading businesses), Birmingham Law Society, pro-bono organisations, Birmingham Community Law Centre, Bradical, the Citizens Advice Bureau, Reprieve and Amicus, whom provide a rich source of information and advice on employability matters and sector developments and requirements.  The Department of Criminology has close links with local and national criminal justice agencies such as Midland regional police forces and community safety partnerships. Being part of this Department will provide students will the opportunity to liaise and work with external organisations such as The Howard Student League, which raises awareness of penal reform issues, The New Bridge Group which trains and pays for students to write to and visit prisoners, and Prison Link, a Birmingham-based organisation that offers help to serving prisoners. *Induction & Transition* Coming to University for the first time is exciting but it is also very different from attending school or college. We know how important it is for you to adjust smoothly and successfully to the freedom and independence of University life and our induction and transition support helps you to adapt to the different experiences you will have, enabling you to develop confidence and independent learning skills that will enable you to be successful on your programme and prepare you for graduate level employment or further study.  In addition to the wide range of University induction events, the programme also provides a mandatory two week programme of induction activities. At this stage you will be introduced to your personal tutor and will have your first meeting with them. We also introduce you to our main body of teaching staff and make sure that you understand the requirements of your programme, including what you can expect from us, and of what we expect from you. You will have the opportunity to meet the students who currently run the various student organisations and committees, such as the Student Legal Society and the Mooting Society. We provide a range of activities such as a “Finding Your Voice” workshop which is specially designed to enable new law students to be confident enough to speak out in lectures and seminars. These workshops are usually provided for actors in a professional theatre company– they are very enjoyable and a great way to meet new friends! We will send you some pre-reading material before you join us and may ask for more information from you to ensure that we provide you with the best possible experience when you arrive. Our induction also introduces you to the wider University and the support, help and provision that is available from all areas of the institution. *Your experience and success*  We want you to get the most out of your time with us and to be successful so that you stay with us and progress through the different stages of your programme. We aim to provide you with a great learning and assessment experience to help you achieve this. Your education is a partnership. We can provide you with learning materials, guidance and stimuli, but you will need to engage with the University and take full advantage of everything it has to offer in order to be successful in your studies. As a minimum you need to attend the lectures and seminars we provide for you. We monitor your attendance and will contact you to offer and advice if we notice you are not attending regularly.  If at any point during your time with us you are struggling with any aspect of your course, your personal tutor is available to discuss all matters with you and can act as a gateway to a great number of support mechanisms to get you back on track. Remember to keep in touch with us at all times. The feedback we give you is an excellent way for you to ensure that you are meeting the level that you have set for yourself at any particular time in the programme.  If you wish to stay with us when you have completed the programme, we offer many postgraduate opportunities including The Legal Practice Course, LLMs in International Business Law and International Human Rights and PhDs in Law  If you have commitments outside of University that may impact upon the times that you can come into the University to study, discuss the situation with your personal tutor who may be able to propose some flexibility within the programme in certain areas. *Support and Personal Tutoring* Your Personal Tutor is there to advise you on your academic progress and can also direct you to additional help, if you need it. You can expect to meet your Personal Tutor for formal meetings three times a year but he or she will also be available if you need additional help or guidance. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are having any problems, your Student Success Adviser can also help you. The University also offers the Centre for Academic Success, the Careers Service, Child Care facilities, Finance/Money Matters advice, Health and Wellbeing advice, Visas and Immigration advice, and Student Mentoring. All of these services can be accessed direct or via our ‘one stop shop’, ASK.*Personal Development Planning* Key employment skills and career planning are embedded into your first year modules. In addition however, this programme has a unique module which runs in your second year, (Level 5) called Professional Skills and Practice. The module provides an excellent opportunity for you to practice professional skills such as interviewing, advising, negotiation, advocacy, oral and written communication skills, interpersonal skills (including team-working), prioritisation and working to strict deadlines. This module has been designed with your employability in mind and to prepare you for the experience of the world of work. It will enable you to develop key professional behaviours and to learn autonomously but also as part of a team known as an Action Learning Set. You will have an opportunity for personal reflection on how your employability skills are developing and you will be able to carry out career planning through this highly experiential module. The module will prepare you for the emphasis on practice skills that you will encounter on your level 6 integrated project module (already mentioned) and also in professional post-graduate qualifications programmes (such as the Legal Practice Course and the Bar Professional Training Course). The skills and attributes you develop on the module are also highly transferable helping you to set goals and to enhance your employability in a wide range of professional or business contexts. As mentioned above, we offer you the opportunity to undertake a work-based internship in your final year (Level 6). We have internships that you can apply for in the USA, giving our programme a truly international flavour. There is also an opportunity to work on a team interdisciplinary project. You can offer to volunteer to work on a pro bono basis with some of our collaborative partners, such as the Citizens Advice Bureau, Bradical, and Birmingham Community Law Centre, offering an excellent boost to your self-esteem and your CV and providing you with invaluable experience of the world of work.*Employability (including Birmingham City University Graduate Attributes)*  Our programmes aim to provide our graduates with a set of skills and attributes which prepare them for their future careers.  The BCU Graduate:   * is professional and work ready * is a creative problem solver * is enterprising * has a global outlook   The Faculty of Business, Law and Social Sciences is committed to practice-led learning and teaching that will give you experiences of the world of work through a range of activities which could include work internships, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises. Our Professional Skills and Practice module at level 5 is central to the course in preparing you for your internship module at level 6 and in preparing you for experience of the world of work. These experiences will contribute towards the BCU Graduate Attributes that will prepare you for graduate level employment.  The opportunity to go abroad, through the Erasmus programme in the second semester of level 5 will also provide a valuable boost to your personal development and be an invaluable experience in further enhancing your experience in the world of work.  In addition, the University has introduced the Graduate+ programme, which is an extra-curricular awards framework that is designed to augment the subject-based skills that you develop through your programme with broader employability skills and techniques that will enhance your employment options when you leave university. The key components of the programme are:   * A personalised approach for each student * Each student to complete a range of activities and build points towards completion of the award. * Recognised activities will include cross-university opportunities, careers development, ‘employability’ activities delivered within Faculties, part-time work experience, volunteering and community action * All elements will be clearly linked to the University’s new graduate attributes.   We regularly invite alumni to tell you about their career experiences after leaving University. They are well placed to advise you on issues such as how to secure a Training Contract as a prospective solicitor, how to obtain a pupillage as a barrister, how to work in international human rights organisations and how to succeed in business. The Law School is proud of the success of our hard working and dedicated graduates.  Our dedicated careers service offers a wide range of online and face-to face services to help you develop your employability skills, plan your career and access the latest job opportunities. You can make an individual appointment with a careers advisor and the team of employment advisors supports final year students and graduates in securing graduate-level employment, by offering support with job searching, tailoring CVs and applications and help with interview techniques.  Sandwich Degree  To further prepare you for the world of work, you may wish to opt to do a “sandwich year”. All LLB pathways will provide you with the opportunity to undertake an optional sandwich year. The “sandwich year” as it is commonly known, allows students to spend a year in a work place to gain valuable work experience, before returning for their final year to complete their studies.  All our full-time undergraduate students including UK, EU and international students have the option to incorporate a work internship in their programme of study and gain a Sandwich Degree award. If you decide to take up this option you are encouraged to apply for internship opportunities in your second year of studies with an intention to undertake an internship in your third year of the Sandwich Degree. Whilst not compulsory, we would encourage you to do this as an internship can accrue many benefits for students.  Internships undertaken by students vary widely, depending on the position, size and type of organisation and employment sector. It is not feasible, therefore, to produce a prescriptive description of what an internship position should be. However, in broad terms, the internship requirements relate to a position of trainee professional and should be relevant to the degree course students are undertaking.  A year-long internship at Birmingham City University is designed to better prepare students for graduate employment. Leaving university with a good degree is a pre-requisite in the graduate employment market, but this alone is not always enough to secure your first graduate job.  Extensive research highlights that many employers prefer graduates who have undertaken an internship as part of their degree programme, as they have gained practical experience and have a better understanding of what the world of work has in store for them. Much research of the graduate labour market has found that many graduate vacancies are filled by applicants who have already worked for the employer as an undergraduate and in some sectors the proportion increases to 50% or more. There is also compelling evidence that employers demand workers who possess employability skills. These essential skills are more fully developed whilst on internship and provide necessary evidence for applications.  Birmingham City University prides itself on the employability of its graduates and achieving a successful work internship makes an important contribution to this. A one-year internship will enable you to link together theory and practice to gain valuable experience, a greater understanding of the business, legal or wider commercial or third sector environment and develop a variety of key transferable skills to help and better prepare you for a career in the legal field or an associated sector. It also offers the opportunity to test a career or experience a particular area of work. In many cases employers also offer their internship students a permanent job offer after the student has graduated.  You will be responsible for securing your internship. However, you will receive continuous support from the placement staff throughout your search for an internship. Faculty Employability staff are available to speak with students on a daily basis, and operate an “open door” policy. Our Staff from the placement office or the careers service will help you to discuss and improve your CVs and applications. Staff will also conduct mock interviews, including telephone interviews and assess presentations, as part of the interview process.  **The Aims and Learning outcomes of the placement year are:**   * To help put into practice the theoretical aspects of previous study; * To provide a better understanding of the subjects that will be studied in the final year and enable students to apply the practice to the theory; * To provide a platform to assist the student in the transition from academia to employment upon graduation;   To develop work related and transferable skills including, communication, working relationships, ability to apply knowledge, task management, problem solving, self-management and development. |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 4** Core Modules | **Core A** | **Core B** | **Core C** | **Core D** | **Core E** | **Core F** |
| Credit level (ECTS value) | Criminal Law 1: Fundamental Concepts & Crimes Against Persons  20 | Law of Contract 1:  Fundamental Concepts & Creating Contracts  20 | Torts 1: Fundamental Concepts, Trespass to the Person and Negligence  20 | Criminal Law 2:  Process, Property Crimes & Problem Solving  20 | Contract Law 2:  Breach, Remedies & Advocacy  20 | Torts 2: Property, Reputation and Privacy  20 |
| Study Time (%) S/GI/PL | 73/27/00 |  |  |  |  |  |
| Assessment method | Analysis of statute and case law | Written case summary | Written legal opinion | Problem solving task | Individual oral courtroom moot with skeleton argument | Written legal opinion |
| Assessment scope | 3000 words | 3000 words | 3000 words | 3000 words | 10 minutes presentation, including time for judicial questions with a skeleton argument (up to 250 words) | 3000 words |
| Assessment week | Week 15 | Week 15 | Week 15 | Week 30 | Week 29 | Week 30 |
| Feedback scope | 20 days | 20 days | 20 days | 20 days | 20 days | 20 days |
| Delivery mode | Standard | Standard | Standard | Standard | Standard | Standard |
| Learning Outcomes | 1. To identify examples of how statutes prescribing criminal liability are interpreted by judges. | 1. To accurately identify the key facts in a Law of Contract judicial opinion. | 1. To define the role of torts in governing relationships between individuals and as an element of social responsibility and risk apportionment. | 1. To accurately identify and define common criminal offences against property under English law. | 1. To accurately identify legal issues of the Law of Contract in a fictitious litigation scenario. | 1. To define the torts which protect interests in property (other than negligence), reputation and privacy and assess their role in governing relationships between individuals. |
| 2. To explain what methods judges use to interpret statutes prescribing criminal liability. | 2. To accurately identify the key legal issues in a Law of Contract judicial opinion | 2. To evaluate the tortious liability of individuals by identifying relevant law and applying it accurately and appropriately to problem scenarios. | 2. To accurately identify and define general defences under English law. | 2. To accurately apply legal principles of the Law of Contract to a fictitious litigation scenario. | 2. To evaluate the tortious and vicarious liability of individuals by identifying relevant law and applying it accurately and appropriately to problem scenarios. |
| 3. To analyse and explain legal issues arising in case law and precedent. | 3. To explain the judicial reasoning in relation to a contentious Law of Contract principle contained within case law. | 3. To explain the role of trespass torts in discharging the UK’s obligations under the European Convention on Human Rights. | 3. To accurately assess and explain criminal liability and criminal justice process issues. | 3. To write appropriate written legal arguments and construct a skeleton argument. | 3. To explain the role of relevant torts in discharging the UK’s obligations under the European Convention on Human Rights. |
| 4. To explain how the law applies to problem scenarios involving crimes against persons. | 4. To explain judicial reasoning using appropriate language and a logical structure. | 4. To explain the operation of precedent in assessing liability and apply this to authentic scenarios. | 4. To answer problem questions using appropriate written English and with a cogent structure. | 4. To present clear and persuasive legal arguments with reference to relevant sources of law. | 4. To explain the operation of precedent and statutory provisions in assessing liability and apply this to authentic scenarios. |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5 🗹 | 1🗹 2🗹 3 🗹 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5 🗹 | 1🗹 2🗹 3 🗹 4🗹 5🞏 |
| Linked PSRB (if appropriate) |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 4** Optional Modules | **Opt 1** | **Opt 2** | **Opt 3** | **Opt 4** | **Opt 5** | **Opt 6** |
| Credit level (ECTS value) | No options at level 4 |  |  |  |  |  |
| Study Time (%) S/GI/PL |  |  |  |  |  |  |
| Assessment method |  |  |  |  |  |  |
| Assessment scope |  |  |  |  |  |  |
| Assessment week |  |  |  |  |  |  |
| Feedback scope |  |  |  |  |  |  |
| Delivery mode |  |  |  |  |  |  |
| Learning Outcomes |  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Programme Aim Links |  |  |  |  |  |  |
| Linked PSRB (if appropriate) |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 4 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| A Levels BBC or equivalent |  | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 30% | Certificate in HE |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 70% |
| **Internship** (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | No options | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 5** Core Modules | **Core A** | **Core B** | **Core C** |  | **Core E** | **Core F** |
| Credit level (ECTS value) | Constitutional & Administrative Law  20 | Land Law  20 | Professional Skills & Practice  20 |  |  |  |
| Study Time (%) S/GI/PL | 73/27/00 |  |  |  |  |  |
| Assessment method | Coursework portfolio | Memorandum of written legal advice to a client | Portfolio |  |  |  |
| Assessment scope | 3000 words | 3000 words | 3000 words |  |  |  |
| Assessment week | 16 | 15 | 15 |  |  |  |
| Feedback scope | 20 days | 20 days | 20 days |  |  |  |
| Delivery mode | Standard | Standard | Standard |  |  |  |
| Learning Outcomes | 1.To analyse sources of UK constitutional law, constitutional institutions, and key constitutional principles | 1. To explain concisely and clearly key legal and equitable principles which govern how we recognise ownership rights and other property rights in land in England and Wales. | 1. To develop effective personal initiative. |  |  |  |
| 2.To critically analyse the role of UK constitutional institutions in the legislative process, mechanisms for their accountability, and current issues impacting on the UK constitution | 2. To demonstrate planning, research and analytical skills to interpret key legal problems that arise from a land law problem. | 2. To demonstrate effective team-working. |  |  |  |
| 3.To analyse UK administrative law and its mechanisms for reviewing Executive action, legislation, and protection of individual rights | 3. To apply relevant legal principles to a land law problem and provide reasoned explanations for your conclusions. | 3. To reflect systematically upon performance in advocacy exercises in order to further develop learning. |  |  |  |
| 4.To evaluate the effectiveness of administrative law mechanisms in problem scenarios involving challenging the State’s power to make laws that impact on the rights of individuals | 4. To communicate effectively and coherently using a professional form of communication and demonstrate a high level of accuracy in presentation skills. | 4. To reflect systematically upon development of personal employability in order to further develop learning. |  |  |  |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 |  |  |  |
| Linked PSRB (if appropriate) |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 5** Optional Modules | **Opt 1** | **Opt 2** | **Opt 3** | **Opt 4** |  |  |
| Credit level (ECTS value) | Alternative Dispute Resolution  20 | Company Law  20 | Employment Law  20 | Federalism & the US Constitution  20 |  |  |
| Study Time (%) S/GI/PL | 60/40/00 |  |  |  |  |  |
| Assessment method | Group Negotiation and Strategic Plan | Patchwork assessment – around a case study | Examination | Moot courtroom activity |  |  |
| Assessment scope | 30 minute negotiation and strategy document | 3,000 words | 1.5 hours | 1 hour |  |  |
| Assessment week | 14 & 15 | 15 | 15 | 14 & 15 |  |  |
| Feedback scope | 20 days | 20 days | University exam release date | 20 days |  |  |
| Delivery mode | Standard | Standard | Standard | Standard |  |  |
| Learning Outcomes | 1. To engage effectively within a team negotiation. | 1. To research and apply the principal rules and authorities of English company law. | 1. To demonstrate detailed knowledge of employment law and the theoretical issues involved, including the contexts in which it operates. | 1. To analyse how the Constitution distributes power between the national and state governments. |  |  |
| 2. To achieve results when working under pressure. | 2. To identify and interpret the economic and policy factors which influence company law. | 2. To apply knowledge from a range of sources to provide solutions in employment related situations. | 2.To critically review the key changes that have occurred in the federal system in the past 200 years |  |  |
| 3. To demonstrate adoption of key principles and good practices of ADR in your negotiation. | 3. To formulate and communicate solutions to legal problems suitable to the business needs of corporate parties. | 3. To provide clear and reasoned justification for solutions provided, interpreting and evaluating sources used. | 3. To examine the development of Supreme Court decisions and distinguish between different approaches to constitutional interpretation. |  |  |
| 4. To demonstrate an effective negotiation strategy and reflect on the experience. | 4. To make appropriate and reasoned choices between competing positions from the practical and ethical perspectives of business clients and advisers. | 4.To communicate clearly, using appropriate structure, form, and English language and accurate employment law terminology | 4. To explore constitutional controversies of the American judicial system in the context of the influence of polarized politics in the US. |  |  |
| Programme Aim Links | 1🗹 2🗹 3 🗹 4🗹 5 🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5 🗹 |  |  |
| Linked PSRB (if appropriate) |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 5** Optional Modules | **Opt 5** | **Opt 6** | **Opt 7** | **Opt 10** | **Opt** | **Opt** |
| Credit level (ECTS value) | International Human Rights  20 | Medical Law & Ethics  20 | The Individual and the US Constitution  20 |  |  |  |
| Study Time (%) S/GI/PL | 73/27/00 |  |  |  |  |  |
| Assessment method | Model United Nations Security Council speech and rationale for voting record on resolution | Written text submission of a 3,000 word brief for a (fictional) Parliamentarian, who is about to debate a change to an area of medical law. | Written letter of advice |  |  |  |
| Assessment scope | 3,000 words submission (record of speech 1,000 words and rationale for voting 2,000 words) | 3,000 words | 3,000 words |  |  |  |
| Assessment week | 15 | 15 | 15 |  |  |  |
| Feedback scope | 20 days | 20 days | 20 days |  |  |  |
| Delivery mode | Standard | Standard | Standard |  |  |  |
| Learning Outcomes | 1 To analyse the international human rights systems for the promotion and protection of human rights. | 1.To analyse medico-legal problems from an ethical and legal perspective | 1.To analyse how the Bill of Rights and the 14th Amendment place significant limitations on state and/or federal legislative competence or freedom of executive action |  |  |  |
| 2. To formulate and present a member state speech and provide justifications for the voting record in a simulated United Nations Security Council session. | 2. To assess the appropriateness and effectiveness of medico-legal principles in England and Wales. | 2.To explain the significance of relevant Supreme Court decisions for the protection of individual rights in the United States |  |  |  |
| 3.To achieve results under pressure during evolving human rights discussions at a simulated United Security Council session | 3. To form logical conclusions having weighed-up competing arguments and evidence. | 3. To explore constitutional controversies of the American judicial system in the context of the influence of polarized politics in the US. |  |  |  |
| 4.To communicate clearly, using appropriate structure, form and English language and accurate legal terminology | 4.To formulate and communicate solutions in the context of Medical Law and Ethics | 4. To provide clear and accurate advice in response to problem-based scenarios expressed in grammatically correct and appropriate English. |  |  |  |
| Programme Aim Links | 1🗹 2🗹 3 🗹 4🗹 5 🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5 🗹 |  |  |  |
| Linked PSRB (if appropriate) |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level 5** CriminologyOptional Modules | **Opt 1** | **Opt 2** | **Opt 3** | **Opt** | **Opt** | **Opt** | **Opt** |
| Credit level (ECTS value) | Youth Crime & Justice  20 | The Ethics of War & Conflict  20 | Intelligence & Security (since 1945)  20 |  |  |  |  |
| Study Time (%) S/GI/PL | 45/60/00 |  |  |  |  |  |  |
| Assessment method | Exam | Essay | Closed Book Exam |  |  |  |  |
| Assessment scope | 2 hours | 3,000 words | N/A |  |  |  |  |
| Assessment week | 30 | 30 | 30 |  |  |  |  |
| Feedback scope | University exam release date | 20 working days | University exam release date |  |  |  |  |
| Delivery mode | Standard | Standard | Standard |  |  |  |  |
| Learning Outcomes | 1. Demonstrate a critical knowledge and understanding of the theoretical perspectives that explain the causes of youth crime. | 1. Demonstrate an ability to apply ethics to the field of war and conflict. | 1. Demonstrate a knowledge of the history, structure and roles of the British Security Service since 1945. |  |  |  |  |
| 2. Demonstrate analytical and critical skills relating to media, populist and political responses to youth crime. | 2. Demonstrate the relevance of ethics in the field of war and conflict through the application of contemporary case studies. | 2. Demonstrate a knowledge of the threats to the British State from the period of the Cold War and the threat of Soviet Communism to recent Islamic Jihadis and show a critical understanding of the way in which the British Security Service has managed the threats. |  |  |  |  |
| 3. Identify the key issues, policies, processes and institutions with respect to youth crime and the treatment of young offenders. | 3. Demonstrate an ability to construct critical arguments through oral and written presentation. | 3. Show a critical understanding of the problem of managing covert threats within a democratic and open society. |  |  |  |  |
| 4. Critically evaluate and discuss the case studies covered within the module and examine them within the context of causes of or factors relating to young people engaging in crime. | 4. Demonstrate the ability to communicate effectively in accurate written English. | 4. Evaluate key concepts such as secrecy and surveillance, counter espionage, subversion, accountability and openness and consider critically the effectiveness of the range of methods used by the Security Service. |  |  |  |  |
| Programme Aim Links | 1🗹 2🗹 3 🗹 4🗹 5🞏 | 1🗹 2🗹 3 🗹 4🗹 5🞏 | 1🗹 2🗹 3 🗹 4🗹 5 🗹 |  |  |  |  |
| Linked PSRB (if appropriate) |  |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 5 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
|  |  | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 30% | Diploma in HE |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 70% |
| **Placement** (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | N/A | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 6** Core Modules | **Core A** | **Core B** | **Core C** | **Core D** | **Core E** | **Core F** |
| Credit level (ECTS value) | Equity and the Law of Trusts  20 | Law of the European Union  20 | **EITHER** Integrated Law Research Project  **OR** American Legal Practice  40 | American Legal Practice (ALP) |  |  |
| Study Time (%) S/GI/PL | 73/27/00 |  |  |  |  |  |
| Assessment method | Presentation within a group trustee board meeting | Examination | Assessment 1: Oral Presentation  Assessment 2: Written project | Assessment 1: Oral Presentation  Assessment 2: Written project |  |  |
| Assessment scope | 5 minutes (per individual) | 1.5 hours | 6,000 words | Part A: 20 minutes  Part B: 6000 words |  |  |
| Assessment week | 14 & 15 | 15 | 30 | 30 |  |  |
| Feedback scope | 20 days | University exam release date | 20 days | 20 days |  |  |
| Delivery mode | Standard | Standard | Standard | Standard |  |  |
| Learning Outcomes | 1. To demonstrate a comprehensive knowledge of the key principles, rules and concepts in Equity and the Law of Trusts. | 1.To demonstrate a comprehensive knowledge of the relevant constitutional rules of the European Union | 1. To identify, determine and justify a disciplinary-relevant project, including its aims, scopes and objectives. | 1. To critically analyse materials and present reasoned conclusions on an American legal due process issue. |  |  |
| 2. To show competence in advising on trust law matters in the application of relevant legal principles. | 2.To critically evaluate the legal regulatory framework relating to the European Union’s Single European Market | 2. To self-manage research, including managing the supervisory process and reflecting critically on the work undertaken. | 2. To evidence skills in legal research, analysis and reasoning, and factual investigation |  |  |
| 3. To communicate legal advice effectively and professionally. | 3. To apply the procedural and substantive legal rules in order to formulate legal advice. | 3. To identify and synthesise the relevant conceptual and methodological techniques from your degree programme, using a range of sources and data, applying them to them to a particular topic, project, case or organisation. | 3. (interning students) To demonstrate competent oral and written communication skills  (non-interning students) To organise and manage legal writing and drafting. |  |  |
| 4. To construct and evaluate legal arguments on trust law matters. | 4. To communicate and apply complex legal principles clearly in writing. | 4. To show, an ability at an advanced level, to present and review the results of your project, including making recommendations, reaching conclusions and assessing their impacts. | 4. (interning students) To organise and manage legal work including litigation. (non-interning students) To organise and manage legal writing and drafting. |  |  |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5 🗹 | 1🗹 2🗹 3🞏 4🗹 5 🗹 | 1🗹 2🗹 3 🗹 4🗹 5 🗹 | 1🗹 2🗹 3 🗹 4🗹  5 🗹 |  |  |
| Linked PSRB (if appropriate) |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 6** Optional Modules | **Opt 1** | **Opt 2** |  | **Opt 3** | **Opt 4** | **Opt 5** |
| Credit level (ECTS value) | Evidence Proof & Argument  20 | Family Law  20 |  | Intellectual property Law  20 | American Criminal Procedure & Evidence  20 | America & International Legal Issues  20 |
| Study Time (%) S/GI/PL | 70/20/10 |  |  |  |  |  |
| Assessment method | Individual Presentation supported by skeleton argument | Examination |  | Patchwork  There will be one piece of written advice, one trade mark search report, and one letter memorandum. | Written Memorandum of Points and Authorities | Defended Essay |
| Assessment scope | 10 minute presentation/100 words skeleton argument | 1.5 hours |  | 1,000 words each x 3 | 3,000 words | 3,000 word essay which must be orally defended |
| Assessment week | 14 & 15 | 15 |  | 15 | 15 | 15 |
| Feedback scope | 20 days | University Exam release date |  | 20 days | 20 days | 20 days |
| Delivery mode | Standard | Standard |  | Standard | Standard | Standard |
| Learning Outcomes | 1. To analyse relevant evidential rules arising from a complex problem scenario. | 1.To critically assess the impact of developing case law on current legal practices |  | 1. To critically evaluate contentious intellectual property law issues, including emerging trends and developments. | 1. To critically analyse due process protection issues under the U.S. Constitution in problem scenarios. | 1. To critically assess how the US interacts with the international community in specific areas of the law. |
| 2. To investigate and apply relevant statutes and case law which form the rules of evidence. | 2. To critically assess the impact of relevant Family Law statutes on current legal practices. |  | 2.To undertake independent research on registered intellectual property rights and evaluate the results | 2.To employ effective legal research skills in order to problem solve | 2. To critically analyse how the constitutional basis of US law influences its attitudes to external legal orders and norms. |
| 3. To draft appropriate legal written arguments on the admissibility of evidence. | 3. To apply current legal principles to Family Law issues. |  | 3. To apply current UK intellectual property law to provide appropriate solutions to problems. | 3. To evaluate sources of law. | 3. To evaluate the influence and importance of the US in the development of international law. |
| 4. To present coherent, persuasive oral legal arguments, using appropriate language and structure, while complying with courtroom procedure and etiquette. | 4. To communicate effectively, providing persuasive arguments to justify realistic solutions to family law issues. |  | 4. To compose accurate written legal advice, using appropriate writing style and referencing. | 4.To construct clear and accurate arguments using appropriate referencing, written English, style and form | 4. To present arguments in a cogent, articulate and well-informed manner that demonstrates a high level of skill in legal research and critical analysis. |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 |  | 1🗹 2🗹 3🞏 4🗹 5 🗹 | 1🗹 2🗹 3🞏 4🗹 5 🗹 | 1🗹 2🗹 3🞏 4🗹 5 🗹 |
| Linked PSRB (if appropriate) |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 6** Criminology Optional Modules | **Opt 1** | **Opt 2** | **Opt 3** | **Opt 4** | **Opt 5** | **Opt 6** |
| Credit level (ECTS value) | Gender and Crime  20 | The War of Terror – American Security Policy since 2001  20 | Homicide and Multiple Homicide  20 | Cyber Crime  20 |  |  |
| Study Time (%) S/GI/PL |  |  |  |  |  |  |
| Assessment method | Essay and seminar participation | Essay | Essay | Essay |  |  |
| Assessment scope | TBC | 3,000 words | 3,000 words | 3,000 words |  |  |
| Assessment week | 30 | 30 | 30 | 30 |  |  |
| Feedback scope | 20 days | 20 days | 20 days | 20 days |  |  |
| Delivery mode | Standard | Standard | Standard | Standard |  |  |
| Learning Outcomes | 1. Through drawing on contemporary perspectives students must demonstrate a critical understanding of the gendered nature of traditional theoretical perspectives within criminology | 1. Demonstrate an understanding of the factors which led to the 9/11 attacks. | 1. Explain and describe ‘homicide’ and other terms used by criminologists in relation to this type of crime. | 1. Critically compare and contrast different methods of preventing cybercrime. |  |  |
| 2. Demonstrate the ability to critically examine the gendered nature of the Criminal Justice System and the inequality this generates. | 2. Demonstrate an understanding of the motives of Al Qaeda. | 2. Locate individual homicide cases within the conceptual and theoretical frameworks of homicide studies. | 2. Critically compare and contrast theories and practical approaches to investigating and prosecuting cybercrime in a global context. |  |  |
| 3. Offer a critical appreciation of the impact of gender upon the experiences of those who interact with the Criminal Justice System either as a practitioner, offender or victim. | 3. Demonstrate a critical understanding of the range of factors which subsequently guided American security policy both in the USA and abroad. | 3. Evaluate criminological concepts and theories in offering explanations for homicide. | 3. Evaluate and explore how cybercrime challenges existing theoretical criminological concepts. |  |  |
| 4. Learners must communicate these ideas in a good standard of written English. | 4. Demonstrate a critical understanding of the political and legal arguments involved in American interventions in Afghanistan and Iraq. | 4. Debate the role of the media in helping or hindering understandings of homicide. | 4. Critically consider the role of the regulation of the cyber space in light of its legitimate use in contemporary society |  |  |
| Programme Aim Links | 1🗹 2🗹 3 🗹 4🗹 5🞏 | 1🗹 2🗹 3 🗹 4🗹 5 🗹 | 1🗹 2🗹 3 🗹 4🗹 5🞏 |  |  |  |
| Linked PSRB (if appropriate) |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 6 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
|  |  | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 20% | LLB (Hons) |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 70% |
| **Placemen**t (including external activity and study abroad) | | 10% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | N/A | |

## Section Three