

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
LLB in Law			
Level of qualification			
Please select:		Level 6	
Please indicate if the programme is offered with any year abroad / in industry variants			Year in Industry Please select Y/N
			No
			Year Abroad Please select Y/N
			No
Department(s): Where more than one department is involved, indicate the lead department			
Lead Department	York Law School		
Other contributing Departments:			
Programme Leader			
Ben Fitzpatrick			
Purpose and learning outcomes of the programme			
<p>The York Law School LLB offers a unique, innovative approach to the study of law. The LLB is based on a significant component of problem-based learning (PBL). In PBL, you will encounter a range of authentic 'problem' scenarios raising a wide range of legal issues. Through engaging with the scenarios and the learning activities associated with them, you will develop your knowledge of the fundamental principles and theories of English law, together with a broad range of academic and practical legal skills: research; critical thinking; fact analysis; problem-solving; interviewing; advising; case analysis; negotiation; and advocacy. PBL also encourages you to reflect on how you learn, in order that you can become an effective lifelong learner in whatever future contexts you move into. You will work in a 'Student Law Firm' (SLF) - a group of student colleagues who work together across the programme for the full academic year. The SLF can provide an environment for mutual academic and personal support, and is an ideal forum for you to develop your collaborative skills, and to reflect with others on the process of learning. Throughout the LLB, you will also develop your writing skills, creating a range of pieces of original work in different formats, including academic essays, legal advice, case analyses, court documents and a final year dissertation in a chosen area of interest. You will also gain an understanding of the concepts of legal professionalism and ethics. If you wish to progress into the legal professions, the LLB meets the requirements for progression to the next stage of legal vocational training.</p> <p>An important element of the programme design and of the way PBL works is the concept of integration. The problem scenarios you will deal with usually involve more than one area of law, so you will understand the interrelationships between areas of law that exist in practice and society, and you will see the 'messiness' of law as it arises in real-world contexts and in the experiences of citizens and practitioners. You will return to certain areas of law at different points in the programme over time, to progressively deepen your understanding of them. The case and transaction simulations you will work on in your student law firms will enable you to integrate your knowledge of the law with your ability to exercise a range of legal skills.</p> <p>Both the core programme and our range of options are designed to allow you to identify and develop your own interests, so that you can create a programme – and in the final year, aspects of individual assessment – that will enable you to further your ambitions, and flourish. This could be in the form of: examining law in depth from a particular perspective, such as human rights; developing a professional career path advising business or individual clients; or considering the impact of law on a particular section of society, perhaps combined with providing advice to clients in our Law Clinic.</p> <p>Your personal development, employability and professional ambitions are also at the core of the LLB. In addition to the academic, professional and communication skills described above, you will develop team-working, interpersonal and planning skills in your student law firm. You will be a professional and ethically aware graduate, able to reflect on your individual learning and career development, evaluating your progress and identifying how to develop further to achieve your personal ambitions. What you take from the LLB will be useful to you both if you elect to progress into legal professions, and if you choose to pursue a different career path. Knowledge of the law is useful in a wide range of professions, and to citizenship as a whole. Moreover, the skills which you will develop are valued not merely by lawyers, but in a broad range of contexts.</p>			
Programme Learning Outcomes Please provide six to eight statements of what a graduate of the programme can be expected to do. Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.			
PLO	On successful completion of the programme, graduates will be able to:		
1	Explain the fundamental principles and theories of English and EU law, and plan efficient and effective research strategies to identify, evaluate and apply relevant legal rules, principles, facts and theories to a broad range of integrated legal and practical issues. [Knowledge and research/basic PSRB knowledge requirements]		
2	Apply and adapt problem-solving skills developed through problem-based learning - analysing facts, parties' interests and objectives, and identifying legal and practical issues - to deal confidently, creatively and in a structured manner with new and unfamiliar problems. [Problem-solving/PBL]		
3	Develop well-reasoned, critical and creative arguments, theories and solutions to legal issues and problems, with the capacity to draw on these to produce original responses in a range of media to topics in chosen areas of specialisation and interest. [Critical and creative]		

4	Holistically integrate and adapt well-developed legal, academic and interpersonal skills when engaging with clients, peers, and other professionals; which could include skills in interviewing, researching, problem-solving, advising, negotiating, communicating, planning, case analysis and advocacy. [Clinical]
5	Communicate confidently and effectively, both verbally and in writing in a range of formats; presenting well-reasoned academic arguments and opinions, supported by evidence; providing structured, reasoned, practical legal advice; all adapted to intended recipients and audiences, whether academic, public, professional or clients. [Articulate]
6	Draw upon a broad awareness of perspectives and interests in their work, capable of taking into account ethical, social, political, professional, commercial, financial, international, policy, human rights, ethnic, gender and client interest considerations when evaluating propositions and dealing with problems. [Awareness]
7	Work efficiently and effectively, both independently and as part of a team, drawing upon personal and interpersonal skills and attitudes developed as part of a student law firm. [Independent and interpersonal]
8	Record, reflect on and evaluate individual strengths, weaknesses and progress in personal learning and professional development, to then be able to identify and set future learning requirements and career goals to further improve individual knowledge and skills. [Reflective]

Programme Learning Outcome for year in industry (where applicable)
For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

n/a

Programme Learning Outcome for year abroad programmes (where applicable)
For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

Variation of PLO1: Explain the fundamental principles and theories of English and EU law, together with the law of their chosen year abroad location, and plan efficient and effective research strategies to identify, evaluate and apply relevant legal rules, principles, facts and theories to a broad range of integrated legal and practical issues. [Knowledge and research/basic PSRB knowledge requirements]; **Variation of PLO6:** Draw upon a broad awareness of perspectives and interests in their work, capable of taking into account ethical, social, political, professional, commercial, financial, international, policy, human rights, ethnic, gender and client interest considerations when evaluating propositions and dealing with problems – with additional, particular awareness of such perspectives and issues in the context of the cultures of their chosen year abroad location. [Awareness]; **Variation of PLO8:** Record, reflect on and evaluate individual strengths, weaknesses and progress in personal learning and professional development, and on the experiences of the year abroad, to then be able to identify and set future learning requirements and career goals to further improve individual knowledge and skills. [Reflective]

Explanation of the choice of Programme Learning Outcomes Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?
The PLOs are ambitious and stretching because they:
incorporate academic, vocational and professionally focused outcomes;
are developed through a problem-based learning curriculum which integrates the foundation subjects of English Law, as compared to traditional LLB programmes where subjects are studied in silos; the integrated approach allows students to encounter different areas of law in the same learning activity, and to return to certain areas of law at different stages of the programme, in order to deepen their understanding in the relevant area
require students to demonstrate a wide variety of academic and practical legal skills on a progressive basis in a range of realistic contexts; and
require students to demonstrate that they meet the PLOs through a variety of assessment formats, necessitating high levels of articulacy and adaptability.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

<p>The outcomes are distinctive because, as noted above: they incorporate academic, vocational and professionally focused outcomes, in distinction to traditional LLB programmes which tend to be limited to narrower academic outcomes; and are developed through a problem-based learning, spiral curriculum which integrates the foundation subjects of English Law, as compared to traditional LLB programmes where subjects are studied in silos. They are advantageous in developing interpersonal, communication and problem-solving skills, applicable not only to the legal profession but to a wide range of professions and employment.</p>
<p>iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?</p> <p>The PLOs require students to apply core ICT tools in their individual and student law firm activities: word-processing; e-mail; group documents; group sites; presentation software; and social media. In addition, students make extensive use of digital sources in carrying out legal and factual research. In doing so, they develop transferable skills in terms of developing and implementing digital search strategies, with the emphasis on being efficient and effective, and discriminating as to both quality and reliability of sources, and how retrieved information should and may be used. Specific modules require students to engage with particular types of digital tools - see the programme map for examples; and Student Law Firms are also able to exercise autonomy over how they make use of digital tools to organise themselves and their learning outside formal learning activities (for example, through the use of social media).</p>
<p>iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?</p> <p>The programme's employability objectives should be informed by the University's Employability Strategy: http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/</p> <p>Taken as a whole, the PLOs support and enhance student employability most <i>explicitly</i> in the context of law and legal services. However, the situation of legal knowledge in broader contexts (social, economic etc), the focus on authentic, real-world type legal problems scenarios in PBL, and the emphasis on dealing with legal knowledge in the context of transferable skills means that the PLOs will also strongly support the employability of the approximately 50% of law graduates who elect not to proceed into the legal professions. PLOs 1 - 8 are aligned with the Solicitors Regulation Authority's Statement of Solicitor Competence, and the knowledge, skills and professional attitudes developed on the LLB will therefore support students who seek to qualify as a solicitor. Similarly, they will support students who seek qualification as a barrister, who look to follow any other career in legal services, or any career where knowledge of law and legal institutions is useful.</p> <p>PLO2 provides transferable skills that can be applied in a wide range of problem-solving contexts within employability: fact analysis; considering parties' interests; mind-mapping; identifying knowledge requirements for dealing in more detail with the problem. The latter are, in turn, supported by the research skills developed within PLO1.</p> <p>PLO3 provides transferable skills in being able to read, interpret and critically evaluate complex material, then developing and communicating individual responses to such material.</p> <p>PLO4 provides transferable interpersonal skills with wide application both in gaining employment and in employment itself. These are developed in the context of simulations, e.g., client interviews, bi-party and multi-party negotiations, court-room activities, student law firm case review meetings.</p> <p>PLO5 also provides transferable skills with wide application both in gaining employment and in employment itself. Written communication skills are consistently rated as one of the most desirable skills by employers of all types. The programme has been designed to require students to write in a wide variety of formats for differing audiences and recipients. Verbal communication skills are developed through, inter alia: problem-based learning, where sessions are student-centred, chaired by a member of their student law firm; legal skills activities (see PLO4); round table discussions in Foundations, Introduction to Law and Society, and Legal Concepts; and discussions with dissertation supervisors.</p> <p>PLO6 offers students the opportunity to develop a rounded awareness of a range of perspectives and interests that, although developed within the context of law and legal issues, have wider import for employability.</p> <p>PLO7 is aimed at developing independent and team-based working skills, including planning and time-management. These are developed through to Y3 when they are at the core of the dissertation and core scenario modules. Students are also introduced to models of team roles, team development and performance, and learning, all of which are transferable to employment in a range of contexts.</p> <p>PLO8 is modelled on the concepts of the reflective practitioner and Kolb's learning cycle, both of which are standard reference points for learning and development in employment and professions. Reflection is embedded across all three years of the programme and, in addition to learning benefits, assists students in identifying their competencies as required for intended employments.</p>
<p>vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?</p> <p>Relevant students will be identified: 1. Through the admissions process and scrutiny of the tariffs of incoming students; 2. Through monitoring by PBL tutors in PBL sessions; 3. Through the Personal Advisor relationship and process; 4. Through formative assessment processes; 5. through strong networks of formal and informal peer support, including the 'Junior Partner' system, in which more experienced students are 'attached' to a first year SLF, in order to provide semi-structured mentoring and guidance. Those students identified as needing additional support will be supported through 1. personalised and individual development and feedback activity integrated into the standard operating procedures of YLS, facilitated by Personal Advisors, PBL tutors and Module Teams; 2. appropriate referral to skills support provision within the University</p>
<p>vii) How is teaching informed and led by research in the department/ centre/ University?</p>

The curriculum as a whole is informed etc by research in a number of ways: The 'core' 'Foundations in Law' modules are designed to reflect the academic 'visions' of staff colleagues for their subject areas, and do not follow, by default, the way in which these subject areas are arranged either in law curricula elsewhere, or in standard textbook narratives of the subject areas. Option modules are, in several instances, aligned to staff research specialisms. In the Dissertation module, staff research expertise is utilised to support the production, by students, of independent project work.

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:	<p><i>Explain and apply the basic principles of the foundation subjects of English Law</i> <i>Within standard fact patterns, analyse facts, identify parties' interests and objectives, and identify relevant areas of law and related practical issues</i></p> <p><i>Apply a range of academic and legal skills at a foundation level</i> <i>Undertake legal and factual research using a range of digital and hard copy sources</i> <i>Discuss basic legal concepts, theories and perspectives</i> <i>Explain the purpose of law and its interrelationship with society</i> <i>Develop and support opinions and arguments on legal issues and propositions</i> <i>Reflect on their personal and student law firm learning experiences, and identify further learning needs</i> <i>Demonstrate the above in clear, structured written outputs</i> <i>Actively participate in the full range of activities and opportunities designed to promote learning</i> [Query whether this box is now redundant given the development of PLO-specific progression statements]</p>
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PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Explain, at a basic level, principles of law and the workings of legal institutions and processes, and conduct basic research using an appropriate range of tools in (including print and digital), in the context of defined tasks, into these matters	Within standard fact patterns and scenarios, identify parties' interests and objectives, the areas of law relevant to them, and potential approaches and solutions to problems.	Develop a basic reasoned argument, using evidence, in the context of defined legal issues or problems.	Integrate, at a basic level, knowledge of legal rules, knowledge of legal practice, legal and interpersonal skills in the context of basic simulated lawyering and other professional tasks	Communicate effectively in a variety of formats and contexts, using a range of appropriate tools (including print/digital; individual/collaborative), and to a variety of audiences, with reference to basic legal and related issues	Identify, at a basic level, issues relating to the connections between law and society, and between law and other disciplines.	Work effectively on an independent and collaborative basis, in the context of defined tasks, and having regard to experiences in the Student Law Firm.	Reflect, at a basic level, on learning and the development of understanding, and identify, at a basic level, further learning needs.

Stage 2

On progression from the second year (Stage 2), students will be able to:				<ul style="list-style-type: none"> • Explain, apply, discuss and critique principles of the foundation subjects of English Law, and transfer these skills to further areas of law • Within complex fact patterns, analyse facts, identify parties' interests and objectives, and identify relevant areas of law and related practical issues • Apply a range of academic and legal skills at an advanced level • Undertake legal and factual research efficiently and effectively using a range of digital and hard copy sources • Discuss and critically evaluate legal concepts, theories and perspectives • Discuss and critique the purpose of law and its interrelationship with society • Identify, explain, discuss and critique ethical and professional issues • Confidently develop individual opinions and arguments on legal issues and propositions, supported by appropriately critiqued academic evidence • Reflect in depth on their personal and student law firm learning experiences, identify further learning needs and plan steps to achieve such learning • Demonstrate the above in clear, structured, persuasive written outputs • Actively and confidently participate in the full range of activities and opportunities designed to promote learning, taking on leadership roles in student law firms • Identify personal areas of interest and specialisation for further study and plan strategies to carry out such study [Query whether this box is now redundant given the development of PLO-specific progression statements] 			
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PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Explain, at a more advanced level, principles of law and the workings of legal institutions and processes, and conduct more sophisticated research, using an appropriate range of tools (including print and digital) in the context of more complex and less bounded defined tasks, into these matters	Within more complex fact patterns and scenarios, identify parties' interests and objectives, the areas of law relevant to them, and potential approaches and solutions to problems.	Develop a reasoned argument, using an appropriate range of evidence, in the context of more complex legal issues or problems.	Integrate, at a more advanced level, knowledge of legal rules, knowledge of legal practice, legal and interpersonal skills, in the context of complex simulated lawyering and other professional tasks	Communicate effectively in a variety of formats and contexts, and to a variety of audiences, using a range of appropriate tools (including print/digital; individual/ collaborative), with reference to complex legal and related issues, while demonstrating increasing proficiency in regard to norms of scholarly and professional practice.	Identify, discuss and evaluate issues relating to the connections between law and society and between law and other disciplines, and relating to contextual matters affecting or affected by law.	Work effectively on an independent and collaborative basis, in the context of increasingly complex and less bounded tasks, and having regard to experiences in the Student Law Firm.	Reflect, at a more advanced level, on learning and the development of understanding, identify further learning needs and interests, and design and implement effective strategies for meeting them.

Stage 3							
(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:			<i>Global statement</i>				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

Individual statements							
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Programme Structure

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA'). It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1																																	
Credits	Module		Autumn Term										Spring Term										Summer Term										
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
10	New module	Foundations in Law 1	S				E							A																			
30	New module	Foundations in Law 2					S																EA					A	A				
20	New module	Legal Concepts		S											A								E										
20	New module	Foundations in Law – Portfolio and Reflection Year 1		S																			E				A						
20		Legal Skills		S																		EA											
20		Introduction to Law and Society		S																			E			A							

Stage 2

Credits	Module		Autumn Term										Spring Term										Summer Term										
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
20	New module	Foundations in Law 3																															
			S																					E						A	A		
20	New module	Foundations in Law 4		S																													
			S																					E				A					

Management and Admissions Information

This document applies to students who commenced the programme(s) in:

2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate)
Diploma of Higher Education (Level 5/Intermediate)

Admissions Criteria

TYPICAL OFFERS

LLB Law:

A levels AAA or A*AB

or A*A*C

IB Diploma Programme

36 points

BTEC Extended Diploma

DDD

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode				
				Face-to-face, campus-based		Distance learning		Other
LLB Law	3	Full-time		Please select Y/N	Yes	Please select Y/N	No	n/a

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:	Yes	if No move to next Section if Yes complete the following questions
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Name of PSRB

Joint Academic Stage Board (Solicitors Regulation Authority and Bar Standards Board)

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:	No	if Yes, provide details
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(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: <https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf>)

Please Select Y/N:	No	
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Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:
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Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

Please Select Y/N: No

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)

No

Additional details:

ii) Transfers out of the programme will be possible? (please select Y/N)

No

Additional details:

Exceptions to University Award Regulations approved by University Teaching Committee

Exception

Please detail any exceptions to University Award Regulations approved by UTC

Date approved

Date on which this programme information was updated:

09/01/2017

Please note:

The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:
 - Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
 - Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module	Progress towards PLO	Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
			Explain the fundamental principles and theories of English and EU law, and plan efficient and effective research strategies to identify, evaluate and apply relevant legal rules, principles, facts and theories to a broad range of integrated legal and practical issues. (Knowledge and research/basic PSB (knowledge requirements))	Apply and adapt problem-solving skills developed through problem-based learning - analysing facts, parties' interests and objectives, and identifying legal and practical issues - to deal confidently, creatively and in a structured manner with new and unfamiliar problems. (Problem solving/PBL)	Develop well-reasoned, critical and creative arguments, theories and solutions to legal issues and problems, with the capacity to draw on these to produce original responses to topics in chosen areas of specialisation and interest. (Critical and creative)	Historically integrate and adapt well-developed legal, academic and interpersonal skills when engaging with clients, peers, and other professionals, which could include skills in interviewing, researching, problem-solving, advising, negotiating, communicating, planning, case analysis and advocacy.(Clinical)	Communicate confidently and effectively, both verbally and in writing in a range of formats, presenting well-reasoned academic arguments and attitudes supported by evidence, providing structured, reasoned, practical legal advice, all adapted to intended recipients and audiences, whether academic, public, professional or clients. (Articulate)	Draw upon a broad awareness of perspectives and interests in their work, capable of taking into account ethical, social, political, professional, commercial, financial, international, policy, human rights, ethnic, gender and client interest considerations when evaluating propositions and dealing with problems. (Awareness)	Work efficiently and effectively, both independently and as part of a team, drawing upon personal and interpersonal skills and attitudes developed as part of a student law firm. (Independent and interpersonal)	Record, reflect on and evaluate individual strengths, weaknesses and progress in personal learning and professional development, to then be able to identify and set future learning requirements and career goals to further improve individual knowledge and skills. (Reflective)
Stage 1	Foundations in Law - 1	Progress towards PLO	Students should begin to gain a foundational understanding of the scope of PLO1 to complement their engagement with the suite of Stage 1 modules. They will also develop a foundational understanding of research skills.	Students begin to develop a foundational understanding of problem solving processes and strategies.	Students begin to develop evidence based solutions to scenario problems and develop a foundational understanding of legal reasoning.	Students begin to gain a foundational understanding of legal reasoning.	Students begin to develop foundational skills in articulating well-reasoned and evidenced arguments orally and in writing.	Students begin to develop a foundational awareness of the perspectives and interests outlined in PLO6, which will also be developed through the entire suite of Stage 1 modules.	The SLF model introduces collaborative practice, which also requires independent input. Students will begin to develop foundational skills in interpersonal negotiation, debate, and team-working, as well as practicing time management and other independent study skills.	Students begin to reflect on the PBL process and their own learning within the SLF and across the range of learning activities.
		By working on (and if applicable assessed through)	A range of learning activities (some tutor-facilitated, some independently undertaken) and materials which introduce students to the 'subject areas' of criminal law, tort and restitution; property law (land law and equity); public law (constitutional and administrative law). The activities include 1. previously unseen problem-based learning (PBL) scenarios demonstrating the interrelated principles of English law, requiring research. 2. A range of activities requiring students to work through, analyse and interpret identified primary and secondary legal sources (eg, statutes, cases, journal literature, policy papers). Development of basic research skills to deal with bounded questions and tasks. Development / deployment of basic digital skills, facilitated by YLS and info skills colleagues - in relation to retrieving, capturing, and sharing relevant information. Ongoing feedback in relation to all PLOs available to students through interactions with staff and student colleagues. (BA REFLECTIVE REPORT)	Students are allocated to student SLF's, supported by tutors, and work with a range of introductory PBL scenarios and mini-case studies. Formative components of activities supports summative assessment in FL1 itself and also lays groundwork for summative assessment in FL2, FL3 and FL4.	In SLFs and independently, and supported by a tutor, students undertake discussion and writing activities which require engagement with resources and the expression of views supported by reference to the resources.	The development of basic competence in the processes associated with problem-based Learning (incorporating an unseen scenario; working with the Student Law Firm to identify a research questions flowing from the scenario; undertaking independent research; feeding back the outputs of research to the SLF; diagnosing outstanding learning needs). Communicating within student law firm (SLF) and submitting written assessment. The utilisation of a range of tools (including digital tools) to communicate (about) their work, and to develop basic awareness of conventions of scholarly and professional communication.	Participating in PBL and other SLF activities, plenary activities and independent study in order to learn how principles of English law have been developed and how they are influenced by a broad range of factors (see PLO6 for factors).	Working independently and the SLF on PBL scenarios.	A reflection on the development of basic skills in PBL and their usefulness in supporting ongoing learning, which lays a foundation for formative and summative assessment on reflective practice through the suite of modules at Stage 1. (BA REFLECTIVE REPORT)	
Stage 1	Foundations in Law - 2	Progress towards PLO	Through independent and collaborative work on more complex PBL scenarios, through engagement with plenary activities which develop themes associated with scenarios or which explore contextual issues, and through drawing on knowledge gained across other Stage 1 modules, students further develop their understanding of the Law 'subject areas'. Consolidation of research skills, progressing towards less bounded tasks.	As their problem solving skills develop, students gain confidence and develop increasingly effective strategies for addressing problem scenarios that cover more than one 'subject area'	As their problem solving skills improve (PLO2), so does their capacity to present well-reasoned arguments supported by appropriate evidence.	Students' oral and written communications skills develop as a result of repeated practice embedded within the SLFs and through formative assessment.	As students' awareness of perspectives and interests outlined in PLO6 develops, they will discover how these issues impact on and emerge from increasingly complex problem scenarios, and begin to consider what actions or decisions might be needed to address them.	As the year progresses, SLFs through processes and stages of development, such that students can understand of constructive team-working practices. Students will also develop increasing competence and autonomy in their own time management and study habits.	Students will develop a clear understanding of the principle of 'Reflection and Portfolio'. Reflection on the PBL process and their own learning will inform judgements on scenarios, and gaining insight into individual development of skills, abilities and knowledge.	

Stage 2	Professionalism and Ethics	Progress towards PLO	Students develop an advanced understanding of ethical issues associated with lawyering and other professional contexts.	Students become highly adept and creative in effectively addressing addressing problem scenarios that raise issues of professionalism and/or ethics	As students' problem-related skills (PLO2), so does their capacity to present well-reasoned arguments supported by appropriate evidence, and to critically evaluate the professional conduct issues which arise in the scenarios with which they are dealing.		Students become increasingly adept at communicating confidently and professionally, orally and in writing, in a variety of formats.	Students develop a more advanced understanding of the 'extra-legal' issues which are relevant to legal practice, and of ethical issues in a range of contexts	Students build on their Stage 1 experience and become increasingly proficient at managing interpersonal relationships in their SLFs to ensure productive collaborative work as well as managing their own workload efficiently and professionally.	Students will develop a more sophisticated understanding of the principle of reflective practice, supported through 'Foundations in Law - Portfolio and Reflection- Year 2' and through the portfolio submitted in Advanced Legal Skills. Reflection on the PBL process and their own learning will inform judgements on scenarios, and gaining insight into individual development of skills, abilities and knowledge.																	
		By working on (and if applicable assessed through)	Consolidation and development of research skills in respect of a range of ethical and professional conduct issues and problems [SA CW]	PBL problems designed to deal with a range of ethical and professional conduct issues and problems [SA CW]	Drawing from outcomes of PBL problems described above, to develop reasoned, critical arguments, theories and solutions, and then creating written pieces of work for summative assessment [SA CW]		Verbal communication within SLF, written work as per PLO3 above [SA CW]	Understanding professional and ethical considerations in the context of issues and problems as described above [SA CW]	Working independently and in SLF on problems as described above	A reflective learning journal which will feed into the reflective report submitted as part of Foundations in Law - Portfolio and Reflection Year 2 module assessment																	
Stage 2	1 Option from Table A: Law Clinic; Employment Law Simulation; Law and the Business Environment*	Progress towards PLO	Students develop module specific knowledge / skills / attributes at a level commensurate with Stage 2																								
		By working on (and if applicable assessed through)	Developing knowledge and critical understanding of rules and principles in the context of particular 'bodies' of law.	Depending on the module in question, seminar questions, PBL or PBL type scenarios, case studies and simulations.	Development of arguments, theories and solutions relating to seminar questions, PBL scenarios, case studies and/or simulations. Consolidating need for legal and other arguments to be supported by relevant evidence. Displaying skills of reasoned argument in assessment.	Demonstrating appropriate professional, knowledge, skills and techniques, with 'live clients' under supervised conditions, or in lawyering or other professional (eg. business) simulation activities. Specific feedback opportunities are available in relation to practice and development of clinical skills.	Oral communication within seminar group, Clinic firm etc. Oral presentation of arguments and solutions to colleagues / clients as appropriate. Oral and written communication contributing to summative assessments.	Understanding ethical, social, political, professional, commercial, financial, international, policy, human rights, ethnic, gender and client interest issues relevant to module.	Working independently and in group on tasks related to module.	Recognising distinctiveness of option module content (eg. potentially different student colleagues from Foundation modules; possible multidisciplinary groups; especial relevance of particular context in which relevant law is situated). Adaptability to novel circumstances evidenced through eg. effective communication with student colleagues, engagement with 'novel' literatures and evidence bases. Summative assessment may incorporate reflective component.																	
Stage 2	1 Option from Table A (continued): Human Rights and Wrongs; Key Themes in Criminal Justice; Counter-terrorism; Family Law; Foundation Issues in Law	Progress towards PLO	Students develop module specific knowledge / skills / attributes at a level commensurate with Stage 2																								
		By working on (and if applicable assessed through)	Developing knowledge and critical understanding of rules and principles in the context of particular 'bodies' of law.	Depending on the module in question, seminar questions, PBL or PBL type scenarios, case studies and simulations.	Development of arguments, theories and solutions relating to seminar questions, PBL scenarios, case studies and/or simulations. Consolidating need for legal and other arguments to be supported by relevant evidence. Displaying skills of reasoned argument in assessment.		Oral communication within seminar group, Clinic firm etc. Oral presentation of arguments and solutions to colleagues / clients as appropriate. Oral and written communication contributing to summative assessments.	Understanding ethical, social, political, professional, commercial, financial, international, policy, human rights, ethnic, gender and client interest issues relevant to module.	Working independently and in group on tasks related to module.	Recognising distinctiveness of option module content (eg. potentially different student colleagues from Foundation modules; possible multidisciplinary groups; especial relevance of particular context in which relevant law is situated). Adaptability to novel circumstances evidenced through eg. effective communication with student colleagues, engagement with 'novel' literatures and evidence bases. Summative assessment may incorporate reflective component.																	

Stage 3	Core Scenario 1' and 'Core Scenario 2'	Progress towards PLO	Having achieved PLO1 to standards required for professional recognition, students will progress towards being able to demonstrate a high standard of expertise in the five 'subject areas', as well as proficiency in independently researching and evaluating legal materials detailed in the PLO.	Students will progress towards a high level of proficiency in evaluating and solving complex and unfamiliar problems.	Students will progress towards demonstrating creativity, originality, and a high standard of expertise in developing arguments, theories and solutions to legal problems.	Students will progress towards demonstrating the capacity to holistically integrate skills, knowledge and abilities developed through the other PLOs to deal effectively in their professional practice.	Students will progress towards an integrated awareness of perspectives and interests detailed in the PLO, informing their achievement of other PLOs on the programme at Stage 3	Students will become proficient in collaborative and independent work, demonstrating strong interpersonal skills.	Students will have holistically integrated reflective practice into their work, learning and future planning for personal and professional self-development.	
		By working on (and if applicable assessed through)	Complete PBL scenarios involving evaluation and application of principles, theories and rules of English Law, having first identified relevant areas of law and issues – many of which will be new and unfamiliar, or development of previously studied areas of law, and applied research skills to locate relevant law. Deployment of more advanced research skills – facilitated by VLS and Info Skills colleagues – to manage open enquiry and refine with a view to the carrying out of viable tasks and the production of viable outputs [SA VARIOUS]	PBL scenarios which will be raising new and unfamiliar multi-issue problems [SA VARIOUS]	Selecting specific issues and problems from complex PBL problem on which to develop a number of original pieces of work in chosen areas of specialisation and interest [SA VARIOUS]	Applying planning skills to development of pieces of work referred to in PLO3 above [SA VARIOUS]	Verbal communication: within SLF as part of PBL process; proposal for development of portfolio of pieces of work for peer review to obtain formative feedback; presentation of piece of work at Core Scenario Conference for formative feedback. Writing skills: development of number of pieces of work in different formats adapted to intended recipients and audiences. [SA VARIOUS]	Chosen pieces of work for assessment to demonstrate range of perspectives chosen from indicative range as shown in PLO5. [SA VARIOUS]	Working independently and SLF on core scenarios, including provision of feedback to peers and receiving feedback from peers and tutor (s) [SA VARIOUS]	A reflective learning journal which will feed into the reflective report submitted as part of assessment, which report will require reflections on achievement of PLOs through Core Scenario 1 and identification of further learning to improve knowledge and skills, and to be implemented in Core Scenario 2. Reflections to take account of previous learning experiences at Stage 1 and 2 as relevant; eg. in relation to portfolio modules. Reflections on Core Scenario 2 to be targeted towards future learning needs in contexts of academic / professional practice, and citizenship. [SA VARIOUS]
Stage 3	Dissertation	Progress towards PLO	Students will demonstrate a high level of expertise in an area of law associated with their dissertation project, and will develop methodological understanding appropriate to Stage 3 study.	Students will progress towards demonstrating creativity, originality, and a high standard of expertise in developing arguments, theories and solutions to legal problems.	Students will progress towards demonstrating a research proposal and a dissertation item, supported by reasoned, critical argument, to form the basis of an assessed original piece of work in chosen area of specialisation and interest. [SA PROPOSAL / DISS]	Students will achieve a high level of proficiency in relation to the norms of communication associated with membership of a scholarly community	Students will develop a high level of expertise in relation to design and management contexts in which law is situated.	Students will develop high levels of proficiency in project design and management	Students will undertake reflective practice at an advanced level in the context of the design and execution of an independent research project	
		By working on (and if applicable assessed through)	PLO1: Chosen area(s) of law for dissertation, development of relevant methodological expertise, planning and implementing effective and efficient legal and factual research strategies to locate, explain and apply law and facts to support assessed dissertation. Deployment of more advanced research skills – facilitated by VLS and Info Skills colleagues – to manage open enquiry and refine towards viable research question. [SA PROPOSAL / DISS]	PLO3: Developing a research proposal and a dissertation item, supported by reasoned, critical argument, to form the basis of an assessed original piece of work in chosen area of specialisation and interest. [SA PROPOSAL / DISS]	PLO5: Communicating with supervisor and peers in developing dissertation, both on proposal for and development of dissertation, through supervisor and group meetings; writing a piece of academic scholarship, appropriately referenced, together with a dissertation proposal, reflective report, and dissemination piece, all assessed. Supervisory model provides opportunities for ongoing feedback built around, but not restricted to, development and submission of project proposal; development and submission of project proposal; development and submission of draft excerpts of dissertation; discussion and planning of dissemination output. [SA PROPOSAL / DISS / REFLECTIVE REPORT / DISSEM ITEM]	PLO6: Developing a thesis using one or more perspectives, and, where appropriate, situating law in relevant contexts. [SA PROPOSAL / DISS / DISSEM ITEM]	PLO7: Working independently with support of supervisor and peers to develop required assessed pieces of work. Developing expertise in framing questions in addition to researching responses. Developing resilience and adaptability required for large scale project management, through engaging with sources of support (eg. student colleagues / supervisors). [SA PROPOSAL / DISS / DISSEM ITEM]	PLO8: Recording development of learning associated with dissertation, including proposal, research and development of chapters through to final submission and dissemination piece, to form an assessed reflective report. [SA REFLECTIVE REPORT]		
Stage 3	Option from Table B: Art Law;	Progress towards PLO	Students develop module specific knowledge / skills / attributes at a level commensurate with Stage 3							

