Programme Information	on & PLOs						
Title of the new programn	ne – including any yea	r abroad/ in indu	stry variants				
LLB in Law							
Level of qualification							
Please select:	Level 6						
Please indicate if the prog	rammo is offered with	any year ahreae	/ in industry variants		Year in Industry Please select Y/N	No	
Please indicate if the prog	raillille is offered with	rany year abroad	i / ili iliuusti y varialits	•	Year AbroadPlease select Y/N	No	
Department(s): Where more	than one department is	involved, indicate the	ne lead department				
Lead Department York	Law School						
Other contributing							
Departments:							
Programme Leader							

Ben Fitzpatrick Purpose and learning outcomes of the programme

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.

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.

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.

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.

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.

WIII LITER	sione be reflected in the design of the whole programme.
PLO	On successful completion of the programme, graduates will be able to:
	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]
	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 in a range of media to topics in chosen areas of specialisation and interest. [Critical and creative]

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]

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]

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]

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 PLOS: 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 articulary and adaptability.

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

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.

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)?

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).

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?

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/

Taken as a whole, the PLOs support and enhance student employability most *explicitly* 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.

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.

PLO3 provides transferable skills in being able to read, interpret and critically evaluate complex material, then developing and communicating individual responses to such material.

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.

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.

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. 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.

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.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

Relevant students will be identified: 1. Through the admissions process and scrutiny of the tarriffs 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

vii) How is teaching informed and led by research in the department/centre/University?

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:

Explain and apply the basic principles of the foundation subjects of English Law

Within standard 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 a foundation level

Undertake legal and factual research using a range of digital and hard copy sources

Discuss basic legal concepts, theories and perspectives

Explain the purpose of law and its interrelationship with society

Develop and support opinions and arguments on legal issues and propositions

Reflect on their personal and student law firm learning experiences, and identify further learning needs

Demonstrate the above in clear, structured written outputs

Actively participate in the full range of activities and opportunities designed to promote learning [Query whether this box is now redundant given the development of PLO-specific progression statements]

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Explain, at a basic level,	Within standard fact	Develop a basic	Integrate, at a basic	Communciate effectively	Identify, at a basic level,	Work effectively on an independent and	Reflect, at a basic level, on
principles of law and the	patterns and scenarios,	reasoned argument,	level, knowledge of	in a variety of formats	issues relating to the	collaborative basis, in the context of defined	learning and the development of
workings of legal	identify parties' interests	using evidence, in the	legal rules, knowledge of	and contexts, using a	connections between law	tasks, and having regard to experiences in the	understanding, and identify, at a
institutions and	and objectives, the areas	context of defined legal	legal practice, legal and	range of appropriate	and society, and between	Student Law Firm.	basic level, further learning
processes, and conduct	of law relevant to them,	issues or problems.	interpersonal skills in the	tools (including	law and other disciplines.		needs.
basic research using an	and potential		context of basic	print/digital; individual/			
appropriate range of	approaches and		simulated lawyering and	collaborative), and to a			
tools in (including print	solutions to problems.		other professional tasks	variety of audiences,			
and digital) in the				with reference to hasic			

legal and related issues

Stage 2

context of defined tasks,

into these matters

On progression from th	e second year (Stage 2)	, students will be able to	Within complex issues Apply a range of Undertake legal Discuss and critic Identify, explain, Confidently deve Reflect in depth learning Demonstrate the Actively and constudent law firms Identify personal	fact patterns, analyse far academic and legal skill and factual research effically evaluate legal concu que the purpose of law a discuss and critique eth elop individual opinions a fon their personal and stu er above in clear, structur fidently participate in the	cts, identify parties' interest. Is at an advanced level iciently and effectively using epts, theories and perspective and its interrelationship with ical and professional issues and arguments on legal issue udent law firm learning expe- ed, persuasive written output e full range of activities and	society es and propositions, supported by appropriate priences, identify further learning needs and p uts opportunities designed to promote learning, y and plan strategies to carry out such study	of law and related practical rely critiqued academic evidence plan steps to achieve such taking on leadership roles in
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	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	Communciate 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 students will be able to	, , ,	tne third year (Stage 3),	Global statement				
	PLO 2		Giobai statement				

Individual statements					
Programme Struct	:ure				
Module Structure and	Summative Assessme	nt Man			
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Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

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).

CAP the examination will take place.

'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 (eq. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the 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 Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows) Credits Module Autumn Term **Spring Term** Summer Term 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 Code Title 10 1 2 3 6 7 8 9 10 s 10 New module Foundations in Law 1 30 New module Foundations in Law 2 s EΑ Α A Legal Concepts 20 New module Is Α 20 New module Foundations in Law - Portfolio and Reflection Year 1 Α 20 Legal Skills S EΑ 20 Introduction to Is Law and Society

Stage 2																																
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		ist A O	otion List B	Opt	ion L	ist C	3.00	. optic	Opt	ion L	ist D	ор	2010	Opt	tion L	ist E	00		Opt	ion L	ist F		,	Option	List G				Opt	ion List H			

Art Law	Alternative Dispute Resolution																
Company Law	Corporate Responsibility																
Competition Law	Financial Crime																
Philosophy of Criminal Law	Intellectual Property																
Anti-Social Behaviour and Policy	Law and History																
Medical Law	Business of Trusts																
Law and Language	War, Humanitarianism and Law																
Financial Citizenship	Illicit Drug Use																
Criminal Justice and Policing	Youth Justice																
Housing Policy	Death and Policy																
Vulnerability, Deviance and Social Control																	
	Company Law Competition Law Philosophy of Criminal Law Anti-Social Behaviour and Policy Medical Law Law and Language Financial Citizenship Criminal Justice and Policing Housing Policy	Resolution Company Law Corporate Responsibility Competition Law Financial Crime Philosophy of Criminal Law Anti-Social Behaviour and Policy Medical Law Business of Trusts Law and Language War, Humanitarianism and Law Financial Citizenship Illicit Drug Use Criminal Justice and Policing Housing Policy Death and Policy Vulnerability, Deviance	Resolution Company Law Corporate Responsibility Competition Law Financial Crime Philosophy of Criminal Law Intellectual Property Law Anti-Social Behaviour and Policy Medical Law Business of Trusts Law and Language War, Humanitarianism and Law Financial Citizenship Illicit Drug Use Criminal Justice and Policing Housing Policy Death and Policy Vulnerability, Deviance	Resolution Company Law Corporate Responsibility Competition Law Financial Crime Philosophy of Criminal 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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 Start dates/months Mode **Programme** Length Status (fulltime/part-(if applicable – for programmes (years) that have multiple intakes or Face-to-face, campus-based **Distance learning** time) Other start dates that differ from the Please select usual academic year) No LLB Law 3 Full-time Please select Y/N Yes Please select Y/N 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
Tiease Select 1/10.	163	if Yes complete the following questions
Name of PSRB		
Joint Academic Stage	Board (Solic	citors Regulation Authority and Bar Standards Board)
		approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)
•		
		ocational Standards
Are there any addition	onal require	ments of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?
Please Select Y/N:	No	if Yes, provide details
	110	ii res, provide details
(max 200 words)		
University award	regulation	s control of the second of the
		ent 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 docume		she regulations apply to all programmes, any exceptions that relate to this programme are approved by oniversity readining committee and are recorded at
Are students on the	programme	permitted to take elective modules?
(See https://www.v	ork ac uk/ma	edia/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)
		- T
Please Select Y/N:	No	
		h Placement Year' programmes
		. •
		d integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. eir studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and
		s to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The amme Learning Outcome, concerning employability. (See Careers & Placements for details).
	_	C may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning
	•	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
accieditation, if the l	ocpartinent a	aneady has a real in madeiry with criteria sufficiently generic so as to allow the same range of placements, of it the programme is less

If yes, what are the reasons for this exemption:

Study Abroad (including Year Abroad as an additional year and replacement year)

than three years in length.

Programme excluded
from Placement Year? No

10

	_	•	America/ Asia/ Australia student exchange programme. Acceptance	onto the
programme is on a competitive basis. Marks fro	m modules taken	on replacement years	s count toward progression and classification.	
				6. 1
	undertake other	formally agreed study	y abroad activities? All such programmes must comply with the Polic	y on Study
Abroad				
https://www.york.ac.uk/staff/teaching/procedu	<u>ire/programmes/d</u>	lesign/_		
Please Select Y/N: No				
Additional information				
Transfers out of or into the programme				
ii) Transfers into the programme will be possible?	No			
(please select Y/N)				
Additional details:				
		1		
ii) Transfers out of the programme will be possible?	No			
(please select Y/N) Additional details:				
Additional details.				
Exceptions to University Award Regulations ap	proved by Univers	sity Teaching Commit		
Exception		LUTC	Date approved	
Please detail any exceptions to University Award Reg	guiations approved i	ру и тс		
Date on which this programme information wa	s 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.

table maps the ule, the work be iding the table evement of PLC	he contribution		to Programme Le	arning Outco	mes						
ding the table	le vertically illu LOs is supporte ransferable skil	lents achieve th ustrates how th ed by formative Ils and to relate	e learning outcomes his advance and the as e programme has bee work and evaluated this to other resource the experience of a stu	made by each m ssessments that en designed to o by summative a tes, such as the	nodule, in terms test it. This ena deepen knowled issessment. In tu Employability Tu	bles the program ge, concepts and urn this should h utorial and York	nme rationale to d skills progressi elp students to u Award;	be understood vely. It shows ho understand and	l: ow the progressi articulate their	ive	
ules.											
Stage	Module			l		Programme Learni		1	I	I	
			PLO1 Explain the fundamental principles and theories of	Apply and adapt	PLO3 Develop well-	PLO4 Holistically integrate and adapt well-	PLO5 Communicate confidently and	PLO6 Draw upon a broad	PLO7 Work efficiently and effectively, both	PLO8 Record, reflect on and	
			principles and theories of English and EU law, and plan efficient and effective	problem-solving skills developed through problem-based	reasoned, critical and creative arguments, theories and solutions	and adapt well- developed legal, academic and	confidently and effectively, both werhally and in writing	awareness of perspectives and interests in their	effectively, both independently and as part of a team	evaluate individual strengths, weaknesses and	
			research strategies to	learning - analysing facts, parties'	to legal issues and problems, with the	interpersonal skills when engaging with	in a range of formats; presenting well-	work, capable of taking into account	drawing upon personal and	progress in personal learning and	
			relevant legal rules, principles, facts and theories to a broad range of	interests and objectives, and	capacity to draw on these to produce original responses to	clients, peers, and other professionals; which could include	reasoned academic arguments and	ethical, social, political, professional, commercial, financial,	interpersonal skills and attitudes	professional development, to then be able to identify	
			integrated legal and practical	identifying legal and practical issues - to	topics in chosen areas	skills in interviewing,	opinions, supported by evidence;	international, policy.	developed as part of a student law firm.	and set future	
			issues. (Knowledge and research/basic PSRB knowledge requirements)	deal confidently, creatively and in a structured manner	of specialisation and interest. [Critical and creative]		providing structured, reasoned, practical legal advice; all	human rights, ethnic, gender and client interest	[Independent and interpersonal]	learning requirements and career goals to	
			knowledge requirements)	with new and unfamiliar problems.	creativej	negotiating, communicating, planning case		considerations when		further improve individual knowledge	
				[Problem- solving/PBL]		planning, case analysis and advocacy.[Clinical]	academic, public,	evaluating propositions and dealing with		and skills. [Reflective]	
							professional or clients. [Articulate]	problems. [Awareness]			
tage 1 For	oundations 1 Law - 1	Progress towards PLO	gain a foundational	Students begin to develop a foundational	Students begin to develop evidence		Students begin to develop foundational skills	Students begin to develop a	The SLF model introduces students to	Students begin to reflect on the PBL	
""	LUW-I		understanding of the scope of PLO1 to complement their	foundational understanding of problem solving	based solutions to scenario problems and develop a		foundational skills in articulating well- reasoned and	foundational awareness of the perspectives and	students to collaborative practice, which will	process and their own learning within the SLF and	
			engagement with the	processes and	foundational		evidenced	interests outlined	also require independent input.	across the range of	
			suite of Stage 1 modules. They will also develop a foundational	strategies.	understanding of legal reasoning.		arguments orally and in writing.	in PLO6, which will also be developed through the entire		learning activities.	
			understanding of					suite of Stage 1	foundational skills in interpersonal		
			research skills.					modules.	negotiation,		
									debate, and team- working, as well as		
									practicing time- management and		
				Students are			The development of		other independent study skills.	A reflection on the	
	- 1	By working on (and if applicable,	A range of learning activities (some tutor-facilitated, some independently undertaken)	Students are allocated to Student Law Firms (SLFs),	In SLFs and independently, and supported by a tutor,		basic competence in	Participating in PBL and other SLF	Working independently and in SLF on PBL scenarios	A reflection on the development of basic skills in PBL and their	
		assessed through)			students undertake discussion and writing activities which		associated with Problem-Based	activities, plenary activities and		usefulness in supporting ongoing learning, which lays a	
			introduce students to the five 'subject areas' of criminal law; european law;	range of introductory PBL scenarios and	activities which require engagement with resources and		Learning (encountering an unseen scenario:	independent study in order to learn how principles of		learning, which lays a foundation for formative and	
			obligations (contract, tort and restitution); property law (land law and equity); public	mini-case studies. Formative components of	the expression of views supported by		working with the Student Law Firm to	English law have		summative assessment on	
			law (constitutional and administrative law). The	activities supports	reference to the resources.		identify a research	been developed and how they are		reflective practice through the suite of modules at Stage 1.	
			activities include 1. previously unseen problem-	assessment in FL1 itself and also lays			questions flowing from the scenario; undertaking	influenced by a broad range of		SA REFLECTIVE	
				problem-solving and scholarship groundwork for			independent research; feeding	factors (see PLO6 for factors).		REPORT)	
			interrelated principles of English Law, requiring research. 2. A range of	summative assessment in FL2.			back the outputs of research to the SLF;				
			activities requiring students to work through, analyse and	FL3 and FL4.			diagnosing outstanding learning needs).				
			interpret identified primary and secondary legal sources				Communicating within student law				
			(eg, statutes, cases, journal literature, policy papers). Development of basic				firm (SLF) and submitting written assessment. The				
			research skills to deal with bounded questions and tasks.				utilisation of a range of tools (including				
			Development / deployment				digital tools) to				
			facilitated by YLS and Info Skills colleagues - in relation to retrieving; capturing; and				their work, and to develop basic awareness of				
			charing relevant information				conventions of scholarly and				
			Ongoing feedback in relation to all PLOs available to students through interactions				professional communication.				
			with staff and student colleagues. [SA REFLECTIVE REPORT]								
			NO CECTIVE REPORTS								
tage 1 For	oundations	Progress towards		As their problem	As their problem		Students' oral and		As the year	Students will	
	1 Law - 2	PLO	and collaborative work on more complex PBL scenarios, through	solving skills develop, students gain confidence	solving skills improve (PLO2), so does their capcaity		written communications skills develop as a	awareness of perspectives and interests outlined	progresses, SLFs go through processes and stages of	develop a clear understanding of the principle of	
				and develop	to present well		result of repeated practice	in PLO6 develops, they will discover	development, such that students can	reflective practice,	
			themes associated with	increasingly effective strategies	arguments		embedded within	how these issues	develop an	Foundations in	
				for addressing problem scenarios	supported by appropriate		the SLFs and through formative	impact on and emerge from	understanding of constructive team-	Law – Reflection and Portfolio'.	
			knowledge gained across	that cover more than one 'subject	evidence.		assessment.	increasingly complex problem	working practices. Students will also	Reflection on the PBL process and	
			other Stage 1 modules, students further develop	area'				scenarios, and begin to consider	develop increasing competence and	their own learning will inform	
			their understanding of the Law 'subject areas'.					what actions or decisions might	autonomy in their own time	judgements on scenarios, and	
			Consolidation of research skills, progressing					needed to address them.	management and study habits.	gaining insight into individual	
			towards less bounded tasks.						1	development of skills, abilities and	
										knowledge.	
			1	l	1	1	I	1	1		

		through)	mat Problem hard learning (PRI) scenario will become more complex. Formative and summarise assessment will be a tailored to students will be tailored to students (PA).	in the context of a summathively assessed summathively assessed addressing more than one legal subject area". [SA EX]	Development of argument, theories and solutions relating to PRL scenarios and solutions relating to PRL scenarios and solutions relating to PRL scenarios and relating to PRL scenarios and relating to the properties of the supported by relevant arguments to be apported by relevant to the examination (see PACI) and with the scenarios of the scenarios of the PACI and the scenarios of the scenarios		Writing for an unsupervised coursework format assessment and a supervised examination of the MLDs and relevant PLDs. PLDs and the supervised within student tow firm (SLF). Continued for engagement with reviewant digital communication tools. [SA CW/EX]	which specific legal issues raised by PBL scenarios will be considered from a range of perspectives. [SA CW]	Working independently and in SLF on PBL problems	A reflective learning journal considering journal considering when the development of learning in relation to learning in relation to the five "subject areas", and across Stage 1, and across Stage 1, and across Stage 1, and inform the portfolio submitted for Foundations in Law Portfolio and Reflection Year 1.						
	Foundations in Law – Portfolio and Reflection Year 1		knowledge and muderstanding PP.D1 across all Stage 1 modules.	Students begin to integrate their understanding of PLO2 across all Stage 1 modules.	Students begin to integrate their understanding of PLO3 across all Stage 1 modules		Students begin to integrate their understanding of PLOS across all Stage 1 modules.	integrate their understanding of PLO6 across all Stage 1 modules.	Students begin to integrate their understanding of PLO7 across all Stage 1 modules.	Students begin to undertake sustained reflective practice in an educational context, developing an understanding of how it can serve as mechanism for facilitating self- evaluation of personal progress in developing skills, abilities and knowledge. Students become increasingly self- regulating in understanding how to make use of staff and peer feedback.						
		through)	Formative work is informed by learning in Foundations in Use 1 and 7. Thus, to 1 and	See PLO 1. [SA PORTFOLIO]	Formative work is informed by kerning in Foundations in Law Information Informa		Formative work is informed by learning in Foundations in Law generate a variety of information of the state o		Formative work is informed by learning in Foundations in Law 2. The reflective 1 and 2. The reflective students' portfolio students' portfolio students' portfolio will be enhanced through their ongoing collaboration with SLF colleagues. [SA PORTFOLIO]	A reflective learning the development of searning in relation to provide the searning in relation to searning in relation to the searning in relation to areas, and serous Stage 1, and dentifying future learning needs and priorities, which will require (i) reflections on the portfolio submission. The portfolio will require (i) reflections being made towards the PLOs, and (ii) the being made towards the PLOs, and (ii) the module - for example in some of the forms considered the searning of the searning being made towards the PLOS for this module - that relevant progress towards the PLOs is being made. [SA PORTFOLIO]						
Stage 1	Introductio n to Law and Society	FLO	Students develop a foundational awareness of basic principles and theoretical issues associated with law, and of the operation of legal institutions and processes		Students develop foundational skills of argumentation and evaluation, drawing on their developing knowledge of law and of contexts relevant to it.		Students develop basic competence and confidence through presenting arguments in a variety of formats and contexts	Students begin to develop foundational awareness of interdisciplinarity and multidisciplinarity in relation to law and legal scholarship, and of a range of contexts relevant to law and to which law is relevant	complexity, developing their skills in independent and collaborative scholarship.	Students undertake reflective practice in a closely defined context						
			Considering the principle and thorities of English Law, through planeary activities, and thorities of English Law, through planeary activities and another considering consideration of basic research; Adhi, surfacilities of the consideration of the consideration planear consideration of the con		Developing arguments through round table and a student conference, and then the second second in two assessed in two assessed in two assessed in two assessed discussions will, for example, involve the development of reasoned argument. Will be required in the assessed tasks. formative coursework, and conference actively conference actively to opportunities for feedback on the quality of arguments [MA CW]		Developing arguments through round table discussions and a student conference, with the conference, demonstrating them in two assessed exages, Roundtable discussions will, for example, involve the development of rescanded arguments reasoned arguments reasoned arguments will be required in the assessed tasks. [SA CW]	considering the extent to which law is embedded in social structures, including diss, gender, race structures, including diss, gender, race will be usable in part to support development of learning in other modules, at all Stages (including Stage 2, Professionalsm and Ethics, Stage 3 Dissertation) [SA CW]	Working independently and in SIF. Through the Collaborative collaborative production (within SIF) of the SIF) of a football of the SIF) of the SIF of the S	A reflection on the development and execution of the conference activity. [3A CW]						
Stage 1	Legal Skills	Progress towards PLO	Students develop a basic understanding of legal principles through applying them to a range of simulated lawyering activities	Students develop basic problem solving skills with reference to clients' interests and needs, thereby developing a basic understanding of the relationship between legal rules and practice	As students' problem solving skills improve	Students develop basic interpersonal skills with reference to clients' interests and needs, thereby developing a basic understanding of client issues in legal practice	Students begin to practice and to develop a basic understanding of the communication norms of legal practitioners	Students develop a hasic understanding of the 'extra-legal' issues which are relevant to legal practice	Students develop knowledge and understanding of collaboration in the context of legal practice and legal scholarship	Students undertake basic reflective practice in relation to collaboration in general and in relation to simulated lawyering activities.						

			Locatine, explaining and applying the tro simulation applying the tro simulation problems, using market in conclusion, using market and the control of the c	Analysis of facts, parties interests and objectives using fluid techniques on new problems. Let the control of	showings of metal in which the practice of the relevant lawyering skills is situated (SA PORTFOLIO)	Applying a range of legal and site processing and an artificial site of the processing and an artificial site of the site of t	clients within simulations; advocacy of legal argument; consider firm within a communication; bi-party negotiation. [SA CONTRIBUTION / PORTFOLIO]	Understanding fisancial, commercial fisancial, commercial efficial and client considerations in the considerations in the (page 40 to 10 t	Working independently and in SIZ or an installator, of existing its or an installator in the sale of inst	A reflective learning journal which will feed into claims and a reflective, supported for most a learning portfolio, the subject of formative or concerned (Most summaring portfolio, the subject of formative or concerned (MLO) and summaring control (MLO) and summaring portfolio, the summaring portfolio, the subject summaring portfolio, the summaring portfolio summaring s	
	Legal Concepts	By working on (and if applicable, assessed through)	Students develop a basic modernazoling of a range of relevant to blue, which they relevant to blue, which they can connect with their learning or 11 and 12 as of 12		As students' problem conting skills improve (PLO2), so does their well reasoned will reasoned arguments supported arguments supported by appropriate evidence. Developing theories as to development concepts within English Law, and creating written and creating written and creating written seems of the concepts within English Law, and creating written and creating written and creating written seems of the concepts within English Law, and creating written and creating		verbal communication	to the content of lega rules The impact of a range of perspectives and	Students deliver on independent and collaborative tasks of complexity, developing their stakes of complexity, developing their skills in independent and conclusions of their students of their	Suderis undertake basic reflection on the development of the understanding of the relevant Concepts Andrectic basic particle Andrectic basic part feed into the infection of promotion of the promotion of the the promotion of the promotion of the promotion of the the promotion of the the the the the the the the	
Stage 2	Foundations in Law - 3	Progress towards PLO	Students become increasingly adopt, professional and professional and understanding how to understanding how to understanding how to understanding how to understanding how to the five 'subject areas' of law to increasing' complex PBL scenarios.	Students become increasingly adept and creative in effectively addressing addressing addressing problem scenarios that cover more than one 'subject area'	Students increasingly produce consolidated, well-reasoned critical and creative legal and other arguments supported by consolidated, well-reasoned critical and other arguments supported by consolidated, with the consolidated c		Students become increasingly adept at communicating confidently and professionally, orally and in writing, in a variety of formats.	awareness of issues and interests detailed in PLO6 and integrating it into their reasoning in	experience and become increasingly	Students will develop a more sophisticated understanding of reflective practice, supported through 'Foundations' in Law - Portfolio and Reflection' Year 2' 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.	
			The basic principles of PRIA and associated activities are the same as in relation to those in relation to those in relation to those in relation to those before the problems and been more proficient exponents. Moreover, problems and share content to the extent that, other than for the purposes of assessment, and the purpose of assessment, and the purpose of assessment, and the purpose of assessment and the purpose of assessment, and the purpose of assessment an	As problems, Applying legal problems usulong staffin Applying legal problems usulong staffin and problems usulong staffin and problems usulong staffin addressing more than staffin problems and addressing more than staffin problems and in 25 pp 2 can be usually. Plat scanner in 25 pp 2 can be usually. About scanner, honey scanner, scan	Development of argament, thorough on a regiment, thorough on a regiment of the control of the co		Writing for unsperiment coursework format coursework format supervised coursework format supervised examination of the Machine formation of the Machine formation of the Machine formation for the Machine formation for the Machine duplet in the Machine formation for the Machine f	Discussion activities (e.g., roundiables) or enhances PRL, is an extract product of the product	Working Independently and in SLF on PRs. problems	Asterica bearing pound considering the development of the development	

Stage 2	Foundations	Progress towards	Foundations in Law 3. 4	Foundations in	Foundations in	I	Foundations in	Foundations in	Foundations in	Foundations in	
Juge 2	in Law - 4		Foundations in Law 3, 4 and Portfolio and Reflection Year 2 are integrated. Therefore progression expectations for PLO1 are parallel to those described for Foundations in Law 3.	Law 3, 4 and Portfolio and Reflection Year 2 are integrated. Therefore progression expectations for PLO2 are parallel to those described for Foundations in Law 3.	Law 3, 4 and Portfolio and Reflection Year 2 are integrated. Therefore progression expectations for PLO3 are parallel to those described for Foundations in Law 3.		Law 3, 4 and Portfolio and Reflection Year 2 are integrated. Therefore progression expectations for PLOS are parallel to those described for Foundations in Law 3.	Law 3, 4 and Portfolio and Reflection Year 2 are integrated. Therefore progression expectations for PLO6 are parallel to those described	Law 3, 4 and Portfolio and Reflection Year 2 are integrated. Therefore progression expectations for PLO7 are parallel to those described for Foundations in Law 3.	law 3 and a are integrated with froundations in Law - Portfolio and kelfector Year 2, and therefore	
		(and if applicable, assessed through)	Foundations in Law 3, 4 and Portfolio and Reflection Year 2 are integrated. Therefore learning activities are parallel to those described for Foundations in Law 3. [SA CW / EX]	Caw 3. 4 and Portfolio and Reflection Year 2 are integrated. Therefore learning activities are parallel to those described for Foundations in Law 3. [SA EX]	Foundations in Law 3, 4 and Portfolio and Reflection Year 2 are integrated. Therefore learning activities are parallel to those described for Foundations in Law 3. [SA CW / EX]		Foundations in Law 3, 4 and Portfolio and Reflection Year 2 are integrated. Therefore learning activities are parallel to those described for Foundations in Law 3. [SA CW / EX]	Foundations in Law 3, 4 and Portfolio and Reflection Year 2 are integrated. Therefore learning activities are parallel to those described for Foundations in	Foundations in Law 3, 4 and Portfolio and Reflection Year 2 are integrated. Therefore learning activities are parallel to those described for Foundations in Law 3.	Law - Portfolio and ng Reflection Year 2, and therefore	
Stage 2	Foundations in Law – Portfolio and Reflection Year 2	PLO	Foundations in Law 3, 4 and Portfolio and Reflection are integrated. Therefore progression expectations for PLO1 are parallel to those described for Foundations in Law 3.	Foundations in Law 3, 4 and Portfolio and Reflection are integrated. Therefore progression expectations for PLO2 are parallel to those described for Foundations in Law 3.	Foundations in Law 3, 4 and Portfolio and Reflection are integrated. Therefore progression expectations for PLO3 are parallel to those described for Foundations in Law 3.		Foundations in Law 3, 4 and Portfolio and Reflection are integrated. Therefore progression expectations for PLOS are parallel to those described for Foundations in Law 3.	Foundations in Law 3, 4 and Portfolio and Reflection are integrated. Therefore progression expectations for PUG6 are parallel to those described for Foundations in Law 3.	Foundations in Law 3, 4 and Portfolio and Reflection are integrated. Therefore progression expectations for PLO7 are parallel to those described for Foundations in Law 3.	In increasingly ed alarmonous	
		By working on (and if applicable, assessed through)	Reflection are integrated. Therefore learning activities are parallel to those described for	Foundations in Foundations in Foundations in Foundation and Reflection are Reflection are integrated. Therefore learning activities are integrated in Foundation in Law 2 [SA PORTFOLIO]	Inc.) Devale from outcome of Pil. problems to create written pieces of work for work for the problems of the problems of work for the problems of assessment Witten assessment Witten dates on the pile of assessment witten assessment witten assessment ass		Foundations in Foundations in Foundations in Foundation and Reflection are Reflection are integrated. Therefore learning activities are integrated and activities are integrated to the proposition of the Poundations in Law 3 [SA PORTFOLIO]	Foundations in Foundations in Foundation in Foundation and Reflection in Foundations in Law 2 [SA PORTFOLIO]	Foundations in Foundations in Foundation in Foundation and Reflection are Reflection are integrated. Therefore learning activities are partially activities are partially activities and produced in Foundations in Law 3 [SA PORTFOLIO]	skenting recks and potential, which will be a second or	
Stage 2	Legal Skills	PLO	Students develop a more advanced understanding of advanced understanding of legal principles through applying them to a range of simulated lawyering activities	Students develop more advanced problem solving skills problem solving skills problem solving skills of the s	supported by appropriate evidence, and to critically evaluate the lawyering skills they are using to address the legal problems with which they are dealing.	Students develop more advanced surpersonal surpersonal surpersonal stock of the surpersonal stock of the surpersonal stock of the surpersonal stock of the surpersonal surpers	develop proncency in conforming to them	Students develop a more advanced understanding of the understanding of the 'extra-legal' issues which are relevant to legal practice	scholarsnip.	of pactor in mistient to a collaboration to a collaboration to grant to the collaboration to grant to the collaboration to grant to simulated lawyring activities.	
		(and if applicable	Locating, explaining and supplying the to Simulation problems, using practical problems, using problems, usi	Analysis of facts, parties interests and objectives using PBL sechniques on new scholars of the parties interests and parties interests and parties are parties of the part	Developing reasoned solutions to legal problems posed within simulation, within simulation, within simulation, and the solution of the relevant Lawyering skills is appropriately as the solution of the solut	Applying a range of legal and interpressonal stills to disal with cleant issued to the control of the control o	Verbal (Communication within SLF and with Cheets within SLF and with Cheets within Cheets within Cheets within Cheets within Cheets and interfirm written communications; bland multi-party and multi-party and multi-party Communications; bland Cheets and	Understanding financial, commercial ethical and client considerations in the considerations in the considerations in the Consideration is below (SA PORTFOLIO)	Working Independently and in SLF on simulations; developing developing developing of theories and models of learning and group development and performance; contribution to SLF is continuous assessment. Regular feedback opportunities are designed in to learning activities to support students in making progress in relation to their individual and group work. [SA CONTRIBUTION]	feet directors, supported by the state of th	

Stage 2	Professional ism and Ethics	Progress towards PLO	advanced understanding of in Marchard State and Conference of the	is students' roblem related all list improve list in more requestry to more list in	increasingly adept at communicating confidently and	ore advanced inderstanding of the tra-legal issues thich are relevant to part and of his last assets and of his last assets are and of his last assets and of his last assets are and on the last assets are and the last assets are also as a l	perience and socome urceasingly the comment of the	velop a more phisticated deerstanding of e principle of flective practice, pported through bundations in w – Portfolio d Reflection- ar 2° and						
		By working on (and if applicable, assessed through)	skills in respect of a range of athical and professional conduct issues and problems [SA CW] and problems [SA CW]	reaving from utcomes of PBL roblems described bows, to develop second, orical second read and editions, and hen creating written secs of work for unmailine secsion (SAC CW)	within SLF; written eth work as per PLO3 in 1	nfessional and lind	orking A fependently and in F on problems as for scribed above	ills, abilities and owledge. effective learning smal which will do into the lective report oundations in Law- rtfolio and flection Year 2 dulle assessment						
Stage 2	1 Option from Table A: Law Clinic*; Employment Law Simulation*; Law and the Business Environment*	Progress towards PLO	Students develop module	e specific knowledge / skills /	attributes at a level	l commensurate	with Stage 2							
		By working on (and if applicable, assessed through)	critical understanding of rules and principles in the content were missing aperticiples, and principles in the content were missing appetition, and particular 'bodies' of law. See a content of the con	everopment of Deconstrating professional, and selection of selection o	within seminar group, eth Clinic firm etc. Oral po presentation of arguments and in solutions to collapse of clients as po presentation of arguments and in the presentation of presentation of presen	hical, social, ind slitical, professional, gro	pupp on tasks tated to module. stated to module.	cognising tituthiness of titorhomess of tit						
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		e specific knowledge / skills /	attributes at a level	l commensurate	with Stage 2							
		By working on (and if applicable, assessed through)	and principles in the context of particular 'bodies' of law. PRE or PRE by pole to studies and studies are studies and studies and studies are studies and studies and studies are studies are studies and studies are studies are studies and studies are studies and studies are studies are studies and studies are studies are studies are studies are studies are studies are studies and studies are studies	ovelopment of personnel control of the control of t	presentation of color arguments and int solutions to colleagues / clients as ge appropriate. Oral and int	hical, social, olitical, professional, gro mmercial, financial, rela	dependently and in drough on tasks up on t	cognising of the control of the cont						

Stage 3	Core		Having achieved PLO1 to	Students will	Students will		Students will	Students will	Students will	Students will have		
	Scenario 1'	PLO	standards required for professional recognition,	progress towards a high level of	progress towards demonstrating	progress towards demonstrating the	progress towards becoming highly	progress towards an integrated	become proficient in collaborative	holistically integrated		
	and 'Core		students will progress	proficiency in	creativity,	capacity to	articulate,	awareness of	and independent	reflective practice		
	Scenario 2'		towards being able to	evaluating and	originality, and a	holistically	adaptable and	perspectives and	work,	into their work,		
	Scenario 2		demonstrate a high standard of expertise in	solving complex and unfamiliar	high standard of expertise in	integrate skills, knowledge and	professional legal communicators.	interests detailed in the PLO.	demonstrating strong	learning and future planning for		
			the five 'subject areas', as	problems.	developing	abilities developed		informing their	interpersonal	personal and		
			well as proficiency in independently		arguments, theories and	through the other PLOs to deal		achievement of other PLOs on the	skills.	professional self- development.		
			researching and		solutions to legal	effectively in their		programme at		development.		
			evaluating legal materials		problems.	professional		Stage 3				
		D	detailed in the PLO. Complex PBL scenarios	PBL scenarios which	Selecting specific	practice. Applying planning	Verbal	Chosen pieces of	Working	A reflective learning		
		By working on (and if applicable,	requiring explanation and	will be raising new	issues and problems	skills to development	communication:	work for assessment	independently and in	inumal which will		
		assessed	application of principles, theories and rules of English	and unfamiliar multi- issue problems (SA	from complex PBL problem on which to	of pieces of work referred to in PLO3	within SLF as part of PBL process; proposal	to demonstrate range of perspectives	SLF on core scenarios, including provision of	feed into the reflective report		
		through)	Law, having first identified	VARIOUS]	develop a number of	above [SA VARIOUS]	for development of	chosen from	feedback to peers and	submitted as part of	·	
			relevant areas of law and issues – many of which will		original pieces of work in chosen areas		portfolio of pieces of work (see PLO3	indicative range as shown in PLO6 [SA	receiving feedback from peers and tutor	assessment, which report will require		
			be new and unfamiliar, or development of previously		of specialisation and interest ISA		above) for	VARIOUS]	(s) [SA VARIOUS]	reflections on achievement of PLOs		
			studied areas of law, and		VARIOUS]		presentation of piece			through Core		
			applied research skills to locate relevant law.				of work for peer review to obtain			Scenario 1 and identification of		
			Deployment of more				formative feedback;			further learning to		
			advanced research skills - facilitated by YLS and Info				presentation of piece of work at Core			improve knowledge and skills, and to be		
			Skills colleagues - to manage open enquiry and refine with				Scenario Conference for formative			implemented in Core Scenario 2.		
			a view to the carrying out of	1			feedback. Writing			Reflections to take		
			viable tasks and the production of viable outputs				skills: development of number of pieces of			account of previous learning experiences		
			[SA VARIOUS]				work in different			at Stage 1 and 2 as	`	
							formats adapted to intended recipients			relevant; eg, in relation to portfolio		
							and audiences. [SA			modules. Reflections	15	
							VARIOUS]			on Core Scenario 2 to be targeted towards	100 S S S S S S S S S S S S S S S S S S	
										future learning needs in contexts of	ds ds	
										academic /		
										professional practice,	0,	
										and citizenship. [SA VARIOUS]		
Stage 3		Brogross towards	Students will demonstrate a high level of expertise in the		Students will		Students will achieve	Students will develop	Students will develop	Students will		
Stage 3	Dissertation	PLO			progress towards		high levels of	a high level of	high levels of	undertake reflective		
			areas of law associated with their dissertation project, an	d	demonstrating		proficiency in relation to the norms of	expertise in relation to relevant	proficiency in project design and	practice at an advanced level in the	10	
			will develop methodological		creativity, originality, and a		communication	perspectives on law and / or relevant	management	context of the design		
			understanding appropriate t Stage 3 study	•	high standard of		associated with membership of a	contexts in which law		and execution of an independent research		
					expertise in developing		scholarly community	is situated.		project		
					arguments.							
					theories and							
					solutions to legal problems.							
		By working on	PLO1: Chosen area(s) of law		PLO3: Developing a		PLOS: Communicating	PLO6: Developing a	PLO7: Working	PLO8: Recording		
		(and if applicable,		nt.	research proposal and a dissertation item,		with supervisor and peers in developing	thesis using one or more perspectives,	independently with support of supervisor	development of learning associated		
		assessed	expertise, planning and		supported by reasoned, critical		dissertation, both on	and, where,	and peers to develop required assessed	with dissertation,		
		through)	implementing effective and efficient legal and factual		argument, to form		proposal for and development of	appropriate, situating law in relevant	pieces of work.	including proposal, research and		
			research strategies to locate explain and apply law and		the basis of an assessed original		dissertation, through supervisor and group	contexts. [SA PROPOSAL / DISS /	Developing expertise in framing questions	development of chapters through to		
			facts to support assessed		piece of work in		meetings; writing a	DISSEM ITEM)	in addition to	final submission and		
			dissertation. Deployment of more advanced research		chosen area of specialisation and		piece of academic scholarship,		researching responses.	dissemination piece, to form an assessed		
			skills - facilitated by YLS and Info Skills colleagues - to		interest. [SA		appropriately referenced, together		Developing resilience and adaptability	reflective report. [SA REFLECTIVE REPORT]		
			manage open enquiry and		PROPOSAL /		with a dissertation		required for large	REPLECTIVE REPORTS		
			refine towards viable research question. [SA		DISS]		proposal; reflective report; and		scale project management,			
			PROPOSAL / DISS]				dissemination piece,		through engaging			
							all assessed. Supervisory model		with sources of support (eg, student			
							provides		colleagues /			
	I			1	1	1	opportunities for ongoing feedback	1	supervisor). (SA PROPOSAL / DISS /			
				1	1	1	built around, but not restricted to,	1	DISSEM ITEM)			
							development and	1				
							submission of project proposal;	1				
							development and submission of draft	1				
							excerpts of	1				
				1	1	1	dissertation; discussion and	1	1			
							planning of	1				
							dissemination output [SA PROPOSAL /	1				
							DISS /	1				
							REFLECTIVE	1				
							REPORT / DISSEM ITEM1	1				
Stage 3	Option from Table		Çad.	nte doualan	dule specific kno			ual common :::	ata with Cta 3	1		
	B: Art Law;	PLO	Stude	nts develop mod	uie specific kno	wiedge / Skills /	acuibutes at a le	vei commensur	ate with Stage 3			

Company Law, Competition Law, Competition Law, Commission Law, Criminal Law, actas Social Behaviour and Policy, Medical Law, Law Financial Crittenship, Criminal Justice and Policing, Valverability, Deviance and Social Control	(and if applicable	Developing knowledge and control understanding of his control understanding of his control understanding of his control understanding of particular bodies of law. PRo. or comand understanding of the law of the	n question, arguments, theoris questions, and solutions relat st. type s, case PBL scenarios, case nd studies and/or	is ing ing, ing, ing,	within seminar group, etc. Oral presentation of arguments and	ethical, social, political, professional, commercial, financial, international, policy, human rights, ethnic, gender and client	related to module. Developing confidence in working	option module context (eg. potentially different student colleagues from Foundation troudation module potentially different student colleagues from Foundation mutidisticulation mutidisticulation prelevance of particular context in which relevance to module for particular context in which relevance to move for particular context in which relevance tax on the particular context is stuated). Adaptabilit to novel to module the particular context in the particu	reference fifterence against contained co
Option from Table C:	Progress towards	Students dev	elop module specific kr						
Alternative Dispute of Property Recolution, Recolution, Responsibility, Financial crime, Intellectual Property, Law and History, Business of Humanitarian and Law, Illici Drug Use, Youth Justice; Death and Policy	By working on (and if applicable assessed through)	Developing a howevings and of control understanding of mice models of an incident of particular bodies of law.	n question, aguments, theori questions, the properties of the prop	is appropriate ing professional, is, knowledge, skills attributes and techniques in simulation activities. [Alternative Dispute Resolution only] Specific feedback opportunities are	solutions to colleagues / clients as appropriate. Oral and	ethical, social, political, professional, commercial, financial, international, policy, human rights, ethnic, gender and client	related to module. Developing confidence in working across disciplinary boundaries, through	option module context (eg, potentially different student colleagues from Foundation	reference again subte su