

Hertfordshire Law School

Title of Programme: LLB Extended Degree (Initial Year)

Programme Code: LAIYLLB

For Collaborative: West Herts College

## Programme Specification

This programme specification is relevant to students entering:  
02 September 2019

Associate Dean of School (Academic Quality Assurance):

Barbara Henry



Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

---

### Summary of amendments to the programme:

Section	Amendment
1.D	Change to progression agreement to allow students to progress onto the two-year accelerated LLB when required conditions are met

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification LLB Extended Degree (Initial Year)

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	West Herts College
<b>University/partner campuses</b>	Watford Campus
<b>Programme accredited by</b>	Not applicable
<b>Final Qualification</b>	LLB Extended Degree (Initial Year)
<b>All Final Award titles</b>	LLB
<b>(Qualification and Subject)</b>	
<b>FHEQ level of award</b>	0
<b>UCAS code(s)</b>	M102
<b>Language of Delivery</b>	English

### A. Programme Rationale

This programme is designed to recruit students who are interested in a career in the legal profession but do not have sufficient tariff points to enter onto the three year LLB programme. The initial year is intended to provide these students with an alternative route onto the LLB programme and prepare them for the demands of Level 4 study by introducing them to a number of core legal subjects at Level 0.

Furthermore, the programme introduces a variety of skills elements (such as advocacy, legal research and writing) which are assessed within this programme either summatively or formatively. The LLB Extended Degree (Initial Year) programme also introduces students to some of the traditional core modules historically required for an LLB degree, including: Contract Law, Law of Torts and Constitutional Law.

Whilst the LLB Extended Degree (Initial Year) programme has been designed with the demands of the legal profession at the forefront of the development, it is also designed to equip students for a variety of careers outside of the legal profession. Careers advice and support is provided throughout the programme with dedicated pastoral support with responsibility for all elements of an individual student's pastoral care, including career support, throughout their programme of study.

Employability skills are embedded within the core curriculum which, together with the general transferable intellectual skills and key skills identified in Table 2, aim to enhance the marketability of graduates alongside their academic development. The programme has been designed so as to demonstrate a progression of skills from level 0 through to level 4. For example, oral skills and advocacy are taught and assessed at level 0 and advocacy is emphasised at levels 5 and 6 of the three year LLB degree. Also negotiation exercises are undertaken by all students on the programme at levels 0 and 5, balancing the adversarial style required by the advocacy assessment. Such activities will also allow for pragmatic assessment of immediately transferable skills beyond the traditional exam / coursework model.

### B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#). **Additionally this programme aims to:**

- Provide students with the support they require in order to enhance their eventual employability through taught skills, teaching methods and assessment within the programmes.

- Stimulate students into adopting an enquiring and critical appreciation of the law as well as developing an appreciation of the contexts in which the law operates.

### C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Law and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1- Demonstrate an understanding of key theories and concepts of the English Legal System.</p> <p>A2- Demonstrate knowledge and understanding of current areas of debate in English law.</p>	<p>Acquisition of knowledge and understanding is through interactive lectures. The lectures are supported by weekly tutorials which include specific support for bespoke skills, ensuring a sufficient knowledge base, as well as developing techniques for dealing with subject specific teaching, application and development.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Timetabled Surgeries are available for students to drop- in and meet their tutors with a view to clarifying any points the student is uncertain about, while other timetabled sessions provide specific opportunity to talk around assessments and also provide specific feedback on students' learning to date.</p>	<p>Knowledge and understanding are assessed through A1 and A2 – Core Modules (specifically: Constitutional Law; Principles of the English Legal System; Criminal Law; Advocacy; Contract Law; Law of Torts; Legal Drafting; Human Rights.</p> <p>The assessment breakdown in the modules listed above consists of Time-Constrained Assessments (TCA) under examination conditions, oral presentations, written coursework and multiple choice questions.</p> <p>The coursework question will vary from module to module although may comprise drafting, advice and legal research or more traditional written pieces of work based on essays or problem scenarios.</p> <p>The Advocacy module is assessed through an oral presentation (70%) and written work (30%).</p>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1- To examine a range of legal and ethical solutions to legal problems through accurate application of the legal principles of the relevant jurisdiction(s).</p> <p>B2 - To be able to use a range of primary and</p>	<p>Intellectual skills are developed through the strategies outlined in Section A above. Online activities will be provided for the students to complete outside of scheduled classes in subject specific areas to give additional support to developing specialised skills in those areas of study.</p>	<p>B1 -Intellectual skills are assessed through TCA under examination conditions and written coursework. These assessments focus on the identification and appreciation of legal issues raised by defined problem</p>

<p>secondary evidence to come to reasoned judgements.</p>	<p>The development of intellectual skill is being incrementally developed from level 0 to 6.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>scenarios or essay questions, requiring the student to find solutions using appropriate supporting theories, concepts or values.</p> <p>B2 - uses a variety of assessments. Written coursework will require the student to draw on materials from a wide variety of primary and secondary sources. Diverse forms of written and oral assessments will also be incorporated, for example advocacy.</p>
<p><b>Practical skills</b></p> <p>C1- To engage in academic discussion while incorporating an ethical and collegiate approach into their work.</p> <p>C2 - To demonstrate research and communication skills, along with intellectual curiosity, in assessing theories and providing solutions to standard legal problems.</p>	<p><b>Teaching and learning methods</b></p> <p>Practical skills are developed through weekly tutorials. Skills can also be enhanced through engagement in the timetabled module surgeries.</p> <p>The aim of the tutorials is to ensure that students are familiar with the key legal concepts and secondly for tutors to demonstrate to the student body how the law applies in a given circumstance.</p> <p>Support for C2 in particular is provided through online exercises reinforcing taught skills through application.</p>	<p><b>Assessment strategy</b></p> <p>Practical skills are assessed through a range of formats including group work, oral presentations, drafting, advice and traditional written coursework evidencing legal research undertaken in specialist areas of study providing solutions to complex legal problems involving the resolution of academic debate. Students will need to be aware of the cultural sensitivities in given contexts and ensure enhanced professionalism in their work (written, verbal and practical) (C1 / C2)</p> <p>Various modules adopt an assessment strategy that requires communication of complex ideas to 'non-lawyers' meaning that students will need to enhance their communication skills to ensure that they make themselves understood. (C2)</p> <p>Definitive Module Documents identify specific assessment strategies for individual modules.</p>
<p><b>Transferable skills</b></p> <p>D1- To communicate viewpoints effectively in a range of media, including an ability to listen and</p>	<p><b>Teaching and learning methods</b></p> <p>Transferable skills are developed through weekly tutorials. Skills can also be enhanced through engagement in the timetabled module surgeries.</p>	<p><b>Assessment strategy</b></p> <p>Transferable skills are assessed throughout the programme and then again, upon successful progression, through levels 4-6.</p>

<p>respond to the views of others.</p> <p>D2 - To demonstrate an ability to examine solutions to a range of authentic legal scenarios.</p> <p>D3 - To work independently and as part of a group in completing guided development activities.</p>	<p>The aim of the tutorials is to ensure that students are familiar with the key legal concepts and secondly for tutors to demonstrate to the student body how the law applies in a given circumstance.</p>	<p>Written coursework in a variety of formats require that students can demonstrate effective communication in writing.</p> <p>The nature of the assessment will provide a diversity of written activities which will ensure that students can develop styles appropriate for the designated task.</p> <p>Other forms of written communication are undertaken as assessments such as drafting, advice writing as well as more traditional essay writing style of assessment.(D1)</p> <p>Oral presentations are undertaken at this level and then from level 4-6 in a variety of formats, in the form of individual presentations or group work.</p>
--	---	---

## D. Programme Structures, Features, Levels, Modules, and Credits

The LLB Extended Degree (Initial Year)in Law programme is offered Full time (1 year).

Entry is normally at level 0 (with A-Level or equivalent qualifications) please contact the Undergraduate Admissions Tutor for further information.

### Professional and Statutory Regulatory Bodies

N/A

### Work-Based Learning, including Sandwich Programmes

N/A

### Erasmus Exchange programme

N/A

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

### Table 1a Outline Programme Structure

The programme is the initial year of a 4 or 3 year progression together with the LLB (Hons) Degree. The LLB (Hons) degree requires students to complete 360 credits with at least 120 at level 6 and passes in all the core modules.

**Mode of study** Full time

**Entry point** Semester A

**Level** 0

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Advocacy	0FHE1029	15	English	0	30	70	A
Constitutional Law	0FHE1026	15	English	0	50	50	A
Criminal Law	0FHE1028	15	English	0	50	50	A
Principles of the English Legal System	0FHE1027	15	English	0	50	50	A
Contract Law	0FHE1030	15	English	0	100	0	B
Human Rights	0FHE1033	15	English	0	0	100	B
Law of Torts	0FHE1032	15	English	0	100	0	B
Legal Drafting	0FHE1031	15	English	0	100	0	B

Progression to level 4 requires a minimum of 120 credits and passes in all modules, normally at 50%.

Progression to the 2-year LLB programme would normally require an average grade of 60% or above, and/or on the advice of the programme leader for the extended degree, with the agreement of the 2-year LLB programme leader.

#### Award classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

#### Table 1b Final and interim awards available

The programme does not provide any final or interim awards

---

### Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University: None

---

## E. Management of Programme & Support for student learning.

### Management

- HE Manager / Head of Higher Education (West Herts College)
- A Programme Manager with responsibility for the day to day management of the programme and admissions at West Herts College. The Programme Manager will help students to understand the course/programme structure, take overall responsibility for the constituent courses of the programme including induction, administration and the production of the AMER.
- A Collaborative Partnership Leader, who provides support and facilitates communication between the College and the University and chairs the Programme Committee.
- Module leaders who are responsible for the individual modules.
- A programme committee, the membership of which includes: Collaborative Partnership Leader (Chair); Programme Administrator (Clerk); Programme Manager (PM)/Deputy PM from the College

(or alternate); One full-time student representative from the college (PM or alternate, CPL and students must be present to be quorate).

- The following may also attend the Committee: Dean of School; School Administration Manager; Associate Dean Academic Quality Assurance; Appropriate Heads of Department at UH; Appropriate Heads of Department/Deputy Heads of Department at Colleges; Manager, UK Partnerships at UH; College HE Managers; College and University Lecturers who have taught on the programme; Module Moderators at UH; Admissions Tutor; LIS representative, UH; College LRC representatives; Other Student Representatives; Subject Specialist; Subject Advisors.

## Support

Students are supported by:

- An induction week at the beginning of each new academic session.
- An extensive Learning Resources Centre, incorporating a library and computer centre.
- Online information and learning materials and support through the College's Managed Learning Environment (StudyNet), a College wide set of systems and tools for educational delivery.
- Student handbooks.
- A Programme Manager to help students understand the course structure.
- A Collaborative Partnership Leader to liaise between the College and University, and to aid progression.
- An Administrator to help with module registration, liaison with local authorities and assessment arrangements and results.
- Module Co-ordinators to help students understand the aims, outcomes and organization of the modules.
- Personal tutors to provide pastoral and academic support.
- A substantial Student Services Centre that provides advice on issues such as finance, University regulations, legal matters etc.
- An Accommodation Office.
- An Overseas Students Centre.
- A Disabled Student Tutor.
- Student representatives on programme committees and student council.
- The Students' Union.

---

## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- Module information for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF

panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

---

## G. Entry requirements

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The normal entry requirements for the programme are:  
48 UCAS tariff points. Plus GCSE grade C English Language, and grade D Mathematics or University recognized equivalent.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

---

If you would like this information in an alternative format please contact:  
[lawadmin@herts.ac.uk](mailto:lawadmin@herts.ac.uk)

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## LLB Extended Degree (Initial Year)

**Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules**

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Knowledge and Understanding		Intellectual Skills		Practical Skills		Transferrable Skills				
Module Title		Module Code		A1	A2	B1	B2	C1	C2	D1	D2	D3
Level 4	Advocacy	0FHE1029		x	x	x	x	x	x	x	x	x
	Constitutional Law	0FHE1026		x	x	x	x	x	x		x	x
	Contract Law	0FHE1028		x	x	x	x	x	x		x	
	Criminal Law	0FHE1030		x	x	x	x	x	x	x	x	x
	Human Rights	0FHE1033		x	x	x	x	x	x	x	x	x
	Law of Torts	0FHE1032		x	x	x	x	x	x		x	x
	Legal Drafting	0FHE1031		x	x	x	x	x		x	x	
	Principles of the English Legal System	0FHE1027		x	x	x	x	x	x	x	x	x

## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

- A1- Demonstrate an understanding of key theories and concepts of the English Legal System.
- A2- Demonstrate knowledge and understanding of current areas of debate in English law.

### Intellectual Skills

- B1- To examine a range of legal and ethical solutions to legal problems through accurate application of legal principles of the relevant jurisdiction(s).
- B2 - To be able to use a range of primary and secondary evidence to come to reasoned judgements.

### Practical Skills

- C1- To engage in academic discussion while incorporating an ethical and collegiate approach into their work.
- C2 – To engage in academic discussion while incorporating an ethical and collegiate approach into their work.

### Transferable Skills

- D1- To communicate viewpoints effectively in a range of media, including an ability to listen and respond to the views of others.
- D2- To demonstrate an ability to examine solutions to a range of authentic legal scenarios.
- D3- To work independently and as part of a group in completing guided development activities.

## Section 2

### Programme management

<b>Relevant QAA subject benchmarking statements</b>	Law
<b>Type of programme</b>	Undergraduate
<b>Date of validation/last periodic review</b>	December 17
<b>Date of production/ last revision of PS</b>	December 17
<b>Relevant to level/cohort</b>	September 2019
<b>Administrative School</b>	Hertfordshire Law School

Table 3 Course structure

Course details		
Course code	Course description	HECOS
LAIYLLB	LLB Extended Degree (Initial Year)	100485