

UNIVERSITY OF KENT

Programme Specification

Please note: This specification 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 he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

LLB (Hons) Law with Accounting
LLB (Hons) Law with Business

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Pearson College London
3. School responsible for management of the programme	Kent Law School
4. Teaching Site	190 High Holborn
5. Mode of Delivery	Full-time Part-time Accelerated Learning
6. Programme accredited by	Solicitors Regulation Authority ()Association of Certified Chartered Accountants
7. a) Final Award	LLB (Hons)
7. b) Alternative Exit Award	Certificate of Higher Education Diploma of Higher Education Non-Honours Degree
8. Programme	Law
9. UCAS Code (or other code)	LLB Law with Accounting – M201 LLB Law with Business – M206
10. Credits/ECTS value	360 credits (180 ECTS)
11. Study Level	360 credits (180 ECTS) at undergraduate level
12. Relevant QAA subject benchmarking group(s)	Law (2015) <i>Accountancy (2016)</i> <i>Business Management (2015)</i>
13. Date of creation/revision	June 2018
14. Intended Start Date of Delivery of this Programme	From September 2018

UNIVERSITY OF KENT

15. Educational Aims of the Programme

The programme aims to:

- To provide a comprehensive legal education, satisfying the existing requirements for the academic stages of legal education and training for solicitors and barristers (including those for a Qualifying Law Degree), as set out in the SRA's and BSB's Joint Statement on the academic stage of training¹.
- To develop in students a holistic understanding of the law, achieved through the concurrent development of theoretical understanding and professional skills and competencies which have traditionally been developed consecutively.
- To develop in students a range of transferable skills in, for example, critical analysis and communication, which will enhance their general level of employability outside the legal profession as well as within it.
- To develop students' overall level of commercial awareness to prepare them for the non-law business world, as well as enhancing their likely effectiveness as lawyers operating in a commercial environment.

For those following the LLB (Hons) Law with Accounting pathway:

- To prepare students for a contemporary legal and/or accountancy career in professional organisations.
- To develop the academic knowledge, base technical skills and professional competencies required for an international career in accounting.
- To apply academic and technical knowledge to professional situations.
- To enable students to gain exemptions towards a professional accountancy body qualification

For those following the LLB (Hons) Law with Business pathway:

- To prepare students for a contemporary legal and/or business career in professional organisations.
- To develop students with the relevant knowledge, skills, strategic and ethical awareness to succeed in the modern global business environment and make a positive contribution to society
- To help ensure students stay at the cutting edge of business innovation and development in their careers

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the areas set out below.

The programme has been benchmarked against a number of relevant sources, including: the QAA subject benchmarking statement for Law ("QAA SBS"); the Joint Statement on the academic stage of training ("JS AC") (see note 1 above); the SRA's Learning Outcomes for the LPC ("LPC LO") (see note 2 above); the SRA's competence statement for solicitors ("SRA SC") (see note 4 above); and the SRA's consultation paper on assessing competence ("SRA AC") (see note 3 above) as well as the QAA's subject benchmark statements for Accountancy (2016) and Business Management (2015).

¹ Available at: <https://www.sra.org.uk/students/academic-stage-joint-statement-bsb-law-society.page>

UNIVERSITY OF KENT

The Solicitors Qualifying Examination proposed in the latter “will assess the competences and knowledge set out in [the SRA’s] Statement of Solicitor Competence and Statement of Legal Knowledge”. They will do so “to the standard set out in the Threshold Standard” [“TS”], (SRA AC, page 18, para 39) “developed to set out the level at which the competences in the competence statement should be performed upon qualification as a solicitor”² i.e. post successful completion of the training contract. It should therefore be borne in mind that although each of these competencies will be developed during the programme, achievement of the full Threshold Standard in some areas will only be met through on the job training of the kind experienced in a training contract.

Given this diversity of source material, the programme outcomes are set out in tabular form, which sets out which outcome reflects each of these different reference points.

By the end of the LLB (Hons) Law with Accounting and Law with Business programmes students will have:

A	A systematic knowledge and understanding of:
A1	A systematic understanding of the main features and ideas involved in the English legal system – including its key doctrines and principles; sources and institutions; and concepts, values, principles and rules. (SBS 4.4; JSAC 2(v), Sch 1).
A2	A systematic knowledge and understanding, elements of which are at the forefront of the discipline, of the main areas of English law including the Law of Obligations (Contract, Restitution and Tort), Public Law (Constitutional Law, Administrative Law, Human Rights and Law of the European Union), Criminal Law, Property Law, and the Law of Equity and Trusts. (JSAC 2(v) Sch 2) with a systematic, coherent and detailed knowledge within some of these areas.
A3	An analytical and conceptual understanding of the relevant social, economic, political, historical, philosophical, ethical, cultural and environmental contexts in which law operates and their role in instigating and developing the law (SBS 4.4).
A4	A detailed knowledge and an ability to interrelate a range of additional areas of law, with a systematic knowledge and understanding of current problems in some of these areas.
Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated:	
The principal methods are lectures, seminars, directed reading and independent research, assessed via coursework, computer based objective testing and formal examinations (including open book).	
B	Intellectual Skills
B1	Apply their knowledge effectively and efficiently in the analysis of complex factual situations (SBS 4.7; JSAC Sch 1, B(i)). An ability to utilise several fields and sources of law in arriving at reasoned and articulate conclusions.
B2	Select key relevant issues for research, formulate them with clarity and precision, and conduct detailed research using appropriate methodology and relevant source material (SBS 4.9; JSAC

² <https://www.sra.org.uk/solicitors/competence-statement/threshold-standard.page>

UNIVERSITY OF KENT

	Sch 1, A(iv), B (iii), B (iv)).
B3	Synthesise information derived from independent research - distinguishing between relevant and irrelevant material; identifying gaps and inconsistencies; and evaluating reliability and quality of information - before critically analysing the results obtained and coming to a conclusion on the relevant issue (SBS 4.10-4.12; JSAC Sch 1, B(v)).
B4	Recognise potential alternative outcomes and solutions for particular situations and problems, providing supporting reasons for them (JSAC Sch 1, B(ii)).
B5	Demonstrate self-direction in tackling and solving problems in a variety of areas of law and commerce, acting autonomously in planning and implementing tasks.
B6	Manage and take responsibility for their own personal learning and development.
<p>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated:</p> <p>The principal methods are seminars, lectures, directed reading and independent research, assessed via coursework essays, research project and exercises, reflective components, computer based testing and formal examinations (including open book).</p>	
C.	Subject-specific Skills
C1	Having identified the legal issue/s raised in a realistic legal problem scenario, independently identify, research and analyse relevant case and statute law, using both paper and electronic sources as appropriate (SBS 4.9; JSAC Sch 1, A(iv), B(iv)).
C2	Apply legal knowledge, together with their knowledge of legal practice, to a legal problem scenario with a view to presenting reasoned solution/s (SBS 4.8; JSAC Sch 1, A(iv)).
C3	Critically evaluate the efficacy of current legal arrangements in particular areas in the light of the factors outlined in A3 above e.g. the social, ethical or cultural context (SBS 4.6).
<p>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</p> <p>The principal methods are lectures, seminars, directed reading and independent research, research seminars and exercises assessed via coursework essays, computer based testing and formal examinations (including open book).</p>	
D	Transferable skills
D1	Use the English language – and in particular legal terminology - with care and accuracy, whether communicating orally or in writing (SBS 4.16; JSAC Sch 2, B(vi)).
D2	Communicate legal matters effectively and professionally, both orally and in writing, with empathy and sensitivity to the needs of the relevant audience (JSAC Sch 2, A(v)).
D3	Demonstrate a clear ability to extract, explain (in detail) and summarise key information from a variety of legal materials and sources (SBS 4.17).
D4	Evaluate mathematical data skilfully in the analysis of a particular factual matrix, with a view to

UNIVERSITY OF KENT

	deriving appropriate conclusions and devising solutions to problems where relevant (SBS 4.18).
D5	Make appropriate use of information technology for the purposes of their professional work, using, for example: programmes such as Word and Excel for the production of relevant documentation; information management systems for the storage and retrieval of information (with regard to issues such as data protection); and email and (where appropriate) google docs for the efficient and secure exchange of information (SBS 4.19; JSAC Sch 1, B(vii) & (viii).
D6	Work effectively in teams, establishing and maintaining effective and professional relations with other people (SBS 4.20).

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

The principal methods are lectures, seminars, directed reading and independent research, research seminars and exercises assessed via coursework essays, computer based testing and formal examinations (including open book).

In addition to the above by the end of the LLB (Hons) Law with Accounting programme students will have:

A. Knowledge and Understanding of:

A5	A systematic knowledge and understanding of how accountants operate, and of the role of the accountant and other key business functions in contributing to an efficient, effective and ethical organisation.
A6	A systematic knowledge and understanding of key areas within an accountancy and finance department in an organisation, such as: financial and management reporting, strategy, budgeting, governance, assurance, financial management, and record-keeping, including developments and changes in professional practice in these areas.
A7	A systematic knowledge and understanding of the function of financial markets and institutions (including the role of the firm, the capital markets and the public sector). (SBS1 3.2.1; SBS3 3.2.1).

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

For further information refer to programme learning, teaching and assessment strategy.

Teaching/Learning

Lectures and staff-led seminars; workshops and industry days, simulated placements incorporating visiting speakers;; problem based learning scenarios, role play exercises and debates. Independent learning facilitated by on-line learning environment.

UNIVERSITY OF KENT

Assessment

Practice related coursework, problem solving case-studies, reports, reflective assignments, seminar contribution, presentations, business reports and written examination papers (time-constrained).

C. Subject-specific Skills:

C4	Critically evaluate the major theoretical and professional tools that relate to accounting and finance, such as the IASB Framework; budgeting; and risk management.
C5	Draft financial statements and discuss the limitations of financial reporting practices and procedures.
C6	Interpret financial data arising from accounting statements and data generated in financial markets.
C7	Analyse financial and non-financial information through the application of techniques using technology in the context of financial performance measurement and management control.
C8	Critically evaluate the theory and practice of the financing arrangements and governance structures of business entities.
C9	Apply management accounting techniques to quantitative and qualitative information to support planning, decision-making performance evaluation and control.
C10	Demonstrate technical proficiency in the use of double-entry accounting techniques and the ethical application of International Financial Reporting Standards.
C11	Apply the process of an assurance engagement and discuss its application in the context of the professional regulatory framework.

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

For further information refer to programme learning, teaching and assessment strategy.

Teaching/Learning

Lectures and staff-led seminars; workshops and industry days, simulated placements incorporating visiting speakers; problem based learning scenarios, role play exercises and debates. Independent learning facilitated by on-line learning environment.

Assessment

Practice related coursework, problem solving case-studies, reports, reflective assignments, seminar contribution, presentations, business reports and written examination papers (time-constrained).

UNIVERSITY OF KENT

D. Transferable Skills:

D7	Present themselves in a way which maximises their personal impact, demonstrating an awareness of different business cultures and environments and adaptability in meeting the challenges posed.
D8	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present and negotiate (SBS1 4.1.8; SBS3 4.1.8).
D9	Collaborate and network effectively on a personal and organisational level, as part of a business entity working with others (including 'competitors') to achieve its goals (SBS 4.1.8; SBS3 4.1.8).
D10	Demonstrate numeracy (SBS 4.1.5), analytical, literacy (including IT literacy) to excel effectively in contemporary business environments (SBS 4.1.5, 6; SBS3 4.1.5, 6).
D11	Work autonomously and independently on projects with appropriate guidance from others, taking responsibility for their own work and learning (SBS 4.1.4).
D12	Work with resilience under pressure, producing set outputs within a definite time-limited period. (SBS 4.1.2; SBS3 4.1.2).
D13	Reflect self-critically on their performance and how they come across to others with a view to ongoing learning, development and improvement. (SBS 4.1.2; SBS3 4.1.2).

In addition to the above by the end of the LLB (Hons) Law with Business programme students will have:

A. Knowledge and Understanding of:

	Learning Outcome
A5	A systematic knowledge and understanding of the key modern, dynamic business environment, including the evolving nature of organisations and the external, cross border environment in which they must operate (SBS 3.2, 3.4 and 3.5).
A6	A systematic knowledge and understanding in an international context of the effective management of organisations, including cutting edge theories, models and frameworks which inform current practice.
A7	A systematic knowledge and understanding of key areas within business and management, such as: markets, marketing and sales; customers; finance; information systems; people and operations; communications; and global business strategy within the world trade system.
A8	A systematic knowledge and understanding of the key pervasive issues within modern business and management practice, such as sustainability, globalisation and corporate social

UNIVERSITY OF KENT

	responsibility, and of the need to consider such issues when formulating strategy and making business decisions.
--	--

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

For further information refer to programme learning, teaching and assessment strategy.

Teaching/Learning

Lectures and staff-led seminars; workshops and industry days, simulated placements incorporating visiting speakers; problem based learning scenarios, role play exercises and debates. Independent learning facilitated by on-line learning environment.

Assessment

Practice related coursework, problem solving case-studies, reports, reflective assignments, seminar contribution, presentations, business reports and written examination papers (time-constrained).

Skills and Other Attributes

B. Intellectual Skills:

B7	Critically analyse and evaluate information and arguments presented in a variety of formats and draw appropriate conclusions.
B8	Reflect self-critically on their performance and how they come across to others with a view to ongoing learning, development and improvement.

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

For further information refer to programme learning, teaching and assessment strategy.

Teaching/Learning

Lectures and staff-led seminars; workshops and industry days, simulated placements incorporating visiting speakers; problem based learning scenarios, role play exercises and debates. Independent learning facilitated by on-line learning environment.

Assessment

Practice related coursework, problem solving case-studies, reports, reflective assignments, seminar contribution, presentations, business reports and written examination papers (time-constrained).

UNIVERSITY OF KENT

C. Subject-specific Skills:

C4	Apply the knowledge and understanding set out above to the solving of complex and multi-faceted real-life practical problems in the modern globalised business and managerial environment.
C5	Demonstrate the ability to work effectively in a team environment and contribute to the generation of appropriate business strategies, informed by an awareness of issues such as diversity, sustainability and the ethical implications of economic activity.
C6	Manage relationships with internal and external stakeholders using appropriate communication channels, whilst demonstrating empathy and sensitivity to their needs.
C7	Identify and critically analyse opportunities for innovation and entrepreneurship, developing and evaluating potential solutions using appropriate tools.
C8	Establish and maintain effective and professional relations with clients.

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

For further information refer to programme learning, teaching and assessment strategy.

Teaching/Learning

Lectures and staff-led seminars; workshops and industry days, simulated placements incorporating visiting speakers; problem based learning scenarios, role play exercises and debates. Independent learning facilitated by on-line learning environment.

Assessment

Practice related coursework, problem solving case-studies, reports, reflective assignments, seminar contribution, presentations, business reports and written examination papers (time-constrained).

D. Transferable Skills:

D7	Present themselves in a way which maximises their personal impact, demonstrating an awareness of different business cultures and environments and adaptability in meeting the challenges posed.
D8	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present and negotiate.
D9	Work autonomously and independently on projects with minimal guidance from others, taking responsibility for their own work and learning.
D10	Work with resilience under pressure, producing set outputs within a definite time-limited period

UNIVERSITY OF KENT

	with minimal access to external resources.
--	--

Learning Teaching and Assessment Strategy

The learning and teaching strategy has been designed to facilitate the acquisition by students of the knowledge and understanding, skills and attributes which learners should develop during their time on the programme.

The programme is based on a blended pedagogy that allows students to experience primarily face-to-face teaching over the programme whilst also developing the capacity to learn online, which is becoming increasingly the norm for workplace learning. Students may experience lectures live or post-delivery online. Seminars may be experienced through the physical or online classroom (in both cases synchronously, with live tutor and peer group interaction), though in modules which may exempt students from the LPC, physical attendance will be required. In all cases, students must attend a minimum of 80% of scheduled contact sessions. Both physical and online attendance will be closely monitored, with timely interventions in cases of repeated absence.

Full time students will study 60 credits per term. Part time students will study 30 credits per term. Accelerating students will study an additional 60 credits (or 30 in the case of part time students) over the third summer term. There is facility for students to switch between modes with permission by the Programme Leader, as their personal circumstances change, but this will be carefully managed in liaison with the student's Personal Tutor.

Regardless of mode or pace, all students must achieve the same overall programme outcomes and complete the same kinds of assessments. The following learning and teaching interventions have been designed to enable students to achieve the learning outcomes:

Learning intervention	Content and learning outcomes	Mode of experience
Lectures/ Technical Skills Training	<p>Lectures - these provide an introduction to each topic area, contextualising students' pre-reading and drawing out interesting points of academic interest in a practical, business context.</p> <p>As such, lectures relate mainly, though not exclusively, to the knowledge outcomes set out above.</p> <p>Technical Skills Training - these, which may take the form of webinars, lectures, and conference calls, seek to ensure that the student is fully briefed on the relevant legal area in a manner which replicates wherever possible the kind of briefing they would receive in practice.</p>	<p>These may be experienced either live face to face or post-delivery online, with questions invited via email in the latter case.</p> <p>As above, these may be experienced either live face to face or post-delivery online (where lecture methodology is used); or exclusively online (in the case of webinars); or via telephone (for conference calls).</p>
Seminars	These provide a forum for students to explore and apply theory to realistic case	As stated above, these may be experienced in the physical or online

UNIVERSITY OF KENT

	<p>studies, developing their skills and deepening their knowledge in the process.</p> <p>They are premised upon the flipped classroom approach, with students expected to have reviewed the lecture, done the reading, and prepared exercises in advance. Within these seminars students will have the opportunity to deepen their understanding and knowledge of the topic and undertake formative assessment.</p> <p>Seminars will involve a variety of activities for example: group projects; student presentations; guest presentations; analysis of practical legal problems; debates; and moots. These activities will be undertaken in both the physical and online classrooms.</p>	<p>classroom, save for those modules which may potentially count towards exemption from the LPC where physical attendance will be required.</p>
Self-directed research/Guided tasks	<p>The tutor (acting as the supervising partner) will guide the student (effectively playing the role of trainee) into any relevant areas that need to be researched. This may include reading articles, cases and practitioner texts, and preparing and drafting oral and written submissions or lines to take in negotiation.</p>	<p>This supervision will be undertaken via memoranda, e-mails and/or recorded voicemails</p>
Consolidation	<p>Following each of the appropriate learning interventions for each topic area, students will have the opportunity to consolidate their knowledge and skills development.</p>	<p>This may take the form of independent reflection and practise; online student discussion (using an appropriate forum on the OLE); and associated tutor dialogue (e.g. via email or of face to face discussion), depending upon student election and need.</p>

Standard Teaching patterns

The standard teaching term is 14 weeks long, comprising:

Preparation week	Pre-reading, introductory lectures
------------------	------------------------------------

UNIVERSITY OF KENT

Teaching weeks 1-10	Lectures, seminars, supported self-directed research / preparation and consolidation
Reading week (mid point of teaching term)	Consolidation
Assessment week(s)	Coursework preparation/revision

Pearson College London offers three terms per year typically commencing in September, January and June. Generally only accelerating students and part time students will study during the summer term, starting in June.

Assessment Strategy

A variety of modes of assessment are used on the programme. These are designed to be the most appropriate assessment vehicles for each of the modules in question in terms of their learning outcomes and also to be in harmony with the approach favoured by the Solicitors Regulation Authority (SRA) for assessment of the relevant knowledge and skills. Assessments are designed to replicate the kind of activity students would be expected to undertake in practice wherever practicable and appropriate.

The following tools are therefore employed:

- Computer based objective testing (CBT)
- Formal Written Examinations (including open book examinations)
- Group work;
- Role play and scenarios
- Coursework
- Presentations

This multi-dimensional approach has the following benefits:

- As in work, students are assessed based on their performance in the modules taken across the programme
- In the course of this assessment regime, students' oral and written communication skills will be tested along with their capacity to work in a team and individually under pressure.

For details of when coursework/examinations will typically take place, please see the relevant module specifications.

Feedback

Students will have the opportunity to receive formative feedback before the relevant summative assessment takes place, in addition to numerous opportunities for feedback from their tutors and peers in seminars.

The Online Learning Environment

UNIVERSITY OF KENT

Students are supported by a wide range of learning resources made available via the Online Learning Environment enabling them to study wherever and whenever they want, on their laptop, tablet or smartphone.

Through the Online Learning Environment students can access a variety of high quality study materials designed to support their learning. These include all essential reading including textbooks, practitioner materials, articles and multimedia content such as videos. In addition:

- Recommended reading is available in digital format which can be read online or downloaded on to student devices for offline reading.
- All lectures are recorded and available online so that students can watch them on their laptops, tablets or smartphones, pause and review subject matter that they find difficult to understand and watch them again as revision.
- Discussion forums for online discussion and debate are provided for consolidation purposes.

|

Students have access to a wide range of online library resources including a comprehensive set of full text UK and EU cases and legislation and a wide range textbooks, professional commentary materials and legal journals.

Talent Development information

Pearson College London has a Talent Development service and every student has the opportunity to book a one to one meeting to receive tailored guided support. Students are encouraged to reflect on their experiences, review possible career options and develop an action plan for next steps. One to ones enable the Talent Development team to gain a better understanding of each student's aspirations and goals. These are often recorded, so opportunities can be more targeted to students interested in specific fields.

The Talent Development team also support students through the application and selection process for internships and graduate roles, the development of their LinkedIn profiles, review and feedback on CVs. and general guidance on how to research and target employers.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit awards relating to this programme of study, see the module mapping table, located at the end of this specification.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme may be studied over three years full-time or six years part-time. Accelerated options in both modes facilitate completion in two and four years respectively (achieved by studying over the summer months traditionally used as vacation time).

The programme is divided into three stages, each stage comprising modules to a total of 120 credits.

UNIVERSITY OF KENT

Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'notional learning hours' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1200 learning hours overall. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>.

To be eligible for the award of an LLB honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Legal Practice. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Legal Practice.

A non-honours degree can also be awarded. To be eligible for the award of an LLB Non-honours degree students must obtain 300 credits, at least 150 credits of which must be at level 5 or above, including at least 60 credits at level 6 or above at Stage 3.

Compulsory and Optional Modules

Almost all the modules on the programme are compulsory and must be taken by all students. This is to ensure that the student covers all the modules required by the Joint Statement of the BSB/SRA for the academic stage of training together with the modules in either accounting or business management which enable them to follow a coherent pathway in those subjects and which complement their law studies. Given the number of compulsory credits devoted to legal subjects (and in particular to the Foundation subjects identified by the SRA and BSB) students who successfully complete the first three stages will obtain a Qualifying Law Degree, regardless of their optional module choices.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

With the exception of the modules listed below" (i.e. those modules listed as part of the Foundations of Legal Knowledge), where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

The following modules (part of the Foundations of Legal Knowledge) may not be compensated or condoned:

- English Legal System 1
- English Legal System II
- Law of Contract
- Law of Tort
- Criminal Law
- Criminal Litigation

UNIVERSITY OF KENT

- Constitutional and Administrative Law
- Law of the European Union
- Land Law
- Law of Equity and Trusts
- Research Project

The following additional modules (part of specific pathways) may not be compensated or condoned:

Law with Accounting:

- Financial Assurance and Risk Management
- Strategic Consultancy

Law with Business:

- Strategic Innovation Management
- Sustainability

A distinctive feature of the programme is that students may demonstrate that they have achieved the learning outcomes for any of the above modules by passing the relevant assessment/s and having undertaken an approved period of relevant work experience e.g. work experience as a paralegal or relevant internship experience that fulfils the learning outcomes for the module. This is in keeping with the philosophy behind the SRA's ongoing Training for Tomorrow consultation.

Acceleration

Pearson College undergraduate degree programmes are available to be studied on an accelerated basis, giving students an opportunity to complete their degree in two years rather than the traditional three. Students who accelerate study during the summer term, thus completing three terms per academic year, rather than two. Accelerated degrees are an important aspect of Pearson College's distinctive and flexible approach to higher education provision.

Students do not apply for accelerated programmes from the outset. Instead, they start on the three-year programme and apply to accelerate during the second term of their first year. Accelerated programmes are academically demanding and require high levels of commitment as well as good time management skills. They are not suitable for all students and students do not have an automatic right to accelerate.

Criteria for acceleration

Students are permitted to accelerate on the basis of satisfactory performance on the programme, based on their attendance record, results in Level 4 assessments and feedback from their personal tutor. The specific criteria are set out below.

- 80% attendance at scheduled classes (authorised absences count as attendance)
- All assessments passed at first attempt with 2:1 grades or above.
- Supporting reference from the personal tutor focusing on participation in class.

UNIVERSITY OF KENT

Process for acceleration

Decisions about acceleration are made by the Progression and Retention Committee.

Applications for acceleration should be sent to the Registry by the end of Week 8 of the Spring Term.

The Progression and Retention Committee considers the following evidence for each applicant for acceleration:

- Attendance record
- Assessment results for Level 4. If necessary, the marking of work submitted at the end of the Spring term is to be expedited.
- Personal tutor reference

Part-time Students

Students may apply to study part-time. Part-time students may also apply for acceleration. Part-time accelerating students will study modules up to 90 credits each year for four years by studying 30 credits per term, 3 terms per year. Students can opt to undertake fewer modules per year in order to fit around their other (e.g. work or family) commitments. Part-time (non-accelerating) students will study 60 credits per year over six years by studying 30 credits per term, 2 terms per year.

The programme is delivered as either part-time day or part-time evening. Delivery is, therefore, either [one day per week or two evenings per week during term time. Both routes will utilise selected weekends. The evenings will typically be between 6pm until 9pm and the specific days/evenings of the week will remain the same throughout the degree. Lectures, seminars and clinics will be timetabled to only occur at these times/days.

Compensation and Condonement

The following modules may not be compensated or condoned:

- Principles of Corporate Reporting 15 credits, level 4 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 40).
- Advanced Financial Management; 15 credits, level 6 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 40).

	Code	Title	Level	Credits	Term(s) (indicative)
	Stage 1				
	Compulsory Modules Both Pathways				
LW4001	PRSN4202	English Legal System I	4	15	1
LW4002	PRSN4203	English Legal System II	4	15	1
LW4003	PRSN4204	Law of Contract	4	15	1
LW4004	PRSN4205	Law of Tort	4	15	1

UNIVERSITY OF KENT

LP4001	PRSN4200	Civil Litigation	4	15	2
LP4002	PRSN4201	Personal Injury and Clinical Negligence	4	15	2
Law with Accounting Specific Compulsory Modules					
AF4001	PRSN4109	Principles of Management Reporting & Decision Making	4	15	2
AF4004	PRSN4108	Principles of Corporate Reporting	4	15	2
Law with Business Option Modules					
Students must select 30 credits from the following:					
BM4004	PRSN4103	International Business Regions I	4	15	2
AF4003	PRSN4104	Introduction to Business Economics	4	15	2
BM4005	PRSN4102	Industry Studies 1	4	15	2
Stage 2					
Compulsory Modules Both Pathways					
LW5003	PRSN5205	Criminal Law	5	15	1
LW5002	PRSN5204	Constitutional and Administrative Law	5	15	1 or 2
LW5004	PRSN5207	Law of the European Union	5	15	1 or 2
LW5001	PRSN5206	Employment Law	5	15	1 or 2
LP5001	PRSN5200	Criminal Litigation	5	15	2
LW5005	PRSN5102	Company Law	5	15	1 or 2
Law with Accounting Specific Compulsory Modules					
AF5002	PRSN5111	Financial Assurance and Risk Management	5	15	1 or 2
BM5012	PRSN5118	Managing Organisational Performance	5	15	1 or 2
Law with Business Specific Compulsory Modules					
BM5002	PRSN5120	People Management and Leadership	5	15	1 or 2
BM5001	PRSN5119	Operations and Project Management	5	15	1 or 2
Stage 3 Both Pathways					
Compulsory Modules Both Pathways					
LW6001	PRSN6200	Land Law	6	15	1 or 2
LW6002	PRSN6205	Law of Equity and Trusts	6	15	1 or 2
IL6003	PRSN6206	Research Project	6	30	2
Law with Accounting Specific Compulsory Modules					

UNIVERSITY OF KENT

AF6001	PRSN6101	Advanced Financial Management	6	15	1 or 2
BM6009	PRSN6113	Strategic Consultancy	6	30	1 or 2
AP7001	PRSN7202	Accounting for Solicitors	7	15	1 or 2
Law with Business Specific Compulsory Modules					
BM6001	PRSN6115	Strategic Management	6	15	1 or 2
BM6002	PRSN6114	Strategic Innovation Management	6	15	1 or 2
BM6010	PRSN6116	Sustainability	6	15	1 or 2
LP6001	PRSN6203	Client Management (incorporating interviewing and advising)	6	15	1 or 2

18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of Pearson College London will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

19 Support for Students and their Learning

- Pearson College London induction programme
- Online lectures for consolidation
- Access to industry professionals
- Programme handbook
- Learning resources & support - <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/learning-support.html>
- Student Support & Wellbeing <https://www.pearsoncollegelondon.ac.uk/study/postgraduate/student-support.html>
- PCL Student Association <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/pcsa.html>
- Careers and Employability <https://www.pearsoncollegelondon.ac.uk/working-with-business/career-coaching.html>

Academic and pastoral support

- At programme commencement, students will be allocated a Personal Tutor who effectively acts as their academic mentor.

UNIVERSITY OF KENT

- Personal Tutors provide ongoing advice on academic and pastoral matters (in partnership with academic tutors in other modules). They act as students' first port of call for support during their studies
- Students have initial one-to-one meetings with their Personal Tutor in the first few weeks of their studies as part of a settling in process, in which any early issues of an academic or pastoral nature may be addressed.
- Students' academic progress is formally reviewed in Term 2 by the Personal Tutor and Programme Leader
- If a student experiences issues or problems which their Personal Tutor the student may contact the Head of Student Services

Learning support

Students with specific learning support needs are directed to Student Services to obtain advice and guidance on how to progress through their studies. This includes addressing any special needs requirements through appropriate Learning Contracts. Further information is available in the Student Handbook.

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

For fuller information, please refer to the College website

Pearson College London aims to recruit students with a variety of backgrounds and perspectives, each of whom have the ability to succeed on the programme, to make an active contribution to the student cohort and to the wider society on programme completion. The entry routes are designed to assess an applicant's potential and motivation rather than solely their prior qualifications.

To achieve this aim there is a twin track admissions process:

Either UCAS tariff points and interview or Assessment Day and interview.

Tariff Points Route

The typical minimum entry requirements for this route are:

For 2017/18 entry onwards: 120UCAS tariff points from three level 3 qualifications, such as A Level, BTEC, IB Diploma etc. and interview.

Assessment Day Route

This route aims to widen participation responsibly beyond the traditional constituency which historically participates in higher education, enabling the College to admit students with the potential to achieve the learning outcomes set for their chosen degree programmes and successfully graduate from the College, regardless of their prior record of academic achievement.

The vehicle for assessing whether such students do have this potential is the Assessment day. The Assessment Day comprises a series of tests and an interview, designed to assess the following:

- Numerical, verbal and non-verbal reasoning

UNIVERSITY OF KENT

- Critical thinking skills
- Written communication skills
- Oral communication skills
- Motivation to study the chosen subject
- Motivation and suitability for study in the unique environment of Pearson College London

Currently, we use the following tests for these purposes alongside the interview:

- A piece of written work set on the day
- The Core Abilities Test <https://login.talentlens.co.uk/v2/RPRHMBKHHU>
- The Watson Glaser critical thinking test <https://login.talentlens.co.uk/v2/YYJZAZMUAT>

Interview

The College interviews applicants to assess their potential to succeed on the programme, taking into account their attitude and motivation, as well as their academic potential and experience. The interview is also important to ensure that students understand as much as possible about studying at Pearson College London before deciding whether to accept any offer of a place.

All applicants are interviewed regardless of their qualifications and experience (and regardless of whether they are being assessed under the tariff point route or the assessment day route).

Non-Native English Speakers

Non-native English speakers must demonstrate their proficiency with appropriate qualifications or evidence of having been taught English previously. Typical English Language Level: Average 6.5 IELTS, minimum 6.0 reading and writing or Pearson Test of English 61 overall, with reading and writing 54 and no other sub score lower than 51.

Diversity

Pearson College welcomes applications from people of all backgrounds and abilities. Those with a disability are encouraged to discuss the nature of their disability with the College during the application process. The College has a process to assess additional learning needs, providing support and where appropriate 'reasonable adjustments' in assessment.

APECL

Students may be admitted at Stage 2 or Stage 3 of the programme, or may gain exemptions from particular modules, based on APECL. Such cases are subject to prior approval by the University of Kent according to its APECL process see:

<http://www.kent.ac.uk/teaching/qa/codes/taught/annexr.html>.

20.2 What does this programme have to offer?

- A comprehensive legal education, encompassing both the academic and professional aspects of English law and the English legal system
- A qualifying law degree and exemption from the professional stage of training (subject to SRA approval).
- A Diploma in Legal Practice from the National Association of Licensed Paralegals (subject to NALP approval)

UNIVERSITY OF KENT

- A guaranteed legal internship opportunity
- Teaching by experienced legal practitioners as well as seasoned academics
- An introduction to the world of commerce which will provide an overarching business context to legal study

20.3 Personal Profile

- A desire to work as a legal practitioner
- An interest in the world of business and commerce as well as law
- A practical interest in the law alongside academic curiosity
- The potential to develop the skills and knowledge detailed in the above learning outcomes

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- Periodic Programme Review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
- Student module evaluations
- Annual staff appraisal
- Peer observation
- External accreditation

21.2 Committees with responsibility for monitoring and evaluating quality and standards

Committees at the University of Kent include:

- Board of Examiners
- Education Board
- School Education Committee
- Faculty Education Committee
- Faculty Board

Committees at Pearson College London include

- Staff-Student Liaison Committee
- Admissions, Progression, Retention and Attainment Committee
- Review and Enhancement Committee
- Academic Board
- School Board

UNIVERSITY OF KENT

- Executive Group
- Governing Body

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Staff-Student Liaison Committee
- Student representation system
- Annual NSS (from 2017 onwards) and PCL internal annual student surveys

21.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme
- Study Leave
- Opportunities to return to practice and engage with industry.PGCHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences

22 Indicators of Quality and Standards

- PCL QAA Higher Education Review Plus report May 2014
(<http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Pearson%20College/Pearson-College-HER-Plus-14.pdf>)
- QAA Educational Oversight Report May 2015
(<http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Pearson%20College/Pearson%20College-EO-AM-15.pdf>)

Future indicators after the commencement of the programmes will include:

- Annual External Examiner reports
- Annual programme and module monitoring reports (UoK and PCL)
- Result of PCL periodic review
- Result of University of Kent Periodic Review
- Professional Accreditation
- Graduate Destinations

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- [QAA Benchmarking statement for Law 2015](#)
- [Joint Statement on Academic Stage of Training by Law Society and General Council of the Bar](#)

UNIVERSITY OF KENT

- [Solicitors Regulation Authority Legal Practice Course Learning Outcomes, Version 2, September 2011.](#)
- [Solicitors Regulation Authority consultation paper "Training for Tomorrow: Assessing Competence" Dec 2015](#)
- [SRA Statement of Solicitor Competence, March 2015](#)
- PCL Plan/Learning and Teaching Strategy
- Staff research activities

23 Inclusive Programme Design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the *programme* is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

UNIVERSITY OF KENT

UNIVERSITY OF KENT

	Stage 1								Stage 2							Stage 3									
	English Legal system I	English Legal system II	Law of Contract	Law of Tort	Civil Litigation	Personal Injury & Clinical Negligence			Criminal Law	Constitutional & Administrative Law	Law of the European Union	Employment Law	Criminal Litigation	Company Law			Land Law	Law of Equity and Trusts	Research Project						
Programme Learning outcomes																									
Knowledge and Understanding:																									
A1	X	X								X															
A2			X	X					X	X	X						X	X							
A3	X	X	X	X					X	X	X	X	X	X			X	X	X						
A4					X	X						X		X					X						
Intellectual Skills:																									
B1	X	X	X	X	X	X			X	X	X	X	X	X			X	X	X						
B2		X				X													X						
B3					X	X							X						X						
B4		X	X	X	X	X			X	X	X	X	X	X			X	X	X						
B5	X	X	X	X	X	X			X	X	X	X	X	X			X	X	X						
B6	X	X	X	X	X	X			X	X	X	X	X	X			X	X	X						
Subject-specific Skills:																									
C1		X	X	X					X	X	X	X		X			X	X	X						

UNIVERSITY OF KENT

C2			X	X	X	X			X	X	X	X	X	X			X	X	X					
C3		X	X	X					X	X	X	X		X			X	X	X					
C4	X											X		X										
C5					X	X						X	X											
C6					X	X							X											
C7	X	X	X	X	X	X			X	X	X	X	X	X			X	X	X					
Transferable Skills:																								
D1	X	X	X	X	X	X			X	X	X	X	X	X			X	X	X					
D2	X	X	X	X	X	X			X	X	X	X	X	X			X	X	X					
D3		X	X	X	X	X			X	X	X	X	X	X			X	X	X					
D4						X												X						
D5					X	X							X						X					
D6	X																							

UNIVERSITY OF KENT

Programme Title: LLB Law with Accounting: additional learning outcomes

	Stage 1						Stage 2						Stage 3						
	Principles of Management Reporting and Decision Making	Principles of Corporate Reporting					Financial Assurance and Risk Management	Managing Organisational Performance					Advanced Financial Management	Strategic Consultancy	Accounting for Solicitors				
Programme Learning outcomes																			
Knowledge and Understanding:																			
A5	X	X					X	X					X						
A6	X	X					X	X					X	X					
A7													X						
Intellectual Skills:																			
None specified																			
Subject-specific Skills:																			
C8													X						
C9	X							X											
C10		X																	
C11							X												
Transferable Skills:																			
D7	X						X	X					X						
D8	X	X					X	X					X	X	X				
D9													X	X					
D10	X	X						X					X		X				
D11														X					
D12	X	X					X	X					X	X	X				
D13													X	X					

UNIVERSITY OF KENT

Programme Title: LLB Law with Business: additional learning outcomes

	Stage 1						Stage 2						Stage 3						
	International Business Regions	Introduction to Business Economics	Industry Studies 1				People Management and Leadership	Operations and project Management					Strategic Management	Strategic Innovation Management	Sustainability	Client Management			
Programme Learning outcomes																			
Knowledge and Understanding:																			
A5	X	X	X				X	X					X	X	X	X			
A6								X					X	X					
A7	X	X	X				X	X					X	X	X	X			
A8													X	X	X				
Intellectual Skills:																			
B7							X	X					X	X	X				
B8	X															X			
Subject-specific Skills:																			
C4													X	X					
C5													X	X	X				
C6													X		X	X			
C7														X					
C8		X											X			X			
Transferable Skills:																			
D7															X				
D8													X		X	X			
D9	X		X				X						X						
D10		X					X												

UNIVERSITY OF KENT

UNIVERSITY OF KENT