

## 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.

### Degree and Programme Title: MLaw (Integrated Masters) Professional Legal Practice

1. <b>Awarding Institution/Body</b>	University of Kent
2. <b>Teaching Institution</b>	Pearson College London
3. <b>School responsible for management of the programme</b>	Kent Law School
4. <b>Teaching Site</b>	190 High Holborn
5. <b>Mode of Delivery</b>	Full-time Part-time Accelerated Learning
6. <b>Programme accredited by</b>	Solicitors Regulation Authority
7. a) <b>Final Award</b>	<b>MLaw (Integrated Masters) Professional Legal Practice</b> <b>LLB (Hons)</b>
7. b) <b>Alternative Exit Award</b>	Certificate of Higher Education Diploma of Higher Education LLB Honours degree (for MLaw registered students) Non-honours degree
8. <b>Programme</b>	Law
9. <b>UCAS Code (or other code)</b>	LLB – M000 MLaw – M203
10. <b>Credits/ECTS value</b>	480 (240 ECTS)
11. <b>Study Level</b>	Final 120 credits (60 ECTS) at Masters level First 360 credits (180 ECTS) at undergraduate level
12. <b>Relevant QAA subject benchmarking group(s)</b>	Law 2015 <a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-law.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-law.pdf</a> <i>This Subject Benchmark Statement is for undergraduate degrees only, and has been used</i>

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	<i>here for guidance purposes with adjustments appropriate to postgraduate level study where appropriate.</i>
<b>13. Date of creation/revision</b>	January 2015/April 2016/June 2018/
<b>14. Intended Start Date of Delivery of this Programme</b>	From September 2018

### 15. Educational Aims of the Programme

The programme aims to:

This programme aims to offer a practically-orientated holistic legal education, blending academic discovery with practical application of knowledge and skills. It is aimed at aspiring legal and business professionals who grasp the centrality of law to society - whether in a commercial or a social context. With its concurrent development of knowledge and applied skills, it seeks to offer a different approach to the traditional undergraduate legal education, as well as, through the integrated Masters, a cheaper route to qualification than the standard LLB/professional course route. In particular it aims:

- To provide a general grounding in legal knowledge and skills which will equip students for careers in the law, whether as a solicitor, barrister, paralegal or in-house legal adviser.
- To provide a comprehensive legal education for those students completing the integrated Masters programme, satisfying the existing requirements for the academic and professional stages of legal education and training for solicitors (including those for a Qualifying Law Degree), as set out in the SRA's and BSB's Joint Statement on the academic stage of training<sup>1</sup> and the Learning Outcomes for the LPC.<sup>2</sup>
- To provide an outcomes-focused legal education which aligns with the philosophy behind the recent Solicitors Regulation Authority ("SRA") consultation paper on assessing competence<sup>3</sup> and which seeks to prepare students for the knowledge and skills elements of the nascent Solicitors Qualifying Examination.
- To prepare students' for the demands of practice as a solicitor, with specific regard to the SRA's competence statement for solicitors (composed of three elements: a statement of solicitor competence ("SSC"), the threshold standard ("TS") and a statement of legal knowledge ("SLK"), whilst acknowledging the part played by workplace experience in the development of these competencies.<sup>4</sup>
- 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 widen access to the legal profession by both reducing the cost of qualifying as a solicitor and by increasing the options available to students upon completion of the programme, e.g. by ensuring students are able to undertake paralegal work.
- 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.

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

<sup>2</sup> Available at: <http://www.sra.org.uk/students/lpc.page>

<sup>3</sup> Available at: <http://www.sra.org.uk/sra/consultations/t4t-assessing-competence.page#download>

<sup>4</sup> Available at: <https://www.sra.org.uk/solicitors/competence-statement.page>

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- 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.

### 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 Framework for Higher Education; 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); the SRA's consultation paper on assessing competence ("SRA AC") (see note 3 above; and the requirements of the National Association of Licensed Paralegal's Joint Diploma Scheme.

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"<sup>5</sup> 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) programme students will have:

A	Knowledge and understanding:
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; SRA SC SLK, 12; SRA AC 41, pg 18).
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; SRA SC SLK; SRA AC 41, pg 18) 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; SRA SC SLK, 1 (1a); SRA AC 41, pg 18).

<sup>5</sup> <https://www.sra.org.uk/solicitors/competence-statement/threshold-standard.page>

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A4	Detailed knowledge and an ability to interrelate a range of additional areas of law and commerce, depending upon student choice of elective modules. (SRA SC SLK, 1, 1d-g) with a systematic knowledge and understanding of current problems in some of these areas.
<p><b>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated:</b></p> <p>The principal methods are lectures, seminars, directed reading and independent research, assessed via coursework, computer based objective testing and formal examinations (inc open book).</p>	
<b>B</b>	<b>Intellectual Skills</b>
B1	Apply their knowledge effectively and efficiently, across an array of areas, in the analysis of complex factual situations (SBS 4.7; JSAC Sch 1, B(i); LPC LO1, pg 4, SRA SSC, A4 & A 5; SRA AC 42, pg 18). 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 Sch 1, A(iv), B (iii), B (iv); LPC LO1, pg 4; SRA SSC, B2; SRA AC 38, pg 17).
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); SRA SSC, A5)
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><b>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated:</b></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>	
<b>C.</b>	<b>Subject-specific Skills</b>
C1	Demonstrate a clear ability to identify 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); LPC LO1, pg 4; SRA SSC A4 & B2; SRA AC 38, pg 17).

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C2	Detailed application of legal knowledge (with relevant sources), together with corresponding legal practice, to a problem scenario with a view to presenting reasoned and focused solution/s (SBS 4.8; JSAC Sch 1, A(iv); LPC LO1, pg 4; SRA SSC A4, A5, B2).
C3	Critically evaluate and analyse 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).
C4	Undertake effective spoken and written advocacy compliant with good practice, Codes of Conduct and professional etiquette (LPC LO3, pg 4; SRA SSC, B5).
C5	Negotiate solutions to clients' issues in realistic legal problem scenarios (LPC LO3, pg 4; SRA SSC, B6).
C6	Establish and maintain effective and professional relations with clients (SRA SSC, C2).
C7	Utilise accepted methods of referencing and citation for legal work, and employ legal terminology correctly.
<p><b>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</b></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>	
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); SRA SSC, C1).
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 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); SRA SSC, D2).
D6	Work effectively in teams, establishing and maintaining effective and professional relations with

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other people (SBS 4.20; SRA SSC, C3).

### 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).

### By the end of the MLaw programme students will have:

A	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; SRA SC SLK, 12; SRA AC 41, pg 18).
A2	A comprehensive knowledge and understanding, of the principal elements within English law, some of which are at the forefront of the discipline 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; SRA SC SLK; SRA AC 41, pg 18) with a critical awareness of current problems in some of these areas.
A3	An analytical and pervasive understanding of the relevant social, economic, political, historical, philosophical, ethical, cultural and environmental contexts in which law operates (SBS 4.4; SRA SC SLK, 1 (1a; SRA AC 41, pg 18).
A4	A systematic and coherent knowledge and understanding of professional conduct and regulation, including a critical awareness of current problems in this area – in particular the key ethical requirements contained in the SRA Principles of Regulation and Code of Conduct and where these may impact (LPC LO4, LO5, pg 4; SRA SC SLK, 1 (1b, 1c, 1d-g; SRA AC 41, pg 18).
A5	A detailed, systematic and coherent knowledge and understanding of the core practice areas of Business Law and Practice, Property Law and Practice, Litigation and the areas of Wills and Administration of Estates and Taxation, some of which is at the forefront of the discipline (LPC LO5, pg 4; SRA SC SLK, 2-5 , 8 & 13; SRA AC 41, pg 18).
A6	A lucid understanding of (and an ability to interrelate) a range of additional areas of law and commerce, depending upon student choice of elective modules. (Note that student choice will be guided by reference to mandatory requirements in the sources referred to in this table as well as the requirements of the NALP Diploma. For example, students wishing to obtain the latter would need to complete an elective module in Matrimonial and Civil Partnership Disputes) (SRA SC SLK, 1, 1d-g).

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### 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 essays, computer based testing and formal examinations (including open book).

<b>B</b>	<b>Intellectual Skills</b>
B1	Apply knowledge effectively and with a degree of originality in the analysis of complex factual situations (SBS 4.7; JSAC Sch 1, B(i); LPC LO1, pg 4; SRA SSC A4 & A5; SRA AC 42, pg 18). Demonstrating 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 searches using appropriate methodology and relevant source material demonstrating a comprehensive understanding of the techniques applicable to their research (SBS 4.9; JSAC Sch1, A(iv), B(iii) & (iv); LPC LO1, pg 4; SRA SSC, B2; SRA AC 38, pg 17).
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 personal and reasoned judgment on the relevant issue (SBS 4.10-4.12; JSAC Sch 1, B(v); SRA SSC, A5).
B4	Recognise potential alternative outcomes and solutions for particular situations and problems, providing supporting reasons for them (JSAC Sch1, B(ii)).
B5	Demonstrate self-direction and originality in tackling and solving problems in novel areas of law and commerce, acting autonomously in planning and implementing tasks at a professional level and challenging information provided by others, received opinions and customary ways of doing things (SBS 4.13; SRA SSC, D1).
B6	Reflect on learning, critically evaluating its extent and identifying their current and future learning needs, whilst taking responsibility for their own personal learning and development (SBS 4.15; LPC LO7, pg 5; SRA SSC, A2).
B7	Recognising and working within the limits of their competence and the supervision which they need (SRA SSC, A3).

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

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).

<b>C.</b>	<b>Subject-specific Skills</b>
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C1	Having identified complex legal issues raised in a realistic legal problem scenario, independently researching and analysing relevant case and statute law, using both paper and electronic sources as appropriate (JSAC Sch1, A(iv), B(iv); SBS 4.9; LPC LO1, pg 4; SRA SSC, A4, B2; SRA AC 38, pg 17).
C2	Detailed application of legal knowledge (with relevant sources), together with corresponding legal practice, to a problem scenario with a view to presenting reasoned and focused solution/s (SBS 4.8; JSAC Sch 1, A(iv); LPC LO1, pg 4; SRA SSC A4, A5, B2).
C3	Critically evaluate and analyse 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).
C4	Identify the client's objectives and different means of achieving those objectives and be aware of: a) the financial, commercial and personal priorities and constraints to be taken into account; and b) the costs, benefits and risks involved in transactions or courses of action when proposing strategies, solutions and options (LPC LO2, pg 4; SRA SSC, B3).
C5	Perform the tasks required to advance transactions or matters (LPC LO3, pg 4; SRA SSC, B7).
C6	Act honestly, professionally and with integrity, in accordance with legal and regulatory requirements and the SRA Handbook and Code of Conduct (LPC LO5, pg 4; SRA SSC, A1).
C7	Obtain relevant facts in a legal problem scenario through, <i>inter alia</i> , the effective use of questioning and active listening; documentary analysis; and shrewd interpretation and evaluation of data (LPC LO3, pg 4; SRA SSC, B1).
C8	Draft documents which are legally effective and accurately reflect the client's instructions (LPC LO3, pg 4; SRA SSC, B4).
C9	Undertake effective spoken and written advocacy (LPC LO3, pg 4; SRA SSC, B5).
C10	Negotiate solutions to clients' issues in realistic legal problem scenarios (LPC LO3, pg 4; SRA SSC, B6).
C11	Demonstrate an adequate understanding of the commercial, organisational and financial context in which they work and their role in it (SRA SSC, D3).
C12	Demonstrate an understanding of the contractual basis on which legal services are provided, including where appropriate how to calculate and manage costs and bill clients (SRA SSC, D3).
C13	Apply the rules of professional conduct to accounting and financial matters (SRA SSC, D3).



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C14	Establish and maintain effective and professional relations with clients (SRA SSC, C2).
C15	Utilise accepted methods of referencing and citation for legal work, and employ legal terminology correctly.
<p><b>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</b></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>	
<b>D</b>	<b>Transferable skills</b>
D1	Use appropriate English – with particular reference to legal terminology – with accuracy, lucidity and focus, whether communicating orally or in writing (SBS 4.16; JSAC Sch 2, B(vi)) SRA SSC C1
D2	Communicate complex 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	Extract, explain and summarise key information from highly complex materials and utilising a multifarious array of sources. (SBS 4.17).
D4	Evaluate reasonably complex mathematical data skilfully in the analysis of a particular factual matrix, with a view to deriving appropriate conclusions and devising solutions to problems where relevant (SBS 4.18).
D5	Make appropriate use of information technology for the purposes of 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 JSAC Sch 1,B(vii) & (viii): SRA SSc, D2).
D6	Manage available resources and use them effectively and efficiently (SRA SSC, D3).
D7	Work effectively in teams, establishing and maintaining effective and professional relations with other people (SBS 4.20; SRA SSC, C3).
<p><b>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</b></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>	

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## 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.

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 studies, developing their skills and deepening their knowledge in the process.	As stated above, these may be experienced in the physical or online classroom, save for those modules which may potentially count towards exemption from the LPC where physical attendance

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	<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.</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>	will be required.
Self-directed research/Guided tasks	In the professional modules, 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.	This supervision will be undertaken via memoranda, e-mails and/or recorded voicemails
Consolidation	Following each of the appropriate learning interventions for each topic area, students will have the opportunity to consolidate their knowledge and skills development.	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.

### Annual Residential

#### Standard Teaching patterns

The standard teaching term is 14 weeks long, comprising:

Preparation week	Pre-reading, introductory lectures
Teaching week 1-10	Lectures, seminars, supported self-directed research / preparation and consolidation
Reading week (mid point of teaching term)	Consolidation

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Assessment week(s)	Coursework preparation/revision
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There are three standard teaching terms per academic year, running from the end of September to the early January (Autumn term), from the middle of January to the middle of April (Spring term) and from June to end August (Summer term). In addition there is a short assessment and consolidation term in May, which includes examinations (preceded by a supported revision programme).

Full time students attend for the Autumn and Spring terms, completing the programme in four academic years (three years for the LLB).

Students may accelerate and complete the programme in two years by studying three terms a year (Autumn, Spring and Summer).

Part-time students normally attend for the Autumn, Spring and Summer terms, completing the programme in just over five years (four years for the LLB) by studying 30 credits per term (90 credits are year), or they can study two terms a year and complete the programme in eight years (six years for the LLB).

### 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 for assessment of the relevant knowledge and skills. Many of the assessments are designed to replicate the kind of activity students would be expected to undertake in practice.

The following tools are therefore employed:

- 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

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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

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. The Talent Development team can use their records of these meetings to target opportunities 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 their 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

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

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

Stage	Credits	Level
1	120	4 (Certificate)
2	120	5 (Intermediate)
3	120	6 (Honours)
4	120	7 (Masters)

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.

To be eligible for the award of an integrated masters degree students must obtain 480 credits, at least 330 credits at level 5 or above including at least 120 credits at level 7.

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. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a LLB non-honours degree.

### Compulsory and Optional Modules

Compulsory modules are core to the programme and must be taken by all students. Optional modules in law or business provide a choice of subject areas, from which students will select a number of modules in order to accumulate the required number of credits. Where modules are compulsory this is because either they are required by the Joint Statement of the BSB/SRA for the academic stage of training; or because they form part of the professional requirements of the Solicitors Regulation Authority – either as part of the current LPC or the Solicitors' Competence Framework (which latter will form the basis of the new SQE). 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 elective choices.

At stages 1-3, students complete the academic law modules in term 1, followed by compulsory professional and other optional modules in term 2. The annual residential, which takes place after the end of term 2, completes the standard academic year. Accelerating students then undertake a third term over the summer.

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Students at stage 4 complete three of the compulsory professional modules in term 1, before ending with their final optional choices and dissertation in term 2.

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 that module. This is in keeping with the philosophy behind the SRA's ongoing Training for Tomorrow consultation.

No compensation or condonement is permitted on this programme.

### Acceleration

Pearson College undergraduate degree programmes are available to be studied on an accelerated basis, giving students an opportunity to complete their undergraduate degree in two years rather than the traditional three, or their MLaw in three years rather than four. 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.

### 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 be expedited.
- Personal tutor reference

	Code	Title	Level	Credits	Term(s) (indicative )
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<b>Stage 1</b>					
<b>Compulsory Modules</b>					
LW4001	PRSN4202	English Legal System I	4(C)	15	1
LW4002	PRSN4203	English Legal System II	4(C)	15	1
LW4003	PRSN4204	Law of Contract	4(C)	15	1
LW4004	PRSN4205	Law of Tort	4(C)	15	1
LP4001	PRSN4200	Civil Litigation	4(C)	15	2
LP4002	PRSN4201	Personal injury and clinical negligence	4(C)	15	2
<b>Optional Modules</b> Students must select 30 credits from the following:					
BM4004	PRSN4103	International Business Regions I	4(C)	15	2
AF4003	PRSN4104	Introduction to Business Economics	4(C)	15	2
BM4005	PRSN4102	Industry Studies 1	4(C)	15	2
IL4001	PRSN4112	Self-managed Learning	4(C)	15	2
<b>Stage 2</b>					
<b>Compulsory Modules</b>					
LW5003	PRSN5205	Criminal Law	5(I)	15	1
LW5002	PRSN5204	Constitutional and Administrative Law	5(I)	15	1
LW5004	PRSN5207	Law of the European Union	5(I)	15	1
LW5001	PRSN5206	Employment Law	5(I)	15	1
LP5001	PRSN5200	Criminal Litigation	5(I)	15	2
LP5002	PRSN5201	Advocacy and Negotiation	5(I)	15	2
<b>Optional Modules</b> Students must select 30 credits from the following:					
BM5001	PRSN5119	Operations and Project Management	5(I)	15	2
BM5002	PRSN5120	People Management and Leadership	5(I)	15	2
LW5009	PRSN5202	Family Law	5(I)	15	2
IL5001	PRSN5122	Self-managed learning	5(I)	15	2
LW5010	PRSN5203	Intellectual Property	5 (I)	15	2
<b>Stage 3</b>					
<b>Compulsory Modules</b>					
LW6001	PRSN6200	Land Law	6(H)	15	1
LW6002	PRSN6205	Law of Equity and Trusts	6(H)	15	1
IL6003	PRSN6206	Research Project	6(H)	30	1
LP6003	PRSN6201	Property Law and Practice	6(H)	20	2



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LP6004	PRSN6202	Wills and Administration of Estates	6(H)	15	2
LP6001	PRSN6203	Client Management (incorporating interviewing and advising)	6(H)	15	2
LP6002	PRSN6204	Professional Conduct and Regulation	6(H)	10	2
<b>Stage 4</b>					
<b>Compulsory Modules</b>					
IL7003	PRSN7206	Dissertation	7(M)	30	2
LP7001	PRSN7200	Business Law and Practice	7(M)	30	1
LP7002	PRSN7201	Practical Legal Research, Writing and Drafting (PLRWD)	7(M)	15	1
AP7001	PRSN7202	Accounting for Solicitors	7(M)	15	1
<b>Optional Modules</b> Students must select 30 credits from the following:					
AP7003	PRSN7203	Listed Company Finance and Governance	7(M)	15	2
LP7003	PRSN7204	Private Company Acquisitions	7(M)	15	2
AP7002	PRSN7205	Debt Finance	7(M)	15	2
IL7001	PRSN7207	Self-managed learning	7(M)	15	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 talent development <https://www.pearsoncollegelondon.ac.uk/working-with-business/career-coaching.html>

#### Academic and pastoral support

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- At programme commencement, students are allocated a Personal Tutor who acts as their academic mentor.
- 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 at the relevant level.
- 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 at least once per academic year by the Personal Tutor at the Annual Appraisal Meeting.
- 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

Pearson College London aims to recruit students with a variety of backgrounds and perspectives, each of whom has 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 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
- Critical thinking skills

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- 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 in 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:

<https://www.kent.ac.uk/teaching/documents/quality-assurance/codes/taught/pdf/copt-annexr-appendix-a.pdf>

### 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, within a commercial and practical context
- A qualifying law degree and exemption from the professional stage of training (subject to SRA approval).
- Teaching by experienced legal practitioners as well as seasoned academics

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- An introduction to the world of commerce which will provide an overarching business context to legal study
- An appreciation of the social, ethical and political implications arising from the administration of justice within the UK system

### 20.3 Personal Profile

- An interest in working as a legal practitioner - for example, as a solicitor, barrister, paralegal or in-house adviser
- An interest in the world of business and commerce as well as law
- An interest in studying the law from a practical, academic and social justice perspective
- 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 (or equivalent) <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
- School Education Committee
- Faculty Education Committee
- Faculty Board

Education Board

Committees at Pearson College London include

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

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- School Board
- Governing Body
- Executive Team

### 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
- PGCHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Opportunities to return to practice and engage with industry

## 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:

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- Framework for Higher Education Qualifications
- 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
- 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
- National Association of Licensed Paralegals Joint Diploma Scheme
- University of Kent Academic Regulations
- PCL Learning and Teaching Strategy
- PCL Mission Statement
- Staff research activities

### 23 Inclusive Programme Design

The School/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.



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	Stage 1						Stage 2						Stage 3						Stage 4												
	ELS I e	ELS II	Contract Law	Law of Tort	Civil Litigation	Personal Injury and Clinical Negligence	Criminal Law	Constitutional and Administrative Law	EU Law	Employment Law	Criminal Litigation	Advocacy and Negotiations	Land Law	Equity and Trusts	Research Project	Property Law and Practice	Wills and Administration of Estates	Client Management	Professional Conduct and	Dissertation	Business Law and Practice	Practical Legal Research	Accounting for Solicitors								
Programme Learning outcomes																															
Knowledge and Understanding:																															
A1	X	X			X			X																							
A2			X	X			X	X	X	X			X	X		X	X														
A3		X	X	X			X	X	X	X		X	X	X	X			X	X	X											
A4					X	X						X				X	X	X	X		X	X	X								
A5																X	X	X	X		X	X									
A6										X										X	X	X									
Intellectual Skills:																															
B1		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X									
B2		X				X		X							X					X		X									
B3															X				X	X											
B4						X					X				X	X	X	X	X	X		X									
B5												X			X			X	X	X											
B6		X													X					X		X									
B7						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	X	X	X	X	X	X		X	X	X	X									
C2		X	X	X		X	X	X	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				X	X	X	X		X	X	X								
C5																															
C6					X	X					X				X	X	X	X	X	X	X										
C7						X						X										X									
C8					X	X					X					X	X	X			X	X	X								





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## LLB Mapping

	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						
A5																									
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						
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												

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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																							

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