

**HIGHER EDUCATION  
LLB (Hons)  
PROGRAMME HANDBOOK 2024/25**



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#### **Welcome from the Principal**



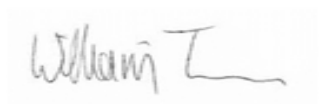
I am delighted to have this opportunity to welcome you and thank you for choosing to study a Higher Education course with us.

Our provision continues to be commended externally. In our last HE inspection, carried out by the Higher Education Quality Assurance Agency in May 2016 (The QAA inspects all Universities and colleges) the high quality of our HE programmes was confirmed and it was noted that our approach to supporting and facilitating scholarly activity and the implementation of our new Virtual Learning Environment were areas of good practice.

We regularly seek the views of our students on the quality of their courses and use this information to make improvements. Student satisfaction is consistently high, with students commenting on the level of support provided and the quality of feedback they receive on their work.

At University Centre Leeds we know that the whole Higher Education experience is at the heart of student success. That's why, in addition to the actual teaching and learning experience, our campuses have a friendly, supportive atmosphere and we offer a range of support services which cater for individual needs.

We hope you enjoy your time with us.



**Bill Jones**  
**Deputy Chief Executive & Principal of Luminate Education Group**

University Centre Leeds is a partner institution of The Open University.

This handbook is designed to provide you with a range of information relevant to your BA/BSc Honours/Masters programme.

We endeavour to ensure that the information is as accurate and up-to-date as possible. Statements of policy are made in good faith and are an honest attempt to describe current practices. However, the final arbiter of policy and procedure are the Academic Regulations which can be found on our website and on the VLE.

Any significant changes to the practices and procedures detailed in this handbook will be notified to students by email and the electronic copy of the handbook made available on the website and the VLE.

## 1.1 Registry Office

The Registry Office has an overarching responsibility for the operation of the Higher Education provision. We are committed to providing a supportive and positive environment for all members of our community. However, we recognise that there will be times in everybody's University life when things do not go as well as they would wish. In times like these, there is a comprehensive support and welfare structure available to help with all kinds of different problems. If you have a question or want information or need help over and above that which your tutors are able to provide then contact the Registry Office. If we cannot help you immediately, we will let you know who can help you, and in many cases, book an appointment for you if required.

### Registry Team



Jo Tyssen	Group Director of Quality and Standards	<a href="mailto:Joanne.tyssen@ucleeds.ac.uk">Joanne.tyssen@ucleeds.ac.uk</a>
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## 1.2 Curriculum Department Contacts

Welcome to the Law department which sits in the Law, Leadership and Business School. In particular, welcome to the LLB (Hons) degree.



The department has a number of roles that are assigned to staff. Listed below are the team members and their key roles and research interests.

	<b>Deputy Head of HE Law, Leadership &amp; Business</b>  Sarah Cook <a href="mailto:sarah.cook@UCleeds.ac.uk">sarah.cook@UCleeds.ac.uk</a>	Sarah has extensive lecturing experience delivering and managing programmes across a wide range of subjects including business management, leadership, business operations, marketing, finance and HR.  She holds a BA (Hons) in Business and a PGCE in Lifelong Learning, as well as a Fellowship of HEA.
	<b>Programme Manager HE Law and Policing</b>  Debbie Hoos <a href="mailto:Debbie.hoos@UCleeds.ac.uk">Debbie.hoos@UCleeds.ac.uk</a>  <b>Module Lead for:</b> Psychology and Crime,	Debbie is an UC LLB & PGCE graduate who trained within the department and, as a departmental alumnus, has a real understanding of our students and their learning. Debbie has taught on a range of degree and professional courses, and her research interests are focused on criminal studies and



	Youth Crime and Justice, Criminal Litigation, Crime and Deviance, Vulnerability and the Victim	justice as well as Criminology and Criminal Psychology.
	<p><b>Programme Manager Access and CILEX</b></p> <p>Nicola Johnson  <a href="mailto:Nicola.johnson@ucleeds.ac.uk">Nicola.johnson@ucleeds.ac.uk</a></p> <p><b>Module Lead for:</b> Equity and Trusts, Land Law, Property in Practice, Wills and Probate, Family Law.</p>	Nicola is a former solicitor and an experienced law lecturer who has specific interests in Family Law, Human Rights and Property Law. She has lectured at Leeds Beckett University and has been part of the team at University Centre Leeds since September 2009. She is committed to empowering and encouraging students to be successful in their legal studies.
	<p><b>Lecturer</b></p> <p>Grace Hewitt  <a href="mailto:grace.hewitt@leedscitycollege.ac.uk">grace.hewitt@leedscitycollege.ac.uk</a></p> <p><b>Module Lead for:</b> English Legal Systems, Tort Law, Client Care</p>	Grace completed her LLB and PGCE here at the University Centre. She has experience in the legal profession, with work experience in a solicitor's firm as well as a year employment with a property firm. She has taught on a range of academic and professional programmes, including Access to Law and Chartered Institute of Legal Executives courses. Her passion for Law covers most areas, but she has a particular interest in Human Rights and Tort law. Grace has completed a Masters in Law.
	<p><b>Lecturer</b></p> <p>Rebecca Taylor  <a href="mailto:rebecca.taylor@leedscitycollege.ac.uk">rebecca.taylor@leedscitycollege.ac.uk</a></p> <p><b>Module Lead for:</b> Criminal Law, Criminal Justice.</p>	Rebecca has completed the Access to Law, LLB and PGCE at the University Centre. Rebecca has experience working within public licensing and property. She has experience teaching on a range of courses, from Access, LLB and Policing. Rebecca has a particular interest in Criminal Law and Tort Law.



	<p><b>Pastoral Support Manager</b></p> <p>David Tipple David.tipple@ucleeds.ac.uk</p>	<p>David works as the University Centre's student support manager, offering support in a range of subjects across the pastoral programme. This new role has been specially designed to assist students' general wellbeing and provide a point of contact for further support. Prior to this role, David gained 6 years' experience as a college lecturer teaching on the Sport, Exercise and Science Level 3 programmes. He is currently advancing his knowledge by studying for a Masters in Physical Activity and Health, with the aim of conducting further research in this field.</p>
	<p><b>Academic Skills Tutor</b></p> <p>Joanne Mead <a href="mailto:Joanne.mead@ucleeds.ac.uk">Joanne.mead@ucleeds.ac.uk</a></p>	<p>Jo is an experienced academic support specialist at the University Centre, providing guidance to students across multiple courses in the Law, Leadership and Business Department. Her role involves helping students to improve their grades and overcome academic challenges by developing essential skills such as referencing, paraphrasing, and academic writing.</p> <p>With a BA (Hons) in English and a PGCE in Literacy and ESOL, Jo is well-equipped to help students achieve their academic goals. She is passionate about helping students unlock their potential and provides tailored support to help students respond to feedback and improve their academic performance.</p>

### 1.3 Programme Rationale and Aims

Welcome to the LLB (Hons) programme (validated by the Open University). The qualifying degree is an excellent stepping stone to either further your studies in law or seek employment in the legal sector. The award is a balance between the employability and professional development skills essential for a career in law and the core content and knowledge required.

The award is devised with reference to external subject benchmark for law to ensure it covers the knowledge and skills necessary to prepare students for further study or employment.

The LLB (Hons) aims to:

- Deliver a rigorous education experience in the discipline of law and inculcate the highest standards in clarity, integrity and objectivity
- Enable students to develop an understanding of the nature of law and the theoretical and multi-disciplinary influences on its development.
- Develop students' analytical, problem-solving and critical skills in relation to the interpretation, application and development of law.
- Provide the opportunity to study a wide range of challenging and vocationally relevant law modules and engage in extended research and study specialist law modules.
- Develop students' knowledge and skills which will provide an advantage for those who wish to progress to complete the Solicitors Qualifying Examination (SQE).
- Produce graduates who are equipped with key transferable skills for a range of careers such as collaboration, communication, presentation skills, legal research and drafting skills.
- Produce graduates who are equipped for training and employment in the legal profession and in other fields of employment or to undertake postgraduate study.

## 1.4 Programme Learning Outcomes

### Learning Outcomes

The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:

#### Knowledge and Understanding

<b>A1</b>	Critically analyse a detailed knowledge and understanding of substantive law, theoretical perspectives and legal practice informed by legal doctrine and current thinking
<b>A2</b>	Critically analyse and synthesise aspects of substantive law, theoretical perspectives and legal practice to draw justified conclusions.
<b>A3</b>	Critically evaluate aspects of substantive law, theoretical perspectives and legal practice supported by legal authority and academic sources.

#### Cognitive Skills

<b>B1</b>	Critically evaluate principles of law and theory to advise on relevant options, strategies and appropriate solutions.
<b>B2</b>	Construct balanced and logical arguments supported by relevant principles and authorities.

<b>B3</b>	Critically evaluate data from a wealth of appropriate legal and academic sources
<b>Practical/Professional Skills</b>	
<b>C1</b>	Act autonomously with limited supervision within agreed guidelines.
<b>C2</b>	Critically analyse effective solutions to complex hypothetical problems.
<b>Key Transferable Skills</b>	
<b>D1</b>	Communicate clearly, fluently and effectively in a range of styles.
<b>D2</b>	Demonstrate the ability to effectively collaborate with others.

The award aims to provide curricula, informed by external reference points, which develop a range of technical, professional, vocational, employability transferable and key skills appropriate to the level of the award. The aim is to develop lifelong, independent and reflective learners.

## 1.5 Programme Structure

<b>LEVEL 4 – 6 compulsory</b>	
<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
Academic Skills (Compulsory: 20 credits)	Public Law and Human Rights (Compulsory: 20 credits)
English Legal Systems (Compulsory: 20 credits)	Legal Research and Ethics (Compulsory: 20 credits)
Criminal Law (Compulsory: 20 credits)	Tort Law (Compulsory: 20 credits)
<b>LEVEL 5 – 3 compulsory + 3 optional</b>	
During level 5 All students will study the compulsory modules; Contract Law, Equity and Trusts and Land Law in semester 1. Students will choose 3 optional modules to study during semester 2 of level 5 - students will have chosen these modules at the end of level 4.	
<b>SEMESTER 1</b>	<b>SEMESTER 2 - Optional</b>
Contract Law (Compulsory: 20 credits)	Business Law and Practice (Optional: 20 credits)
Land Law (Compulsory: 20 credits)	Wills and Probate (Optional: 20 credits)
Equity and Trusts (Compulsory: 20 credits)	Property in Practice (Optional: 20 credits)
	Criminal Justice (Optional: 20 credits)
	Youth Crime and Justice (Optional: 20 credits)
	Psychology and Crime (Optional: 20 credits)
<b>Level 6 – 2 compulsory + 3 optional</b>	

At the end of Level 5 students will make a choice of optional modules for level 6. All students will study the two compulsory modules; Dissertation and Criminal Litigation. Students must select two optional modules to study in semester 1 and one optional module to study in semester 2. The Crime and Deviance module at level 6 has a prerequisite requirement therefore to study this module you must have studied and passed the Psychology and Crime module in level 5. This should be taken into consideration when choosing optional modules.

<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
Dissertation (Core: 40 credits)	
Family Law (Optional: 20 credits)	Criminal Litigation (Compulsory: 20 credits)
Client Care (Optional: 20 credits)	Vulnerability and the Victim (Optional: 20 credits)
Policing and Social Control (Optional: 20 credits)	
Crime and Deviance (Optional: 20 credits)	

Students are able to select any of the optional modules identified above however we have provided guidance in the tables below that show the optimum choices for students based on their intended career.

	Level 5 optional modules	Level 6 optional modules
Solicitor, CILEX Lawyer or Barrister*	Business Law and Practice Wills and Probate Property in Practice	Family Law Client Care Civil Litigation

\*There are specific rules linked to qualifying as a barrister. These are explained at page 9 of this handbook.

These module choices have been designed to provide students with an advantage during professional postgraduate studies that follow completion of the LLB (Hons). The modules link closely to the content and programme outcomes of professional qualifications such as the Solicitors Qualifying Examination, the Cilex Professional Qualification and the Bar Practice Training Course. It must be clearly stated that these modules do not encompass all content, knowledge and skills of every postgraduate qualification but it will provide students with knowledge and some practical skills that will assist them when completing postgraduate qualifications. By exploring core knowledge from within these postgraduate qualifications it provides an advantage for students who later complete any of the postgraduate qualifications listed above.

By introducing content related to procedure and practice during the LLB (Hons) students gain an advantage over their peers. The modules are designed to embrace the transferrable skills required within the practice of law in the specified areas thus enhancing employability. The programme design intends to equip students with some of the key transferable skills and content for their next steps into legal education. With the aim of making them more employable at the end of their degree.

	Level 5 optional modules	Level 6 optional modules
Probation, Police or other Criminal Agency	Criminal Justice Youth Crime and Justice Psychology and Crime	Policing and Social Control Crime and Deviance Vulnerability and the Victim

These optional modules have been designed for students who wish to venture into alternative careers outside of the traditional legal qualification routes. Including but not limited to prison and probation service, policing and Civil Service. The modules are designed to encapsulate some of the key content required for these roles such as victimology and working with vulnerable people, policing and social control and psychology and crime and addressing roots of offender behaviour.

Several modules link to the requirements of the Professional Qualification in Probation (PQiP). The PQiP is a 21 month training programme but can be reduced to 15 months when the applicant holds a qualification that covers the following;

- The Criminal Justice System
- Understanding Crime and Criminal Behaviour
- Penal Policy and the Punishment of Offenders
- Rehabilitation of Offenders.

These topics are covered in the following modules; Criminal Justice, Youth Crime and Justice, Crime and Deviance and Psychology of Crime. Therefore, students studying these modules who wish to pursue employment within this sector may be able to reduce the length of their subsequent professional training.

These modules also provide an advantage for students who wish to pursue a career in the Police as a Constable or similar role. Under the recruitment criteria for the Police students must either complete an apprenticeship or a degree to be considered eligible. The degree-holder entry route allows students with a degree in any subject to join the Police and follow a work-based programme, supported by off-the-job learning. This route normally takes two years. The programme is designed to provide students considering this route of employment with a foundation knowledge of key aspects of the policing role, the criminal justice sector and offender behaviour.

#### **Level 4 (Year 1)**

##### **Academic Skills** (Compulsory: 20 credits)

Academic skills are fundamental to the foundations of a rewarding academic experience and subsequently a successful legal career. This module will embed the skills that learners need in order to succeed in subsequent modules. Learners will be introduced to academic writing standards as well as the relevance of using reliable information sources. Additionally, learners will be taught the skills and the importance of referencing other people's work. Furthermore, the module will identify

the skills and techniques that learners will require in order to complete various methods of formative and summative assessments that they will encounter throughout their degree.

### **English Legal Systems** (Compulsory: 20 credits)

The module explores the different institutions, people, concepts and rules that form the English Legal System. This module also incorporated the key knowledge required to understand the role and impact of European Union Law post withdrawal. The module is a key foundation for any law student as it allows the students to understand the system in which the law operates and aids in their understanding of practice. The module has three key components; the subject knowledge about the English Legal System, the subject knowledge about European Union Law and the impact it has on the United Kingdom and the ability to evaluate the system and associated concepts. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

### **Criminal Law** (Compulsory: 20 credits)

The subject explores the theories and institutions of criminal law and their place in modern society. It provides an understanding of the vital principles which shape Criminal Law. Not only does this module teach the basic foundations of Criminal Law, it also starts to embed essential skills of a legal practitioner such as researching, identifying common law and legislation and applying it to scenarios/ issues. The module has three key components; the subject knowledge for criminal law, the ability to apply the subject knowledge and the ability to offer advice on a hypothetical case. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

### **Law of Tort** (Compulsory: 20 credits)

The law of torts is a civil law which refers to an individual's rights to compensation for damages caused in the event of a breach in safety, emotional distress, invasion of privacy and other instances. This is a vital area for all students to cover as it is a fast growing element of the industry. Initially, the module concentrates on negligence, the most important area of tort claims. Other key and topical areas - such as defamation and trespass to the person - are also explored, considering how tort protects reputation and personal integrity. The module is a key foundation for any law student as it is an area of law that many graduates will engage with during their professional careers considering the amount of practice areas that relate to tort in one way or another. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

### **Public Law and Human Rights** (Compulsory: 20 credits)

The Public law module also known as Constitutional and Administrative Law explores the nature, structure and operation of the British constitution. During this module, students will consider the relationship between the Legislative, Executive and Judiciary. This module is a key stepping stone for understanding how the legal system works and how it is controlled. Allowing students to understand the wider mechanisms in place. The module will also explore Human Rights and the key Articles. Human Rights is an area of law that permeates other specialisms for example Criminal and Civil Litigation therefore is a crucial area of law for students. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.



**Legal Research and Ethics** (Compulsory: 20 credits)

As one of the key skills a lawyer needs to develop, Legal Research is at the forefront of most legal roles. The ability to perform effective research in a variety of situations is crucial for any law student. The module explores the different methods of legal research, the available research tools and how to use them. The module will provide a deep analysis of legal research theory, philosophy of law and how to engage in legal research during academia. This module links closely to the QAA Subject Benchmark for Law and is held as one of the key skills required by graduates in this field. Legal research is one of the key tasks given to trainees when they enter employment and the faster a trainee can do this whilst providing accurate answers then the more likely they are to be noticed and given more responsibility.

**Level 5 (Year 2)****Land Law** (Compulsory: 20 credits)

This module will develop an understanding of the principles underpinning the law of real property and of the law relating to easements and covenants. It will also develop the ability to evaluate and synthesise those principles. There will also be focus on the ability to develop key skills such as reflection and working in a team. This module will teach the theory of Land Law and will feed into the Practice of Property module, which considers procedure and practice of property. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

**Contract Law** (Compulsory: 20 credits)

The elements of a legally binding contract are essential topics covered in the contract law LLB module. During this module, students will learn about the requirements for the creation of a legal contract. Students will become adept at recognising the different sections of various contracts. Initially, the module concentrates on formation of a contract, the most important area of contract claims and cases. Other key and topical areas such as vitiating factors and breach are also explored. The module is a key foundation for any law student as it is an area of law that many graduates will engage with during their professional careers considering the amount of practice areas that relate to contract in one way or another. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

**Equity and Trusts** (Compulsory: 20 credits)

The equity and trusts module closely ties in with land and property law. The module explores why trusts are important in the context of the family home and in businesses. There will be focus on the ability to develop key skills such as reflection and working in a team. This module will teach the theory of equity and trusts and will feed into the Wills and Probate module, which considers procedure and practice of equity and trusts. As one of the foundations of legal knowledge subjects, this module must be achieved to satisfy the requirements for qualification as a barrister in England and Wales.

**Business Law and Practice** (Optional: 20 credits)

This module will build on some of the content from the Contract Law module and will consider procedure and practice of company law and taxation. There will be a focus on the ethical implications and situations that may arise in this field of law. This module will develop an understanding of the principles of business law and practice, including for formation of business and liabilities. It will allow



students to develop the ability to be able to analyse and synthesise those principles in order to offer advice to a client, equipping them with the essential skills and knowledge for progression into their chosen area of specialism. Key content from the Solicitors Qualifying Examination Assessment Specifications have been used to inform the indicative content of this module. It will provide knowledge and content that will benefit students when completing the SQE. Successful completion of this module may be used to gain exemptions for the CILEX Professional Qualification Advanced Stage (see programme specification section 4 for further guidance).

### **Property in Practice** (Optional: 20 credits)

This module will develop an understanding of the principles of property in practice. It will allow students to develop the ability to be able to analyse and synthesise those principles in order to offer advice to a client. This module will build on some of the content from the Land Law module and will consider procedure and practice of property sales and transactions. The module primarily focuses on residential property which is the most common area of property practice and features heavily in entry level positions. The module is split into two core areas; freehold and leasehold to provide a substantive overview to property in practice. Key content from the Solicitors Qualifying Examination Assessment Specifications have been used to inform the indicative content of this module. It will provide knowledge and content that will benefit students when completing the SQE. The module also uses a form of summative assessment that will help develop key skills for the assessment methods used during SQE2. Successful completion of this module may be used to gain exemptions for the CILEX Professional Qualification Advanced Stage (see programme specification section 4 for further guidance).

### **Wills and Probate** (Optional: 20 credits)

This module will develop an understanding of the principles of wills and probate. It will allow students to develop the ability to be able to analyse and synthesise those principles in order to offer advice to a client. This module will build on some of the content from the Equity and Trusts module and will consider procedure and practice of creation and execution of wills and probate matters. There will be a focus on the ethical implications and situations that may arise in this field of law. Key content from the Solicitors Qualifying Examination Assessment Specifications have been used to inform the indicative content of this module. It will provide knowledge and content that will benefit students when completing the SQE. The module also uses a form of summative assessments that will help develop key skills for the assessment methods used during SQE1 and SQE2. Successful completion of this module may be used to gain exemptions for the CILEX Professional Qualification Advanced Stage (see programme specification section 4 for further guidance).

### **Criminal Justice** (Optional: 20 credits)

The criminal justice system is the network of government and private agencies intended to manage accused and convicted criminals. The criminal justice system comprises multiple interrelated pillars, consisting of academia, law enforcement, forensic services, the judiciary, and correction. Due to the complexities of the system it is paramount that any learner who may be planning on entering the criminal sector has an understanding how the multiple agencies and scholars work together to make an effective process. This module will develop the students' ability to critically evaluate concepts of criminal justice using theoretical sources. The module will encourage students to consider contemporary debates about criminal justice. This module will complement the issues that are addressed in the Psychology and Crime module as well as setting the foundations for the Vulnerability and the Victim module at level 6.

**Psychology and Crime** (Optional: 20 credits)

In order to gain an appreciation of why certain members of society may commit criminal acts it is vital to gain a holistic understanding of both intrinsic and extrinsic factors. Psychology and Crime comprehensively covers the vital role of psychological theories and methods in understanding and managing criminal behaviour. It analyses in depth the application of psychological findings to a range of serious crimes. This module will develop knowledge and understanding of the different theories and how these theories can help our understanding of offender behaviour. This module will complement the content in the Criminal Justice module as well as setting the foundations for the Crime and Deviance module at level 6.

**Youth Crime and Justice** (Optional: 20 credits)

The mantra “Prevention is better than cure” is an underlying principle of Youth Crime and Justice and the early intervention of a delinquent young person can change that person's life for the better as they go into adulthood. This in turn can lower crime levels and save the State time and resources. This module will develop knowledge and understanding of the key theories in relation to youth crime and youth justice. It will enhance elements that are covered in the Criminal Justice Module, with further emphasis on young children and youths. The focus will be on patterns of youth offending and the potential reasons behind it, allowing for learners to gain an appreciation of the various elements that may lead a young child or youth into a life of crime and how interventions may prevent this lifestyle. This module will complement the issues that are addressed in the Criminal Justice module as well as setting the foundations for the Vulnerability and the Victim module at level 6.

**Level 6 (Year 3) Dissertation** (Compulsory: 40 credits)

The module provides an opportunity to independently pursue an ethically appropriate area of interest related to the legal sector. Students will showcase their independent learning skills and a capacity for sustained individual effort with critical evaluation. The module is seen as the culmination of the students' abilities developed over the years of study. This module is designed to allow students to embrace autonomy within academic research with guidance and support. Students will work closely under the guidance of an allocated supervisor and are expected to complete an independent piece of academic research

**Criminal Litigation** (Compulsory: 20 credits)

This module will develop an understanding of the principles and processes of criminal litigation. It will allow students to develop the ability to be able to critically analyse and synthesise those principles and rules in order to offer advice to a client. This module will build on some of the content from the Criminal Law module and will consider procedure and practice of criminal law. Key content from the Solicitors Qualifying Examination Assessment Specifications have been used to inform the indicative content of this module. It will provide knowledge and content that will benefit students when completing the SQE. The module also uses a form of summative assessment that will help develop key skills for the assessment methods used during SQE2. Successful completion of this module may be used to gain exemptions for the CILEX Professional Qualification Advanced Stage (see programme specification section 4 for further guidance).

**Civil Litigation** (Optional: 20 credits)

This module will develop an understanding of the principles and processes of civil litigation. It will allow students to develop the ability to be able to critically analyse and synthesise those principles and rules in order to offer advice to a client. This module will build on some of the content from the Tort Law module and the Contract Law module. The content from these modules will form the basis of the legal actions/claims being considered in the scope of civil litigation. Key content from the Solicitors Qualifying Examination Assessment Specifications have been used to inform the indicative content of this module. It will provide knowledge and content that will benefit students when completing the SQE. Successful completion of this module may be used to gain exemptions for the CILEX Professional Qualification Advanced Stage (see programme specification section 4 for further guidance).

**Client Care** (Optional: 20 credits)

This module will develop an understanding of the principles and processes of client care. It will allow students to develop the ability to interpret case documents and files to allow them to offer practical advice to a client. This module will further develop and enhance the practical and employability skills of the students. Client Care is a fundamental part of any legal role that law graduates need to learn and develop. One of the key aspects of Client Care is to embed the core skills that many graduates lack when entering entry level and graduate positions in law such as verbal and non-verbal communication, interviewing, personal skills, active listening, and effective written communication.

**Family Law** (Optional: 20 credits)

This module will develop students' understanding of the principles of family law. It will develop their ability to critically evaluate concepts of family law. This module focuses on the causes of action that typically arise in practice and teaches the students how to apply the concepts to effectively advise a client. It will allow students to develop the ability to analyse and synthesise principles in order to offer advice to a client, equipping them with the essential skills and knowledge for progression into their chosen area of specialism.

**Crime and Deviance** (Optional: 20 credits)

Students will study crime and delinquency including its causes, correction and prevention. This module will develop an understanding of the principles of the causes of crime and criminological theory. It will develop the students' ability to critically evaluate the concepts and principles relevant to criminology. The module will encourage students to consider contemporary debates and issues. This module will enhance the knowledge and skills gained in the level 5 Psychology and Crime module as well as complementing the level 6 modules of Vulnerability and the Victim and Policing and Social Control allowing for a holistic view of crime and deviance.

**Policing and Social Control** (Optional: 20 credits)

The police service is the largest agency within the Criminal Justice System therefore it is paramount that anyone who is contemplating pursuing a career within this sector has an overview of the roles and responsibilities of the police and how they have evolved over the years. The module will focus on the contemporary content related to policing and social control and the skills which are key to the area. The module will also equip learners with a holistic view of the various models of policing and how the police service implements them to tackle social control and crime prevention. This module will enhance the knowledge and skills gained in the level 5 Criminal Justice module as well as complementing the level 6 modules of Vulnerability and the Victim and Crime and Deviance.

**Vulnerability and the Victim** (Optional: 20 credits)

Back in 2012 the College of Policing carried out some research and found, to no great surprise, that the work of the Criminal Justice System was changing. Rather than just dealing with offences like theft, offences against the person and burglary the workload of a police constable contained much more on managing the risk of harm to people. High profile examples include instances of sexual abuse (child and adult), modern day slavery, domestic abuse and exploited children and vulnerable adults. This module aims to provide an insight into the theories relating to victims and vulnerability and will allow learners to gain an understanding into how the victims play a major role in not only the justice process but also crime prevention. The skills and knowledge that are delivered in this module will build on the teaching from the level 5 modules: Youth Crime and Justice and Criminal Justice.

**1.6 Communication**

We adopt a friendly and informal approach wherever possible and it is usually very easy to meet with individual members of staff. Academic teams adopt an 'open door' culture and will make every attempt to deal with student issues or queries as a matter of urgency. You will have specified individual tutorial time with your tutors but in addition can set up appointments at other times with them. In addition to this you can contact them via email and will find that they will make every attempt to get back to you as soon as possible.

You may also find that at times you will receive emails or letters from the Registry Office. These are likely to be regarding matters such as results and graduation arrangements. If you change your address during the course of the year (either your home or term-time address), please inform the HE Registry at [heregistrar@ucl Leeds.ac.uk](mailto:heregistrar@ucl Leeds.ac.uk) and your Head of Department.

**1.7 Personal Tutors**

All undergraduate students are assigned a Personal Tutor. The Personal Tutor for you will be advised of this when you start your course, they can be contacted via the contact details above.

All students should meet regularly with their Personal Tutor to discuss their academic progress. Throughout the year, the Personal Tutors are available to discuss any queries about academic, social or general matters. If a student is experiencing any problems, their Personal Tutor is the first person they should go to.

Broadly speaking, a Personal Tutor's function is to provide academic advice and pastoral support. Students should regard their Personal Tutor as someone with whom they can always discuss academic issues and personal problems which are causing stress or anxiety and interfering with their work. There is of course no obligation on students to bring problems to their Personal Tutor. Many students get through University perfectly happily with the support of friends, family, and/or the staff they get to know as teachers. All of these individuals play an

invaluable role in helping students to cope with the considerable adjustments involved in leaving school, home and family.

If a student's personal problems become so large that they interfere seriously with their academic performance, it is very important that they see their Personal Tutor and have a frank discussion with them. It is vital that students do not let problems pile up without seeking help. If, for any reason, a student falls behind with their work, they should never give in to the temptation to miss classes in order to avoid the module tutor. That will only lead to more issues and the longer the problems persist the harder it will become to face up to it. Students should see their module tutor as soon as possible and explain the situation. If that is difficult for the student, they should first see their Personal Tutor who will then liaise as necessary.

One of the roles of the Personal Tutor is to write references and recommendations on students' behalf. However if a student needs a written reference from an academic tutor, they can of course ask any of the permanent members of staff who teach them to write on their behalf. The best references are written by members of staff who can convey their personal experiences of teaching the student.

## **1.8 Student Support**

The Student Support team can provide support with any learning disabilities, mental health difficulties, sensory impairments and physical disabilities. They can also help with any personal, financial and career-related queries. Whether you want help to find practical information or need someone to talk to, we can offer comprehensive and confidential support.

### **Learning support**

The role of the Learning Support team is to help students with disabilities and learning difficulties to achieve their full potential while studying at University Centre Leeds. Learning support staff can offer a number of different support options, such as exam and assessment arrangements, access to assistive technology, one to one support sessions and guidance when applying for external support such as Disabled Students' Allowance (DSA). Study support may include help with managing your time more effectively, developing your essay planning and proofreading skills, along with a variety of resources on different study-related topics.

### **Mental health support**

We have qualified counsellors at University Centre Leeds who can help you with your mental health if you experience any difficulties while studying with us. The support offered includes short term counselling, mentoring, referral and signposting information. If you are referred to the support team for mental health support, you will be invited to attend an initial assessment. This will provide you with the opportunity to discuss your difficulties in a confidential setting and receive information about internal and external support. Disabled Students' Allowance (DSA) can also be applied for if you have a mental difficulty; you can speak to the support team for help with this.

### **Wellbeing support**

The Student Support team can offer general wellbeing support on how to balance your studies, staying safe, sexual health, food banks, accessing external support and any student finance issues.



### **Careers and progression**

We offer a variety of services to improve your employability and prepare you for your desired career path after you study with us. You can access practical tips on how to attain a part-time job or volunteering positions, find graduate positions, how to craft the perfect CV and connect with the industry. You can also receive information and guidance about joining our Student Ambassadors programme.

If you think you would benefit from some additional support during your time with us, there are a number of ways you can get in touch with the Student Support team. You can speak to your course tutor who will refer you to the appropriate member of the team, you can email them at [hestudentsupport@ucleeds.ac.uk](mailto:hestudentsupport@ucleeds.ac.uk) or you can refer yourself to one or more of the services on the UC Hub. The team is based on the 5th floor of the University Centre if you would prefer to speak to them face to face.

### **1.9 The Virtual Learning Environment (VLE)**

All programmes are supported by the University Centres' VLE which provides a range of resources, activities and information for students. We utilise Blackboard as a VLE and you will find that there is a section that provides general information, made available to all Higher Education students, in addition to a programme specific area. It is important that you familiarise yourself with both areas to ensure that you have access to all the relevant information you need. You can access the Blackboard here <https://ucleeds.blackboard.com>

### **1.10 Students' Union**

If you need independent advice, information or representation, the Students' Union Advice Service provides a free, confidential and non-judgemental advice service.

The service is staffed by professionals, who are specialists in providing information and advice on all regulations, policies and procedures, including academic appeals, student complaints, disciplinary hearings, cheating and plagiarism. Please see further information here <https://ucleeds.blackboard.com>

### **1.11 Student Monitoring**

Engagement with taught sessions/lectures is essential for your success and as a result, programme teams are required to monitor your academic engagement and progress. This gives them an opportunity to identify those students who are not engaging with their studies and to work with them to address whatever issues they may be facing. Non-attendance at taught sessions is a signal to the Department that you are not fully engaging with your degree. Research has

demonstrated a clear link between attendance and success rates therefore we recommend that a minimum attendance of 80% is maintained.

**Should you have any health problems or other difficulties that prevent you from fulfilling these requirements you must advise your personal tutor and module tutor as soon as possible. A doctor's note or medical certificate will be required for absences of longer than seven days and to support any claims for Additional Consideration.**

Please be aware that you will be contacted should we become concerned about your absences. The University Centre policy is to withdraw a student from a course if they do not attend for 4 consecutive weeks. The Student Loans Company will be informed of your withdrawal and will then stop any future payments to your account. Therefore, it is important that you contact the Programme Manager; Debbie Hoos if you are going to be absent for any length of time.

## **1.12 The Learning Resource Centre**

University Centre Leeds LRCs are located across its campuses and centres. The main HE-supporting library is located in the University Centre. LRCs provide accessible and supportive study facilities for students, including multiple spaces for individual and group study, personal computers, and multifunctional devices for printing, photocopying, and scanning.

Information about LRC opening hours, contact details, facilities and resources is available on the LRC website, and the VLE.

## **1.13 Learning and Research Resources**

The LRC's learning and research resources are provided in a range of formats relevant to student needs, including:

- an extensive collection of printed books and e-books, including reading list titles and other academic books, fiction, non-fiction, and comics;
- a broad range of online periodicals, including academic journals, magazines and newspapers;
- other collection items, including DVDs, audiobooks, and games; and academic and study skills support guides.

HE students are entitled to borrow up to ten collection items at a time. Most items will have automatic renewals up until the end of the academic year unless reserved by another student. There are also one-week loan items, and reference items that may be consulted in the LRC but not borrowed. **PLEASE NOTE:** Students must present their student ID card to borrow books and other LRC collection items. Fines apply to items not returned when reserved by another person or by a final due date.

The LRC's online resources are made available through the LRC website, which is accessible on or off campus. Students may search the LRC's book collection and directly access e-book and e-journal collections using the LRC's online discovery tool 'Search+'.



### **1.14 Learning Resource Centre Advice and Support**

HE students are supported by a team of librarians, based both in the campus LRCs and in the University Centre Library. Students also have their own full time HE and Research Librarian based in the University Centre. Librarians work with curriculum staff to ensure that relevant, accessible resources are available to students. Librarians provide dedicated support to HE students in developing their academic literacy and study skills. Support sessions are available on Web and LRC based research skills, academic referencing, academic reading and writing, and study skills. One-to-one and group support sessions may be booked with librarians in person, by email, or through the LRC website. Students will be introduced to their librarian during College induction.

A team of Study Support Officers are also available in LRCs to assist students with locating and borrowing books and other materials, using LRC facilities, and making the most of the College's learning and study resources.

### **1.15 Study Facilities**

University Centre Leeds provides a range of study facilities, accessible only to Higher Education students, in the Study Zone and library, where you can seek help with academic writing, referencing etc. In the Study Zone you will find a combination of individual and small group study areas with access to PCs. In addition to the provision of PCs there are also a small number of MACs available for use.

Our other campus' also provide HE specific study spaces which will be pointed out to you during your induction.

### **1.16 IT Facilities**

Students are expected to be computer literate. You will need to make use of computers for word processing, access to the Library catalogue and its collection of on-line resources. All students need to acquire these skills during the first term of their first year.

PCs are available to students in many parts of the campus', notably the Study Zone in the University Centre and the Learning Resource Centres at other campus'. In addition some programmes may provide students with chromebooks for their personal study use. The Study Zone in the University Centre provides working spaces with access to power for students wishing to work on their chromebooks or lap-tops.

### **1.17 IT Support**

Students can access support with IT issues such as logging in and changing passwords via the College ITSS department by calling 0113 386 1999 and giving your student ID number.

## **Section 2          Teaching, Learning and Assessment**

### **2.1      Lectures, Seminars and Tutorials**

Lectures are an essential part of the learning experience, and will play a central role in your learning. They are never a substitute for reading, but they will give you a broad framework within which to understand the main themes of the module and the particular material you are reading. Listening to a lecture is not a passive activity. You will need to give serious attention to developing your skills in note-taking if you are to get the most out of the lectures.

Apart from your Personal Tutor, your main source of academic help will be your module tutors. The module taught sessions are your most important regular commitment, and attendance is compulsory. If you have to miss a taught session, always let your personal tutor know as soon as possible the reasons for your absence (preferably in advance).

A mixture of lectures, tutorials, seminars and practical workshops will be used for your teaching. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students. Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures. Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication and teamwork skills. The course has three core strands; practical skill, contextual understanding and work-based learning. This strategy is key to the course structure and we aim to make these elements work together.

### **2.2      Assessment**

Formative assessments are an important part of the learning experience and are utilised to ensure that all necessary preparations for summative assessments have been made. The deadlines set for these will differ from module to module, and so you must make sure that you know the dates on which each of these are due, and you must plan your work well ahead in order to avoid a last minute rush. Feedback relating to formative assessments will provide a useful foundation for the way in which you then approach the summative assessment.

- There is an emphasis towards practical workshop learning, which underpin both context and industry relevant topics
- The lecture programme will impart the necessary principles and concepts.
- Group work will allow students to develop their research, communication and teamwork skills.
- The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts.
- Tutor and peer led reflective feedback form the basis of student learning programmes.

- Tutorials will take the form of individual support and feedback for student guidance

You will have opportunities to gain recognition during your time at University Centre Leeds for the extra activities you do on top of your studies, including volunteering, student societies, playing in College sports teams and being a student academic representative.

You will find a schedule at appendix 4 which provides full details of your assessment calendar for the year.

### 2.3 Assessment Submission

The deadline for submission/presentation of assessed work is detailed in the assessment calendar and in the individual module handbook. **In the majority of cases work will be submitted via Turnitin.** Alternative arrangements for assessments that cannot be submitted in this way will be outlined in the module handbook. Please note for work submitted via Turnitin there is no additional requirement to also submit a hard copy.

### 2.4 Word Limits

All module specifications and assessment briefs will detail the word count for each task and it is important that you work within this, as this will help to develop your evaluative and analytical skills. It is the responsibility of the student to submit work which is within the specified limit and to include a word count on all written assessed coursework. If you go beyond this limit assessors will disregard the part of assessed work which exceeds the specified limit by 10% or more. If it is considered that a student has falsified the word count on an item of his/her course work, he/she will be subject to the Student Disciplinary action.

The word limit does not include footnotes and bibliographies (or appendices if relevant).

### 2.5 Draft Submissions

You are encouraged to submit drafts of your assessment in order to gain feedback on your progress. Please note that the latest date for draft submissions to be submitted will be 2 weeks prior to the hand in date for the assessment and the draft should be no longer than 25% of the maximum words for the assessment component e.g. for a 2000 word report a draft of up to 500 words could be submitted. Only one draft submission per assessment is permitted. Please see the Draft Submission Policy which can be found on the VLE for full details.

### 2.6 Assessment Feedback

All students will normally receive written feedback on their summative assessments within **3 working weeks**. The feedback will provide students with some sense of what the tutor regarded as the strengths and the weaknesses of the work. It will also offer some distilled advice in the form of several highlighted 'Ways to Improve' that can be applied to future pieces of work. Students will also receive feedback on examination performance. Again, the emphasis will be on strengths and weaknesses, and on 'Ways to Improve'. All staff will continue to have office hours during the

summer term and students are encouraged to contact them to discuss the feedback on their assessed work. All marks are subject to ratification by an examination board.

In addition to written comments about your work, you are also likely to get verbal feedback either in class or on a one-to-one basis, and feedback from peers. Previous students have advised that it is important that you:

- Do not be afraid to acknowledge your successes
- Reflect on the feedback you receive and think about what you have done well and how you could improve. For example, you could keep all of your feedback together and draw up an action plan based on common areas of strength or concern
- Try not to focus on the mark and ignore the feedback. If you have done well, your feedback will tell you why and if you haven't, it will suggest ways in which you can improve
- Consider the marks you are given and if you are disappointed in them, give yourself some time before going back to the feedback to look for ways to improve
- Try not to take negative feedback personally. It is given to help improve
- Do not be afraid to approach tutors and lecturers for more feedback. Asking questions can be an important part of receiving feedback – and remember, your peers can be a valuable source of information too
- Use feedback to self-assess your work against the assessment criteria, where possible. This can help you to address any areas you need to improve on.

## 2.7 Extensions

Students are expected to plan their schedules allowing for the possibilities of minor disruptions in the writing period. Extensions for summative assessed work may only be granted for serious medical issues, or for severely difficult personal circumstances. Computer failure is not a valid reason for an extension and students are encouraged to back up their work regularly, and on an external or virtual device.

- Extensions are only granted if applied for in advance of the deadline.
- A **Short Extension**, normally for up to 5 working days, (not available for a reassessment attempt);
- Alternatively, if your problems are exceptional and outside your control, you can apply for **Additional Considerations**.

## 2.8 Extenuating Circumstances

Extenuating circumstances are those events which will have a detrimental effect on your study. It is in your interest to draw the department's attention to them. Such circumstances include (but are not limited to) illness, both bodily and emotional; the severe illness or death of a close family member; a shocking or traumatic personal experience. In addition, sudden, unexpected changes in family circumstances might affect your ability to make academic progress as a consequence of their demonstrable emotional impact upon you, and may also be considered as mitigation. Please note that pressure of work is not considered to constitute Extenuating Circumstances. Further guidance can be found on the VLE.

We understand that for many students it may be difficult to disclose the details of these kinds of circumstances to those outside their family. However, we are fully supportive of students in difficult circumstances and want to assist if at all possible. All information received is treated confidentially. If you feel inhibited from talking to a personal tutor or other member of staff in the first instance, you may also consider talking to a member of Higher Education Registry Office or the Students' Union for initial, informal advice.

Clearly, though, in order for your circumstances to be considered, they must be conveyed formally. We expect that you will discuss your circumstances before Exam Boards meet, so that they may be taken into account in good time. You should be aware that, in the event you feel you need to appeal the outcome of an Exam Board, offering extenuating circumstances at that point will need to be accompanied by a good reason why you withheld the information earlier. Without wanting to invade your privacy, we do expect that you bring such circumstances to your department's attention in a timely manner, despite the discomfort you might feel in doing so. Failure to disclose such circumstances at a time when you could have done so may subsequently be problematic. Your department will do all it can to support you in difficult situations.

Applications for Extenuating Circumstances should be submitted prior to the assessment deadline, however can be submitted up to 5 working days after the assessment deadline. In exceptional circumstances late applications, submitted up to 5 working days late may be considered, if there is a valid reason for the lateness. **Please note any forms submitted after this time will not be considered.**

**Remember, any application you make has to be approved and may not be granted.**

Students can apply for Short Extensions, or Extenuating Circumstances for all forms of summative assessment. You can also apply for Extenuating Circumstances for re-sit opportunities offered by the relevant Examination Board. However, Short-Extensions will not normally be allowed for re-sits because of the need for timely progression to the next stage at the beginning of the academic year.

It is important that you discuss your situation with a tutor who will be able to provide guidance on the most appropriate course of action. In circumstances which are likely to affect your progress over a longer time period, you may be advised to suspend your studies until the circumstances no longer have an impact on your studies.

The following points will help you when submitting an application:

#### Do

- Review the grounds for applying for extenuating circumstances (see Student Guide to Short Extensions and Extenuating Circumstances).
- Seek guidance from your Programme Manager or Personal Tutor if you are experiencing difficulties in completing your work on time.
- Meet with a tutor prior to the submission/examination date.

- Discuss with a tutor whether an extension would be appropriate.
- Request an extension where you are unable to meet the deadline.
- If applying for Extenuating Circumstances submit an application that covers all module assessments you are taking during the period of difficulty.
- Submit the application prior to the submission/examination date and for claims of Extenuating Circumstances within 5 working days from the submission or examination date.
- Complete all sections of the form.
- Include evidence to support your application.
- Make sure that you have received a receipt from your Programme Manager when you submit your application.

### **Don't**

- Apply for any formative assessment pieces of assessment that do not count to your overall module mark.
- Use evidence that is undated or solely from family members supporting your application. You have to provide independent evidence.

If you require Extenuating Circumstances for any modules you must seek advice as soon as possible, forms may be obtained from Debbie Hoos [debbie.hoos@ucleeds.ac.uk](mailto:debbie.hoos@ucleeds.ac.uk). Evidence is submitted to the Additional Considerations panel who make the final decision.

## **2.9 Fit to Sit**

The University Centres Extenuating Circumstances regulations are based on the Fit to Sit/Submit principle. This means that when you take an assessment you are declaring yourself fit to take that assessment.

If you feel that you are not fit to take the assessment then you may wish to apply for an extension or submit a claim for your extenuating circumstances to be considered by the Additional Considerations panel.

In the event that you do not take an assessment and have not submitted a claim for extenuating circumstances, then your assessment will normally be recorded as a non-submission.

If extensions are granted, your work will be marked as if it was handed in on time. Work that is late and which is not covered by extensions or mitigation will be penalised in accordance with the Assessment regulations.

If you require an extension for any part of the course you must seek advice as soon as possible, forms may be obtained from your VLE.

## **2.10 Penalties for Late Submission**

If you fail to submit work by the published date without approval, but submit within six calendar days it will be marked and then subject to the following penalties.



Submission within 6 calendar days: a 10% reduction for each calendar day late down to the 40% pass mark and no further.

Submission that is late by 7 or more calendar days: submission refused and a mark of 0 will be given.

## 2.11 Grading and Classification

Presentation, style, grammar and spelling are important aspects of the ability to communicate ideas with clarity. Students are expected to familiarise themselves with the Style Guide and get into the habit of following its recommendations on presentation, footnoting, bibliography, etc. Poorly written assessments are less likely to meet the criteria laid down for a particular class than well written ones.

For each module, you will complete one or two assessments. In addition, tutors will set ungraded or formative assessments as part of the learning process. At the end of the module an overall module mark is awarded based on the evidence of the summative assessments, with 40% being the pass mark (50% on a Masters programme).

Please refer to the OU Assessment Regulations, which can be found here [ou-validation-regulations-single-awards-jun-2021-1.pdf](https://www.ou.ac.uk/assessment-regulations-single-awards-jun-2021-1.pdf) ([ucleeds.ac.uk](https://www.ou.ac.uk/assessment-regulations-single-awards-jun-2021-1.pdf))

### Grading

% Scale Score	Performance Standard
70+	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

### Classification

The Examination Board will determine the Honours classification using all Level 6 modules studied, weighted at 100%.

Honours degrees are classified as:



First class (1 <sup>st</sup> )	Overall average mark of 70% or above
Upper Second class (2.1)	Overall average mark between 60% and 69%
Lower Second class (2.2)	Overall average mark between 50% and 59%
Third class (3 <sup>rd</sup> )	Overall average mark between 40% and 49%

Please note that the above table is a guide only. For more specific information regarding grading of modules and awards please to the OU Assessment Regulations which can be found via the following [ou-validation-regulations-single-awards-jun-2021-1.pdf \(ucleeds.ac.uk\)](https://ucleeds.ac.uk/ou-validation-regulations-single-awards-jun-2021-1.pdf)

## 2.12 Re-sit

If you have submitted an assessment and are deemed by the Module Tutor not to have passed the assessment (but it is considered that you have made a genuine attempt), or if you have failed to submit anything (non-submission) following the assessment board you may be permitted to re-sit the module assessment. If this is the case the resulting mark achieved for the final piece of work will be capped at the pass mark (40%). Only one resit opportunity is possible for any assessment component.

Suitable feedback will be provided to students who are offered a re-sit and a hand-in deadline will be set for the re-sit.

### Key points

- Always submit something for every assessment.
- You must attempt all assessments at the first opportunity.
- You must do each assessment (essay, project, report, portfolio, exam etc.) for every module. You should do this even if you don't think you can fully complete them.
- You do not have an automatic right to resit or to repeat a year of study.
- The maximum mark that can be awarded for reassessed components is 40%.

See the Assessment Regulations at [ou-validation-regulations-single-awards-jun-2021-1.pdf \(ucleeds.ac.uk\)](https://ucleeds.ac.uk/ou-validation-regulations-single-awards-jun-2021-1.pdf) for full details.

## 2.13 Re-study

If, following a re-sit you are still unable to pass a module, the Board of Examiners may, at its discretion, permit one of the following repeat options:

- **Partial retake as fully registered student:**
  - You would not be permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year. You would have full access to all facilities and support for the modules and/or components being repeated.
  - The marks that can be achieved for the marks and/or components being repeated will be capped at the module and/or component pass marks

- You would be able to retain the marks for the modules/components already passed
- No further re-sit opportunities would be permitted

- **Partial retake for assessment only:**

- As above, access to facilities and support will be limited to certain learning resources for the modules(s) and/or components(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments

- **Full retake:**

- This is only permitted where you have extenuating circumstances; you will not progress onto the next stage of the programme but instead repeat all the modules in the current stage during the following academic year.
- You have full access to all facilities and support.
- The marks that can be achieved are not capped, and you would normally be entitled to the resit opportunities available. However, you would not be able to carry forward any credit from previous attempts at the stage.

**Please note that there will be a charge for any re-study opportunity offered**

## 2.14 Graduation and Beyond

Information regarding the University Centre's degree ceremonies will be sent to you once you have completed your award and your results have been ratified by a Board.

On successful completion of the LLB (Hons) you may wish to continue on to postgraduate study or employment.

Our graduates will hold a qualifying law degree and be able to progress to the Solicitors Qualifying Examination (SQE or the Bar Training Course (BTC) to begin the qualifying route to becoming a solicitor or barrister. Additionally, the LLB also provides students with CILEX exemptions for those who may want to progress to complete the CILEX Professional Qualification (CPQ) Advanced Stage to become a CILEX Lawyer. The LLB also equips the students with the skills and knowledge to pursue a career in a wide range of areas of the Criminal Justice system such as the Police, Probation Service, Prisons and Courts to name but a few.

The different optional modules that are available at level 5 and level 6 allow for students to choose if they would like to pursue a legal services role or a criminal justice role.

During level 4 all students will study six compulsory modules.

Level 4
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Semester 1	Semester 2
Academic Skills English Legal Systems Criminal Law	Public Law and Human Rights Legal Research and Ethics Tort Law

During level 5 All students will study the compulsory modules; Contract Law, Equity and Trusts and Land Law in semester 1. Students will choose 3 optional modules to study during semester 2 of level 5 - students will have chosen these modules at the end of level 4.

Level 5	
Semester 1 (Compulsory modules)	Semester 2 (Optional modules: select 3)
Contract Law Equity and Trusts Land Law	Business Law and Practice Wills and Probate Property in Practice Criminal Justice Youth Crime and Justice Psychology and Crime

At the end of Level 5 students will make a choice of optional modules for level 6. All students will study the two compulsory modules; Dissertation and Criminal Litigation. Students must select two optional modules to study in semester 1 and one optional module to study in semester 2. The Crime and Deviance module at level 6 has a prerequisite requirement therefore to study this module you must have studied and passed the Psychology and Crime module in level 5. This should be taken into consideration when choosing optional modules.

Level 6			
Semester 1		Semester 2	
Compulsory modules	Optional modules: select 2	Compulsory modules	Optional modules: select 1
Dissertation	Family Law Client Care Policing and Social Control Crime and Deviance	Dissertation Criminal Litigation	Civil Litigation Vulnerability and the Victim

Students are able to select any of the optional modules identified above however we have provided guidance in the tables below that show the optimum choices for students based on their intended career.

	Level 5 optional modules	Level 6 optional modules
Solicitor, CILEX Lawyer or Barrister*	Business Law and Practice Wills and Probate Property in Practice	Family Law Client Care Civil Litigation

\*There are specific rules linked to qualifying as a barrister. These are explained on page 10.

The optional modules identified above have been designed to provide students with an advantage during professional postgraduate studies that follow completion of the LLB (Hons). The modules link closely to the content and programme outcomes of professional qualifications such as the Solicitors Qualifying Examination, the Cilex Professional Qualification and the Bar Practice Training Course. It must be clearly stated that these modules do not encompass all content, knowledge and skills of every postgraduate qualification but it will provide students with knowledge and some practical skills that will assist them when completing postgraduate qualifications. By exploring core knowledge from within these postgraduate qualifications it provides an advantage for students who later complete any of the postgraduate qualifications listed above.

By introducing content related to procedure and practice during the LLB (Hons) students gain an advantage over their peers. The modules are designed to embrace the transferrable skills required within the practice of law in the specified areas thus enhancing employability. The programme design intends to equip students with some of the key transferable skills and content for their next steps into legal education. With the aim of making them more employable at the end of their degree.

## Routes to Qualify:

### **Solicitor**

The prominent route to qualify as a solicitor is detailed below however there are other ways to qualify. Further information regarding the pathways available can be found here - <https://www.sra.org.uk/become-solicitor/admission/pathways-qualification/>.

- Complete a UK degree or equivalent level 6 qualification.
- Pass the SQE assessments (SQE1 and SQE2)
- Complete two years' full-time (or equivalent) qualifying work experience (QWE). Guidance on what is considered as QWE can be found here - <https://www.sra.org.uk/become-solicitor/sqe/qualifying-work-experience-candidates/>

- Apply for admission to the Roll of Solicitors (the SRA will check your suitability as part of your admission application. However, you can also get it checked early if you have any areas of concern)

### CILEX Lawyer

The route to qualify as a CILEX Lawyer is detailed below. Further information can be found here - <https://cpq.cilex.org.uk/start-law-graduate/>

- Complete a UK Qualifying Law Degree.
- Complete the CILEX Professional Qualification Advanced Stage (4 compulsory modules, 1 optional module, 2 x ethics & professional responsibility modules)
- Complete your Professional Experience requirement alongside your CPQ Advanced Stage qualification.
- Complete the CILEX Professional Qualification Professional Stage (1 optional module, 2 x ethics & professional responsibility modules)
- Complete your Professional Experience requirement alongside your CPQ Professional Stage qualification.

Our programme offers the opportunity for students to not only gain exemption from the CPQ Foundation Stage but students may also be eligible to gain exemptions for the CILEX Professional Qualification Advanced Stage through the completion of certain optional modules (those identified in the table on page 8. The CILEX Professional Qualification Advanced Stage contains a range of modules linked to professional practice. The mandatory modules include; Professional and Legal Skills, Dispute Resolution, Criminal Law and Litigation, Property and Conveyancing. All students studying the Advanced Stage must also complete one optional unit and the options include; Business and Employment Law, Family Law and Practice, Wills Probate and Private Client. The Advanced Stage qualification is benchmarked to level 5. CILEX allows exemptions for students who have studied modules similar in content and learning outcomes. As such students studying on the LLB (Hons) have the option to apply for exemptions for this qualification. The modules that may attract exemptions are; Business Law and Practice, Wills and Probate, Property in Practice, Criminal Litigation, Civil Litigation. **These exemptions are subject to the review and approval carried out by CILEX and are at their discretion. To attain exemptions students will be required to pay additional fees directly to CILEX which include a registration fee, membership fee and exemption fees. Details of these fees can be found on the CILEX website and are amended on an annual basis.**

Although the LLB (Hons) does not provide full exemption from all aspects of the CILEX Professional Qualification Advanced Stage it will reduce the amount of modules that must be studied, paid for and achieved. This reduces the cost and time taken for students to complete this stage of professional training. Alongside studying the outstanding modules students would also need to gain employment within the legal field to meet the professional experience requirement. At the end of this stage after completing all elements students can gain the title of CILEX Advanced Paralegal. The final stage for students after completing the remaining elements for the CPQ Advanced Stage is the CPQ Professional Stage. Upon completion of the final stage and the professional experience requirement students can gain the title of CILEX Lawyer.

### Barrister

The route to qualify as a barrister is detailed below. Further information can be found here - <https://www.barcouncil.org.uk/becoming-a-barrister.html#:~:text=To%20become%20a%20barrister%2C%20you,pupillage%2Fwork%2Dbased%20component>.

- Complete a UK Qualifying Law Degree with a minimum of a 2:2
- Join one of the four Inns of Court (you must complete 12 qualifying sessions at your Inn).
- Complete the vocational component. The names of these courses may vary but typically students should be looking for the Bar Course/Barrister Training Course/Bar Practice Course.
- At this stage you will be eligible to be Called to the Bar.
- Secure and complete a 12 month pupillage.
- Secure tenancy or an employed position.

Our programme allows students to meet the regulatory rules set by the Bar Standards Board if they wish to progress to complete the BTC and qualify as a barrister. **The regulations below are specific to students who wish to qualify as a barrister. They do not apply to students who wish to qualify as any other legal profession.** As per the Bar Qualification Manual Part 2 the Academic Component for Bar Training must adhere to the following regulations:

1. All foundations of legal knowledge subjects must be passed at 40% or above.
2. Compensation may be granted in one of the foundations of legal knowledge subjects where the following requirements are satisfied:
  1. The course provider's assessment regulations permit compensation; and
  2. There are exceptional circumstances in your case that are likely to have impacted on your performance; and
  3. Your mark for the subject to be condoned or compensated is not less than 35%; and
  4. There is evidence of your academic strength across your course studies.

The maximum number of attempts permitted for any of the foundations of legal knowledge subjects is normally three. If you have exhausted all three attempts (within a law degree, the GDL, or a combination of the two) you must complete a full law degree or GDL programme afresh to satisfy the academic component of Bar training.

The foundations of legal knowledge subjects are covered in the following modules; English Legal Systems, Criminal Law, Public Law and Human Rights, Tort Law, Land Law, Contract Law and Equity and Trusts.

	Level 5 optional modules	Level 6 optional modules
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Probation, Police or other Criminal Agency	Criminal Justice Youth Crime and Justice Psychology and Crime	Policing and Social Control Crime and Deviance Vulnerability and the Victim
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These optional modules have been designed for students who wish to venture into alternative careers outside of the traditional legal qualification routes. Including but not limited to prison and probation service, policing and Civil Service. The modules are designed to encapsulate some of the key content required for these roles such as victimology and working with vulnerable people, policing and social control and psychology and crime and addressing roots of offender behaviour.

## **Routes to Qualify:**

### **Probation**

To qualify as a Probation Officer you must complete the step below. More information can be found here - <https://www.traintobeprobationofficer.com/becoming-a-probation-officer/>

- Complete the Professional Qualification in Probation (PQiP).

The PQiP is a 21-month training programme but can be reduced to 15 months when the applicant holds a level 5 or above qualification that covers the following;

- The Criminal Justice System
- Understanding Crime and Criminal Behaviour
- Penal Policy and the Punishment of Offenders
- Rehabilitation of Offenders.

These topics are covered in the following modules: Criminal Justice, Youth Crime and Justice, Crime and Deviance and Psychology of Crime. Therefore, students studying these modules who wish to pursue employment within this sector may be able to reduce the length of their subsequent professional training.

### **Police**

To enter the police service you must complete the steps below. More information can be found here - <https://www.joiningthepolice.co.uk/application-process/ways-in-to-policing/degree-holder-detective-entry-programmes>

- Complete a UK undergraduate degree.
- Complete the Degree Holder Programme (a two-year work-based training programme) OR the Detective Degree Holder Entry Programme (a two-year work-based training programme with an additional examination: National Investigators Examination and PIP2 assessment criteria).



Our optional modules provide an advantage for students who wish to pursue a career in the Police as a Constable or similar role. Under the recruitment criteria for the Police students must either complete an apprenticeship or a degree to be considered eligible. The degree-holder entry route allows students with a degree in any subject to join the Police and follow a work-based programme, supported by off-the-job learning. This route normally takes two years. The programme is designed to provide students considering this route of employment with a foundation knowledge of key aspects of the policing role, the criminal

## **Section 3            Policies and Procedures**

### **3.1      British Values, Equality and Diversity**

We follow governmental principles on British Values throughout college, these are: Liberty, Justice, Democracy and Respect. Full details can be found on our website.

At University Centre Leeds we are proud of the social and cultural diversity of our community and see it as a strength that inspires innovation and creativity.

We aim to provide a stimulating and enriching educational experience for all of our learners, which enables them to reach their full potential and develop a range of skills in preparation for employment and other opportunities when they leave us.

The College is home to people from a wide range of cultures and backgrounds with diverse beliefs, values and abilities. We believe that everyone should be treated with dignity and respect. In keeping with these principles, we are committed to building an inclusive and safe learning and working environment where the values of respect and tolerance are at the heart of College life.

To help us achieve this, we have adopted a zero tolerance approach to any form of discrimination, bullying or harassment in our learning or workplace environments.

We are constantly striving to move beyond legal compliance towards best practice in promoting and celebrating equality and diversity. We have published a wide range of equality information that outlines how we intend to achieve our goals in relation to inclusion and fairness and how we will drive the equality and diversity agenda forward over the next few years.

### **3.2      Social Media**

Social media provides wonderful opportunities for life and for learning. The term social media describes the online tools, websites and services that people use to share content, profiles, opinions, insights, experiences, perspectives and media itself. These tools include social networks, blogs, message boards, podcasts, microblogs, live streams, social bookmarking, wikis and vlogs. The feature that all these tools, websites and services have in common is that they allow conversations and online interactions between groups of people. These guidelines are not intended to deter individuals from using these communication tools but are necessary to help protect staff and students and to prevent them damaging the college either inadvertently or intentionally.

All students should be aware that failure to follow these guidelines could lead to disciplinary action, and in more serious cases could be considered gross misconduct and may lead to exclusion. University Centre Leeds is committed to the responsible use of social media.

The College may routinely monitor social media and it reserves the right to instruct relevant parties to remove unauthorised sites. Any information posted on social media sites must comply with the Data Protection Act. For further information and full details please refer to the college data protection policy which can be found here  
[Data Protection Policy \(leedscitycollege.ac.uk\)](https://leedscitycollege.ac.uk/Data-Protection-Policy)

### **3.3 Student Complaints**

If you feel you have legitimate grounds for complaint, you should raise your concerns as soon as you become aware of the problem or issue arising. This should be in person, by e-mail or writing to the relevant person or your Personal Tutor. If this does not lead to a satisfactory outcome there is a formal academic complaints procedure, full details of which are provided on the VLE.

### **3.4 Academic Appeals**

Your module lecturer will explain to you how the criteria have been applied to produce your mark. If you wish to appeal the decision of an Assessment Board, you may do so but only under specific grounds and after your results have been ratified by an Assessment Board. Please note that this is not a procedure to challenge academic judgment. If you feel you have grounds for an academic appeal you will need to contact the HE Policy and Compliance Officer to put forward a claim for an academic appeal. For details of grounds under which Academic Appeals can be made please refer to the Assessment Regulations which can be found on the VLE.

**Please note : You may not appeal on the grounds of academic judgment.**

### **3.5 Research Ethics**

All dissertations and research projects need to gain ethical approval via the College's Research Ethics Process. Information and links to the application form can be found on the VLE

### **3.6 Academic Misconduct**

Training in issues surrounding plagiarism and poor scholarly practice is offered in first year modules, however if you require any further training you should refer to your Programme Manager. Plagiarism is a serious offence and if proven leads to action which could have a detrimental impact on your award.

Students should always identify sources for specific information and, where appropriate, the ideas used in assessed work. It is bad academic practice for a student to fail to do so, just as it would be for an author writing a book or learned article. Poor, sloppy or negligent practice may not result in formal action being taken but will receive lower marks in line with the marking and classification criteria. The Department uses plagiarism software to identify plagiarism in students' assessed work. This also highlights cases of self-plagiarism.

In order to avoid academic misconduct, the College is committed to continually educating its students on how to develop good academic practice and writing skills. The following support is available and it is recommended that you take advantage of this:

- Advice and guidance from the Students' Union.
- Facility for students and staff to use plagiarism detection software - Turnitin
- Briefings on academic misconduct provided at student induction events and during relevant modules

What follows is a brief summary of the Academic Misconduct procedure and should be read in conjunction with the Student Guide to Academic Misconduct which is available on the VLE. You are strongly recommended to read the guide. It provides a detailed explanation of academic misconduct, the procedures which must be followed when an academic misconduct offence is suspected and the possible penalties.

**Academic misconduct is defined by the University Centre as any activity or attempted activity which gives an unfair advantage to one or more students over their peers and is treated very seriously.**

To ensure that students are treated fairly and equitably, academic misconduct is divided into the following two types:

- **Academic Negligence:** This is regarded as the least serious offence and covers first time minor offences. It includes plagiarism that is small in scale, not related to the work of other students, and which is considered to have resulted from ignorance or carelessness.
- **Academic Malpractice:** This covers extensive paraphrasing of material with no acknowledgement of the source, systematic failure to reference, cheating, collusion and subsequent cases of Academic Negligence.

If suspected of academic misconduct, you will be required to attend either an informal or formal meeting and if subsequently found guilty, you will receive a penalty, the most serious of which can be exclusion from the University. The processes and penalties are described in The Student Guide to Academic Misconduct. If you are found guilty of academic misconduct after the end of your course, any award that you have received may be withdrawn. This can be done after you have graduated.

The following tips may help you to avoid academic misconduct:

**Do**

- Familiarise yourself with the regulations and penalties that can be incurred. For professional programmes, a single case of academic misconduct may result in you being discontinued from your course.
- Make sure that you know how to correctly acknowledge other people's work or opinions, and get feedback from your Tutor on whether or not you are doing this correctly.
- Take care when making notes from books or articles. Always keep a record of whether your notes are a paraphrase of the source or a direct quotation, so that you don't inadvertently include quotes without proper acknowledgement (this is a frequently cited reason students give when accused of academic misconduct).
- Seek support from your Module or Personal Tutor if you are experiencing difficulties in completing your work on time.
- Ensure you read and take note of our AI Usage Guidance which can be found on the VLE

### **Don't**

- Cut and paste (or reproduce) chunks of material from electronic sources or books/articles (even if you acknowledge the source, material not stated as being a direct quotation will make you vulnerable to an accusation of academic misconduct).
- Loan any of your work to other students (if it is then copied, you may be accused of academic misconduct).
- Borrow work from current or previous students.
- Submit the same work for different assessments.
- Get someone else to do your work (essay-writing websites don't always keep their promises and have been known to inform universities of students who have purchased work).
- Use AI outside of our General Use Guidance or to generate entire assignments for you

## **3.7 Assessment Regulations**

The full assessment regulations can be found at [Policies and Procedures - University Centre Leeds \(ucleeds.ac.uk\)](https://policiesandprocedures-ucleeds.ac.uk)

## **Section 4 Quality Assurance**

A range of checks and safeguards is in place to ensure that the qualification you receive at the end of the course continues to be current and acceptable to the College, HE institutions and employers

### **4.1 Student Voice**

Regular feedback from students plays an important part in planning modules and developing teaching skills within the department. In order to ensure that students can make a direct impact on the ways in which they are being taught, every tutor asks students to complete a questionnaire at the end of each module and circulates a written report on this feedback prior to discussing with the students concerned any resulting changes. At the end of the year a further questionnaire will be circulated which considers the programme as a whole.

We take your comments very seriously and you can find out what actions have been taken in response to your feedback through your Course Representative, the Students' Union, your tutors and your course VLE.

In the past student feedback has prompted the assessment types to be changed, as well as the structure in which modules are delivered.

## **4.2 Course Committee Meetings**

Course Committees are made up of student representatives, members of academic staff and library representatives. They provide an accessible arena for students to discuss with staff issues connected to teaching, learning and student support. They also provide an opportunity for the departments to receive feedback from students, particularly if changes to a course are proposed.

Each course is asked to elect a minimum of one student representative from each year of study, and meetings are held twice a year. Any student who wishes to raise an issue concerning a particular module, their programme or any other departmental issue should raise it with their student representative. Student representatives will be provided with training relating to their role and will also be invited to meet with student representatives from other programmes. We take matters raised through Course Committee Meetings and by student representatives very seriously.

Course Committee Meetings for your programme are as follows:

Thursday 14th November 2024 @ 12 noon  
Thursday 20th March 2025 @ 12 noon

## **4.3 Moderation**

The course is not subject to an external examination regime. All student work is continually assessed by the lecturers and is subject to internal and external moderation. A range of checks and safeguards is in place to ensure that the qualification you receive at the end of the course continues to be acceptable to the College, HE institutions and employers.

The Awarding Body is The Open University. In order to be able to offer this qualification, the University Centre has been subject to stringent approval processes with the university, considering aspects such as staffing, resources and quality systems. The Open University also monitors the quality of the awards through a range of ongoing measures and activities. The University Centre is also subject to inspections undertaken by the QAA (Quality Assurance Agency) in order to ensure that prescribed quality standards are being maintained.

Finally each year your tutors are observed teaching by the College's Learning Observation Team.

## **4.4 End of Year Procedures**

Once all assessments have been marked, moderated and seen by the External Examiner, your mark profile will be compiled and submitted to the Examination Board. The Examination Board considers the mark profiles of each student and will confirm achievements and classifications.

These results will then have to be ratified by the Open University Module Results Approval and Qualifications Classification Panel (MRAQCP) before they can be released to students.

Within 10 working days of the results being ratified by the Open University ratification panel (MRAQCP), the Chair of the Examination Board will write to you informing you of the decision of the Board and will give you a copy of your grade profile. If you, when you consider your grade profile, think you might have grounds to request an Academic Appeal (see the Academic Appeal Regulations/Guide for information relating to grounds) you must initially engage in an informal discussion with the Higher Education Policy and Compliance Officer within 10 days of the results being published.

**Please note if you have not paid your fees in full your profile will not be presented to the Examination Board and you will not be able to receive your award.**

Any issues that cannot be resolved through an informal discussion may result in the submission of an application for an Academic Appeal – please see the Student Guide to Appeals, which can be found on the VLE, for further information.

**N.B. It is your responsibility to ensure that your Programme Manager has your correct address. University Centre Leeds will not be responsible for results which are sent to old addresses if you have not updated your contact details. If you do not receive your results within the agreed time it is your responsibility to contact the Higher Education Registry Assistant at [heregistrar@ucleeds.ac.uk](mailto:heregistrar@ucleeds.ac.uk) to obtain a replacement letter.**

#### **4.5 External Examiners**

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An external examiner is generally an experienced lecturer from another university who offers an independent view as to whether the work of students on the course is of the correct standard. The external examiner does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified. The external examiners' reports are made available to students on the VLE.

The external examiner for your course is to be confirmed and he/she works at, to be confirmed. Sometimes, your modules may have a different external examiner and your module leader can provide details on request.

Please note that students are not permitted to contact external examiners directly and external examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to your Programme Manager.





## **Section 5      Safety, Health and Well-being**

### **5.1      Notification of Infectious Disease**

If you have been diagnosed with or have had contact with an infectious disease, you must notify us in writing within 24 hours of diagnosis. You must not return to College until a medical practitioner's certificate of clearance has been submitted.

### **5.2      Fire Safety Procedures**

Fire prevention is everyone's responsibility. You can help to prevent fires by:

- Good housekeeping
- Safe use of electrical and gas appliances
- Observing our College no-smoking policy

### **5.3      Fire Information**

Fire information is present on Fire Action Notices displayed in all College buildings. These are normally present in corridors or inside classrooms.

They inform you of the appropriate action to take, the location of the nearest Fire Alarm Call Point, the location of fire fighting equipment and the location of fire assembly points.

All fire exit routes are clearly identified. You should take the opportunity to familiarise yourself with the location of fire exit routes and fire assembly points for the buildings that you may use in the course of your studies.

#### **If you discover a fire**

If you discover a fire, you should sound the alarm by operating the Fire Alarm Call Point. You should report the circumstances and site of fire by calling 999 – indicated on the Fire Action Notice.

Do not tackle the fire unless you have been trained to do so. Evacuate the building to the fire assembly point indicated on the Fire Action Notice. Do not re-enter the building until officially authorised to do so.

#### **Fire evacuation**

On hearing the Fire Alarm, everyone should proceed calmly to the nearest available safe fire exit, as indicated by the green and white fire exit signage. Please assist visitors.

Follow the route to get out of the building and continue on to the fire assembly point so as not to impede the remaining evacuees exiting the building.

Take appropriate action to assist mobility impaired persons or wheelchair users to a safe refuge.

- Do not stop to collect belongings and do not try to leave by your usual entry route unless this is the way indicated by the escape signs.
- Do not attempt to use the lifts.
- Do not restrict emergency service access routes.
- Do not re-enter building until officially authorised to do so

Evacuation is practised through fire drills. However, you should regard any continuous sounding of the alarm as a fire incident and act accordingly.

#### **5.4 Students with Disabilities**

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. hearing impairment or the use of a wheelchair.

If you are referred to the Disability Adviser, a Personal Emergency Evacuation Plan (PEEP) will be developed for you, as appropriate.

#### **5.5 First Aid**

First Aid Notices (green and white) are displayed in all College buildings alongside the Fire Action Notices (predominantly blue and white) and alongside, or adjacent to, each First Aid box. Each first Aid Notice gives the following information:

- The location and contact number of the nearest First Aiders(s)
- The location of the nearest First Aid box
- The College emergency telephone number 3333 (Park Lane campus – for other campus' please check
- Other emergency contact numbers

The names and telephone numbers of the nearest First Aiders can also be obtained from the Health and Safety team at [health&safety@leedscitycollege.ac.uk](mailto:health&safety@leedscitycollege.ac.uk)

#### **5.6 Accident and Incident Reporting**

All accidents, incidents and dangerous occurrences must be reported to, and recorded by University Centre staff.

Accident report forms (HS1) are available on the intranet.

#### **5.7 Policy Statement**

Luminate Education Group accepts both moral and legal responsibility as an employer to ensure; so far as is reasonably practicable, the safety, health and welfare at work of all its employees. Luminate Education Group will ensure to conduct its undertakings in such a way that persons not

in direct college employment (i.e. students, contractors and members of the general public) who may be affected, are not exposed to risks to their safety and health. In addition the University Centre will actively endeavour to limit the adverse affects on the environment in which operations are carried out.

All safety, health and welfare matters will be treated as a management responsibility equal to that of any other managerial function.

Luminate Education Group is committed to continuous improvement in health and safety performance and to attaining the highest possible practice standards throughout the college.

## Appendices

### Appendix 1 - Useful Links

<b>Academic Regulations (Open University validated programmes)</b>	<a href="#">UC Hub - Awarding Bodies (google.com)</a>
<b>Academic Regulations (University Centre Leeds validated programmes)</b>	<a href="#">UC Hub - Awarding Bodies (google.com)</a>
<b>Careers and Progression Information</b>	<a href="#">UC Hub - Careers and Progression (google.com)</a>
<b>Fees and Funding Information</b>	<a href="#">UC Hub - Fees and Funding (google.com)</a>
<b>Forms and Guides</b>	<a href="#">UC Hub - Forms and Guides (google.com)</a>
<b>Help and FAQs</b>	<a href="#">UC Hub - Help (google.com)</a>
<b>Library/Learning Resource Centre</b>	<a href="#">iLearn (google.com)</a>
<b>Policies &amp; Procedures</b>	<a href="#">Policies and Procedures - University Centre Leeds (ucleeds.ac.uk)</a>
<b>Prevent Information</b>	<a href="#">Safeguarding Prevent and British Values - University Centre Leeds</a>
<b>Programme Specifications</b>	<a href="#">Programme Specifications - University Centre Leeds (ucleeds.ac.uk)</a>
<b>Safeguarding &amp; Prevent</b>	<a href="#">SECTION 3 (ucleeds.ac.uk)</a>
<b>Referencing Guides</b>	<a href="#">Quick referencing guide.pdf - Google Drive</a> <a href="#">Harvard referencing guide.pdf - Google Drive</a>
<b>Student Disciplinary Procedure</b>	<a href="#">Promoting Positive Relationships and Supporting Behaviour Policy, 2021/22 updates v1.5.docx (ucleeds.ac.uk)</a>
<b>Student Support</b>	<a href="#">Student Support Hub (google.com)</a>
<b>Student Union Information</b>	<a href="#">UC Hub - Student Union (google.com)</a>
<b>Student VLE</b>	<a href="#">UC Hub (google.com)</a>
<b>Submission Guidelines</b>	<a href="#">Draft Submissions Guidelines students - Google Docs</a>

## UC LEEDS TEACHING YEAR FOR 2024/25

<i>HE Teaching weeks Week</i>	<i>Commences Monday</i>	<i>Note</i>
	5 <sup>th</sup> Aug 2024	
	12 <sup>th</sup> Aug 2024	A LEVEL RESULTS DAY
	19 <sup>th</sup> Aug 2024	GCSE RESULTS DAY
	26 <sup>th</sup> Aug 2024	
	2 <sup>nd</sup> Sep 2024	
	9 <sup>th</sup> Sept 2024	HE ENROLMENT AND WELCOME WEEK
1	16 <sup>th</sup> Sep 2024	HE SEMESTER 1 TEACHING STARTS
2	23 <sup>rd</sup> Sep 2024	
3	30 <sup>th</sup> Sep 2024	
4	7 <sup>th</sup> Oct 2024	
5	14 <sup>th</sup> Oct 2024	
6	21 <sup>st</sup> Oct 2024	
	28 <sup>th</sup> Oct 2024	HALF TERM
7	4 <sup>th</sup> Nov 2024	Staff Development (Monday 4 <sup>th</sup> November)
8	11 <sup>th</sup> Nov 2024	
9	18 <sup>th</sup> Nov 2024	
10	25 <sup>th</sup> Nov 2024	
11	2 <sup>nd</sup> Dec 2024	
12	9 <sup>th</sup> Dec 2024	
13	16 <sup>th</sup> Dec 2024	
	23 <sup>rd</sup> Dec 2024	CHRISTMAS BREAK
	30 <sup>th</sup> Dec 2024	CHRISTMAS BREAK
14	6 <sup>th</sup> Jan 2025	
15	13 <sup>th</sup> Jan 2025	
16	20 <sup>th</sup> Jan 2025	SEMESTER 2 STARTS
17	27 <sup>th</sup> Jan 2025	
18	3 <sup>rd</sup> Feb 2025	
19	10 <sup>th</sup> Feb 2025	
	17 <sup>th</sup> Feb 2025	HALF TERM
20	24 <sup>th</sup> Feb 2025	PRE-BOARDS



21	3 <sup>rd</sup> Mar 2025	EXAM BOARDS WEEK
22	10 <sup>th</sup> Mar 2025	
23	17 <sup>th</sup> Mar 2025	
24	24 <sup>th</sup> Mar 2025	
25	31 <sup>st</sup> Mar 2025	
	7 <sup>th</sup> Apr 2025	EASTER BREAK
	14 <sup>th</sup> Apr 2025	EASTER BREAK
26	21 <sup>st</sup> Apr 2025	BANK HOLIDAY MONDAY
27	28 <sup>th</sup> Apr 2025	
28	5 <sup>th</sup> May 2025	BANK HOLIDAY MONDAY
29	12 <sup>th</sup> May 2025	
30	19 <sup>th</sup> May 2025	END OF TERM
	26 <sup>th</sup> May 2025	BANK HOLIDAY MONDAY
	2 <sup>nd</sup> Jun 2025	
	9 <sup>th</sup> Jun 2025	
	16 <sup>th</sup> Jun 2025	PRE-BOARDS
	23 <sup>rd</sup> Jun 2025	EXAM BOARD WEEK
	30 <sup>th</sup> Jun 2025	HE RESEARCH FESTIVAL/ANNUAL PLANNING
	7 <sup>th</sup> Jul 2025	
	14 <sup>th</sup> Jul 2025	
	21 <sup>st</sup> Jul 2025	
	28 <sup>th</sup> Jul 2025	

## Appendix 4 - Assessment Grids

### Level 4

Module Titles	Methods							
	Memorandum	Written Essay	Group Discussion	Problem-based assessment	Multiple Choice Questions	Case and Matter Analysis	Presentation	Group Presentation
Academic Skills		50% (1500 words) wk 7	50% (20 minutes) wk 14					
English Legal Systems		50% (1500 words) wk 13						50% (20 minutes) wk 8
Criminal Law	50% (1500 words) wk 10				50% (90 minutes) wk 15			
Public Law and Human Rights					50% (90 minutes) wk 30		50% (15 minutes) wk 22	
Legal Research and Ethics			50% (20 minutes) wk 23	50% (90 minutes) wk 28				
Tort Law	50% (1500 words) wk 21					50% (120 minutes) wk 29		

**Level 5**

Methods								
Module Titles	Essay	Case File Response	Group Discussion	Problem-based assessment	Case Study	Case and Matter Analysis	Individual Presentation	Group Presentation
Contract Law		50% (2000 words) wk 8				50% (120 minutes) wk 15		
Equity and Trusts					50% (2000 words) wk 7			50% (20 minutes) wk 14
Land Law			50% (20 minutes) wk 6		50% (2000 words) wk 13			
Business Law and Practice				50% (120 minutes) wk 22			50% (15 minutes) wk 29	
Wills and Probate						50% (150 minutes) wk 28	50% (15 minutes) wk 21	
Property in Practice		50% (2000 words) wk 23				50% (150 minutes) wk 30		
Youth Crime and Justice	50% (2000 words) wk28				50% (2000 words) wk21			
Psychology and Crime			50% (20 minutes) wk30		50% (2000 words) wk23			
Criminal Justice	50% (2000 words) wk 29						50% (15 minutes) wk 22	

**Level 6**

Module Titles	Methods								
	Case File Response	Group Discussion	Problem-based assessment	Case Study	Presentation	Case and Matter Analysis	Roleplay	Essay	Dissertation
Dissertation									100% (10,000 words) wk 30
Client Care	50% (2500 words) wk 14						50% (20 minutes) wk 9		
Family Law		50% (20 minutes) wk 10				50% (180 minutes) wk 15			
Civil Litigation	100% (5000 words) wk 28								
Criminal Litigation			50% (180 minutes) wk 22			50% (180 minutes) wk 29			
Crime and Deviance		50% (20 minutes) wk 15		50% (2500 words) wk 10					
Policing and Social Control					50% (20 minutes) wk 14			50% (2500 words) wk 9	
Vulnerability and the Victim		50% (20 minutes) wk 23		50% (2500 words) wk 28					

## Appendix 5 - Assessment timetable

<i>College Weeks</i>	<i>Commences Monday</i>	<i>Calendar/Assessment Deadlines</i>	<i>HE Weeks</i>
1	29-Jul-24		
2	05-Aug-24		
3	12-Aug-24	<b>A LEVEL RESULTS DAY</b>	
4	19-Aug-24	<b>GCSE RESULTS DAY</b>	
5	26-Aug-24	<b>Bank Holiday</b>	
6	02-Sep-24	<b>HE Enrolment</b>	
7	9-Sep-24	<b>HE Enrolment Induction week</b>	
8	16-Sep-24	<b>START OF TEACHING</b>	<b>1</b>
9	23-Sep-24		<b>2</b>
10	30-Sep-24		<b>3</b>
11	7-Oct-24		<b>4</b>
12	14-Oct-24		<b>5</b>
13	21-Oct-24	<b>LLB5 - Land Law Group Discussion 20 minutes (50%) Thursday 24th SDD</b>	<b>6</b>
14	28-Oct-24	<b>HALF TERM</b>	<b>*</b>
15	04-Nov-24	<b>LLB4 - Academic Skills Written Essay, 1500 words (50%) LLB5 - Equity and Trusts Case study 2000 words (50%)</b>	<b>7</b>
16	11-Nov-24	<b>LLB4 - English Legal System Groups Presentation 20 Mins (50%) LLB5 - Contract Case File Response 2000 words (50%)</b>	<b>8</b>
17	18-Nov-24	<b>LLB6 A- Client Care 20 -minute Roleplay (50%) LLB6 B - Police and Social Control Essay 2500 words (50%)</b>	<b>9</b>
18	25-Nov-24	<b>LLB4 - Criminal Law Memorandum 1500 words (50%) LLB6 A- Family Law Group Discussion 20 minutes (50%) LLB6 B - Crime and Deviance Case Study 2500 words (50%)</b>	<b>10</b>
19	02-Dec-24		<b>11</b>
20	09-Dec-24		<b>12</b>
21	16-Dec-24	<b>LLB4 - English Legal System written essay 1500 words, (50%) LLB5 - Land Law Case Study 2000 words (50%)</b>	<b>13</b>
22	23-Dec-24	<b>CHRISTMAS HOLIDAYS</b>	<b>*</b>
23	30-Jan-24	<b>CHRISTMAS HOLIDAYS</b>	<b>*</b>
24	6-Jan-25	<b>LLB4 - Academic Skills Group Discussion 20 mins (50%) LLB5 - Equity and Trusts Group Presentation 20 minutes (50%) LLB6 A - Client Care written assessment 2500 words (50%) LLB6 B - Police and Social Control Individual presentation 20 minutes (50%)</b>	<b>14</b>
25	13-Jan-25	<b>LLB4 - Criminal Law CMA 120 mins, (50%) LLB5 - Contract CMA 120 mins (50%) LLB6 A- Family Law CMA 180 minutes (50%)</b>	<b>15</b>

		LLB6 B - Crime and Deviance Group Discussion 20 minutes (50%)	
26	20-Jan-25	<b>SEMESTER 2 STARTS</b>	<b>16</b>
27	27-Jan-25		<b>17</b>
28	03-Feb-25		<b>18</b>
29	10-Feb-25		<b>19</b>
30	17-Feb-25	<b>HALF TERM</b>	<b>*</b>
31	24-Feb-25	<b>PRE-BOARDS</b> <b>Tuesday 25th SDD</b>	<b>20</b>
32	03-Mar-25	LLB4 - Tort Memorandum, 1500 words (50%) LLB5 A- Wills and Probate Individual Presentation 15 Mins (50%) LLB5 B-Youth Crime and Justice Case Study 2000 words (50%) <b>EXAM BOARD WEEK</b>	<b>21</b>
33	10-Mar-25	LLB4 - Public Law and Human Rights Presentation, 15 mins (50%) LLB5A - Business Law and Practice PBA 120 mins (50%) LLB5 B-Criminal Justice Individual Presentation 15 mins (50%) LLB6 A&B - Criminal Litigation PBA 180 minutes (50%)	<b>22</b>
34	17-Mar-25	LLB4 - Legal Research and Ethics Group Discussion 20 mins (50%) LLB5A - Property in Practice Case File Response 2000 words (50%) LLB5 B - Psychology and Crime Case Study 2000 words (50%) LLB6 B - Vulnerability and the Victim Group Discussion 20 minutes (50%)	<b>23</b>
35	24-Mar-25		<b>24</b>
36	31-March-25		<b>25</b>
37	7-Apr-25	<b>EASTER HOLIDAY</b>	<b>*</b>
38	14-Apr-25	<b>EASTER HOLIDAY</b>	<b>*</b>
39	21-Apr-25	<b>BANK HOLIDAY MONDAY</b>	<b>26</b>
40	28-Apr-25		<b>27</b>
41	05-May-25	<b>BANK HOLIDAY MONDAY</b> LLB4 - Legal Research and Ethics PBA 1.5 hours (50%) LLB5 A- Wills and Probate CMA 150 mins (50%) LLB5 B-Youth Crime and Justice Essay 2000 words (50%) LLB6 A - Civil Litigation Portfolio 5000 words (100%) LLB6 B - Vulnerability and the Victim Case Study 2500 words (50%)	<b>28</b>
42	12-May-25	LLB4 - Tort CMA 2 hours (50%) LLB5 A- Business Law and Practice Individual presentation 15 mins (50%) LLB5 B -Criminal Justice Essay 2000 word (50%) LLB6 A & B - Criminal Litigation CMA 180 minutes (50%)	<b>29</b>
43	19-May-25	LLB4 -Public Law and Human Right 1500 word essay (50%) LLB5 A- Property in Practice CMA 150 mins (50%) LLB5 B- Psychology and Crime Group Discussion 20 mins (50%) LLB6 A & B - Dissertation 10,000 words (100%) <b>END OF TERM</b>	<b>30</b>



44	26-May-25	<b>HALF TERM</b>	
45	02-Jun-25		
46	09-Jun-25		
47	16-Jun-25	<b>PRE-BOARDS</b>	
48	23-Jun-25	<b>HE END OF YEAR EXAM BOARDS</b>	
49	30-Jun-25	<b>HE RESEARCH FESTIVAL/ANNUAL PLANNING</b>	
50	7-Jul-25	<b>Research Festival</b>	
51	14-Jul-25	<b>SDD Monday 14th July</b>	
52	21-Jul-25		