**LLM Legal Practice Course**

**Faculty of Business, Law and Social Sciences**

**School of Law**

This document is presented in three sections:

## Section One

This section will provide students with key information on their learning experience and how it will be continuously enhanced this will include;

* Programme Philosophy and Aims
* Programme Learning, Teaching and Assessment strategy
* Statements of Intent for key learning experience themes

This section aims to address Quality Enhancement and Learning & Teaching excellence across the student learning experience.

## Section Two

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of the student learning experience.

## Section Three

This section collates the Module Guides from across the programme.

## Section One

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| Programme Philosophy | |
| The LLM Legal Practice Course (“LPC”) (“the Course”) programme provides a knowledge-led and practice-based course which satisfies the Solicitors Regulation Authority’s (“SRA”) requirements to complete the last stage of the academic requirements to qualify as a solicitor within the United Kingdom. The Course also provides the opportunity to obtain a Master’s degree qualification. The Course is delivered by a team of practitioners as part of the full time staff at the University and through a bank of well-established Visiting Lecturers, most of who are still in practice. The programme contains two parts: the LPC and Masters stage.  The programme provides comprehensive coverage of the SRA’s LPC Outcomes 2011 with the additional element of a Master’s qualification that builds on the knowledge and credits obtain with the LPC. The programme is therefore essential if you are aiming for a career in professional legal practice or if you are seeking to gain essential transferable skills, such as critical thinking, analysis, negotiation and advocacy for an alternative career. Pursuing the Masters stage of the programme could also open up the pursuit of further academic study such as a PhD.  The award of LLM Legal Practice combines credit obtained through the successful completion of the LPC, training in advanced research methods and the completion of a dissertation, live project or placement.  The programme places an integrated understanding of the law and its function within the context of an increasingly globalised environment. The Law School’s location in the centre of the thriving and diverse City of Birmingham, puts it in close proximity to the Business and Legal communities and enables collaborations with external partners and stakeholders. Your learning is therefore facilitated through engagement with real and authentic problems and challenges; you will apply and synthesise the theoretical and practical aspects of the discipline of law to reach effective, practice-led solutions. Key employability skills are embedded within the learning and teaching, and we will provide you with additional careers development opportunities through a programme of guest speakers, pro bono and placement opportunities which offer you practical experience of the world of work.  You will learn in the environment of a School of Law whose core values are social justice, access to justice and corporate social and legal responsibility. We aim to enable you to develop a critical awareness of the role of law in influencing social change and individual and corporate behaviour. We will equip you with the skills and knowledge to make a difference in issues of fairness, equality and access to justice. | |
| Programme Aims This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan. | |
| 1. Pursuing Excellence | To provide you with the opportunity to obtain knowledge and understanding of such areas of law as are required by the Solicitors Regulation Authority so that you will obtain a Legal Practice Course Diploma within an institution that promotes excellence in scholarship and practice-led learning that is transferable into both the legal sector and other professional institutions.  To allow you to develop an enhanced and specialist knowledge of a specific legal issue relevant to legal practice, demonstrate the ability for strategic collaboration on a live project or conduct a legal practice placement, you will complete research training and the skills needed to successfully plan and execute your chosen project at Masters stage. The result will be an extended piece of academic writing that will showcase your enhanced knowledge and critical appreciation of your chosen project. To develop your ability to understand and use the English language with precision, orally and in writing, in relation to legal and other areas of professional practice, in order to make effective oral and written presentations which are coherent and comprehensible to others within a scholarly and workplace environment. |
| 1. Practice-led, knowledge-applied | To provide you with the knowledge and skills to train at wide and diverse range of legal practice. To provide a general foundation for practice. To be able to adapt the knowledge and skills acquired during the programme to respond on a day to day basis to the demands and challenges of the varied types of legal practice in which you might find themselves during training.  To enable you to learn and practise the necessary skills in a realistic context just as would occur during a training contact. The programme is designed to truly reflect the experience of work based learning  To consider practice based issued in more depth through research and analysis. You will have an opportunity to engage in emerging and current debates within the field of legal practice. Through the processes of analysis, synthesis and critical judgement students will apply their knowledge to enhance and inform current or future practice.  To enable you to develop the skills necessary to assimilate knowledge, frame appropriate questions, marshal coherent and rational argument, and relate theory and practice in order to draw independent and balanced conclusions through the ability to plan strategically for your own learning methods and provide a structured response to meaningful feedback.  To enable you to develop the ability to analyse, critically evaluate and produce a synthesis of well-established and innovative legal rules, doctrine, policy, principles and concepts; to apply this to a diverse range of practical and theoretical issues and problems, recognising and making evaluative judgements about the appropriateness of different methods of problem solving, in order to make a reasoned choice from relevant alternatives and to present this information in an appropriate format within the workplace environment. |
| 1. Interdisciplinary | To set the law and relate the study of law, where appropriate, within the context of contemporary issues in business and wider legal practice covering a variety of disciplines from family issues, to issues of social justice amongst others. |
| 1. Employability-driven | To provide opportunities for you to develop and apply employability, practitioner, professional, analytical, self-reflective critical and research skills in legal education.Employability and professional skills are embedded into the programme and a requirement of the SRA.You can further enhance your knowledge with the submission of a dissertation in a practice area of your choosing. This will enable you to forge links with the profession through the research and contact with professional practice that will be necessary to produce a piece of work that is practice based in application. The development of a specialism through completion of the Masters stage will help to increase your employability by demonstrating enhanced knowledge of the skills required to complete a significant project. You will produce work which is presented and formatted using standard software packages and have the opportunity to engage in placement and project opportunities with our expanding range of collaborative partners. You will work co-operatively with others and practice professionalism in every aspect of your programme. |
| 1. Independence in learning | To enable you to refine and enhance the skills necessary for autonomous learning illustrated in the completion of an extended project (dissertation, live project or placement) |
| 1. Ability to conduct measured and systematic research | To enable you to refine your techniques of research and skills necessary to plan and successfully execute an extended project whether that is a dissertation, live project or placement. |
| 7. Internationalisation | To set law and legal practice in the context of contemporary, social, cultural and economic factors within local, national and international contexts. At the Masters stage of study you may have the opportunity to study part of the dissertation at a university overseas, work on a project with overseas collaborators or pursue an international legal placement. |

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| Programme Learning Outcomes To enable you to: |
| 1. Research and apply critical knowledge of the law and legal practice accurately and effectively |
| 1. Identify: the client’s objectives and different means of achieving those objectives and be aware of; the financial, commercial and personal priorities and constraints to be taken into account; the costs, benefits and risks involved in transaction or courses of action; the tasks required to advance transactions or matter; how the rules of professional conduct may impact and be able to apply them in context   . |
| 1. Demonstrate knowledge, understanding and skills in the areas of: Professional Conduct and Regulation; the core practice areas of Business law and Practice, Property Law and Practice, Litigation and the areas of wills and administration of estates and taxation; the Course skills of Practical Legal Research (PLR), Writing, Drafting, Interviewing & Advising and Advocacy. Students should be able to transfer skills learnt in one context to another;   the three areas covered by their Electives |
| 4. Employ strategic transferable skills to underpin: advising clients; interacting with professional colleagues; continuing professional development and practice and to develop a range of other pervasive skills, including: conducting electronic research and appropriate use of the internet to locate relevant information, producing work which is properly referenced and presented and formatted using standard software packages, working co-operatively, ethically and professionally with others. |
| 1. Develop enhanced research and reflective skills; gain a sophisticated level of knowledge and critical awareness of a chosen area of legal practice; and have the opportunity to demonstrate originality in tackling and solving problems, acting autonomously in planning and implementing tasks, advancing your own knowledge and understanding and the independent learning required for continuing professional development through studying the Masters element of the programme |

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| Programme Learning, Teaching & Assessment Strategy | |
| This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feedforward you will encounter, and explain how these will support your continuous learning throughout the programme, and explain the expectations we have of you in this learning partnership.  Learning and Teaching  The acquisition of knowledge and understanding of the law and legal practice takes place through pre-directed reading, Large Group Sessions (interactive lectures) Small Group Sessions (practical skills based workshops), on line lectures and other directed learning activities, including the use of computer based technologies to direct and support learning.  Problem based learning within realistic, practice based, transactional case studies are developed using:   * Analysis of realistic practice based documentation; * Small Group Sessions which facilitate experiential learning by the completion of practical skills based activities which simulate (as near as possible) those found in practice * Practise of the Course skills in context   Research skills are developed using:   * Training in practical legal research * Technologies to support legal research. * Dedicated research Small Group Sessions, which facilitate experiential learning and enable the student to develop and practise the skill in the context of a realistic area of legal practice.   The compulsory Course skills along with other transferable skills are pervasive and incorporated into delivery across the programme and assessments as appropriate. There are opportunities to learn, exercise and develop these skills in the context of the subjects in which they are taught. Examples of the development of these skills are seen in:   * Small Group Sessions in the Core Practice Areas and Wills & the Administration of Estates, where the assessed Course skills are delivered and practised in context. These sessions also provide the opportunity for the development of team building skills because of their collaborative nature. * Dedicated oral skills sessions which enable the development of the Course skills of Interviewing and Advising and Advocacy. * Personal development sessions with personal tutors for the reflection upon learning and the identification of learning needs.   The programme encourages you to participate in activities and discussions which are hosted on the Virtual Learning Environment (VLE) – Moodle. All learning activities will be supported both in teaching sessions and on the VLE. The VLE will also offer interactive practice-orientated opportunities to test and apply your legal knowledge. We also have an on-line virtual town, called Shareville, which includes many law based institutions, such as courts, a solicitor’s office and a land registry office, providing a wealth of on-line information and further opportunities to apply your knowledge.  We require you to attend all teaching sessions as well as to read and prepare before these sessions. This is also an SRA requirement. Good preparation will enable you to get the most from your contact time and will help you become an autonomous learner. Advance preparation is also a critical skill which you must develop if you wish to succeed in business or professional practice.  At the Masters stage of the LLM Legal Practice you will receive online training in advanced legal research theories and methods. You will be required to participate in a series of live workshops designed to help you develop the skills needed to facilitate the design and execution of an extended project. Assessment for Advanced Legal Research Methods is the presentation of your intended research proposal for your anticipated project whether that is a dissertation, live project or placement. When working on your project you will have a series of meetings with an academic supervisor of your dissertation or live project, or meetings with a coordinator during the time you are on placement. This final 40-credit project requires you to demonstrate self-direction, initiative and independence.  The master element to the Course is not regulated by the legal professional bodies since completion of the of the course results in an academic conferment and not as a pre-requisite to further professional legal qualifications.  Employability  Employability is embedded throughout the programme in order to facilitate the enhancement of applied skills demanded within the legal profession, which are also transferrable across a variety of other graduate careers and necessary to succeed in the modern workplace. Our curriculum endorses practice-led learning, develops cognitive, critical and analytical skills as principal foundations.  Assessment strategy  **Part 1**  LPC  Part 1 of the programme complies with the SRA’s assessment requirements. Nearly all of the modules are assessed by way of an unseen examination, apart from the skills of Writing; Practical legal Research; Advocacy; and Interviewing and Advising.  Each of the Core Practice Areas and the Vocational Electives are assessed by way of an unseen examination in two parts: Part I is a transactional paper and Part II is a multiple choice paper. The transactional paper requires you to complete an assessment providing advice in the subject context as would be expected in practice. Part II assesses the breadth of knowledge of the modules through multiple choice questions.  For the unseen exam assessed remaining subjects: Drafting; Wills and the Administration of Estates, Professional Conduct and regulation; Solicitors Accounts; and Taxation it is a combination of multiple choice or transactional based assessment.  Advocacy and Interviewing and Advising are oral skills which are assessed as the skill would be delivered in practice but under timed conditions.  Practical Legal Research and Writing are coursework based assessments allowing the student to complete the assessment under non-invigilated conditions.    In accordance with the SRA requirements you will be permitted three attempts at assessments. After your first sit, if you are unsuccessful in any of your assessments, there will be a final resit opportunity for which your mark, (provided that you pass the assessment) will be capped at 50%.  All modules on the programme for each session will be supported by learning activities which will help increase your confidence and make it clear what we expect from you in the final assessments. We will give you feedback to help improve your work and to support your continuous learning and development throughout your time with us.  Your learning will include a range of activities, which will be influenced by professional practice and will enable you to apply your knowledge. We will always give you an opportunity to practice for the final assessment. You will receive feedback on your practice attempt and an indication of the grade that would have been awarded where appropriate. Our feedback will focus on how you can develop and improve your work before the final assessment.  All sessions on the programme have objectives which are supplemented by learning activities which support the module’s learning outcomes and assessments. This is made transparent in the module guide handbook which identifies the various learning activities.  The assessment you undertake has been devised to fit with the requirements of the SRA’s LPC Outcomes, the ethos of the programme and the way it is taught: it is based on authentic situations encountered in professional practice and focussed on finding solutions to legal problems, applying legal principles and evaluating the implications of particular courses of action. Our strategy embeds good practice in assessment and feedback to improve your learning and support your success.  Each of the final assessment points on this programme are aligned to the module learning outcomes. The structure of topic areas is broken down in each session and an explicit reference will be made to how each session or learning activity contributes to each final assessment point on the programme. Throughout each module, you will have the opportunity to receive feedback from your tutor and your fellow students which will help you to prepare for assessments with confidence.  **Part 2**  Masters  To successfully complete the Masters stage of the LLM Legal Practice you are required to submit a word research proposal for your proposed project and secondly complete a dissertation, live project or placement.  Your research proposal will be no more than 3,000 words and will present the chosen topic of your project, discuss the relevance and rationale of the topic by particular reference to practice, the intended research theory and techniques, evidence of engagement in academic scholarship and recommendations for further enquiry. Before moving on to the project you must pass this module.  The Masters project may either be a dissertation, live project or placement. If you choose to do a dissertation this will be a single piece of academic writing of 8,000 words underpinned by research. Should you opt to conduct a live project this is also 8,000 word report that specifically includes a section to evidence your reflection on the project. Finally should you choose to do a placement this will be 7,000 words to take into consideration the number of hours involved with conducting the placement, the report will be 50% journal and 50% reflection. Either of these options should demonstrate: an ability to conduct independent research and study; the capacity for reasoned argument on facts and reasoned judgment on competing view points; comprehensive knowledge developed through critical analysis; a synthesis of information and/or ideas; evaluation of alternative approaches to problems; the capacity to reflect on your own or other’s work; comprehension for and use of academic referencing, legal argument and presentation; and clear and accurate presentation of an extended piece of academic writing. | |
| The Whole Experience We recognise that there are key aspects to every programme (critical learning themes) that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for the future. Below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these. | |
| Widening Participation Higher education has a vital role to play in improving social mobility. The University’s Strategic Plan highlights our responsibility in supporting economic, social and cultural improvement in the city region. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by forging strong relationships with local colleges and schools, providing defined and clear progression routes to facilitate lifelong learning. The Schools and Colleges Liaison team plays an important role in ensuring that talented students are attracted to the right programmes, regardless of their background. The team works proactively with schools and colleges to provide master classes and campus visits. In the Faculty, our open days encourage applicants from all backgrounds to access the University and we provide bursaries to support students progressing from our partner colleges and schools. Many of our students are classified as ‘mature’ (over 21) and we try to deliver our programme flexibly to help students with families or other commitments. We also provide substantial support for all students during their time with us. Each student is allocated a personal tutor and can access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finance, visas, and student records.  Recruitment  As an LLM programme you will be entitled to apply for funding from the Student Loan Company for a loan of up to £10,000. Repayment of the loan is your responsibility. If the condition of the loan is that you must complete the Masters stage (Part 2) of this course then you must do so. If you decide to only complete Part 1 of the Course (the LPC) the University will award a Postgraduate Diploma (PG Dip Legal Practice) however you will need to consider what implications this has for the funding you may have received from the Student Loan Company.  Student Support – Progression and Retention  Every student on the programme is allocated a personal tutor and we ensure that our students are invited to both group and individual meetings throughout the year, in addition to operating an ‘open door’ policy and providing set times (known as office hours) during the week where we can see students without appointment if you require additional help or support. We also invite you to meet and go through your assessment feedback with the marking tutor to ensure that you have understood and can use the comments provided to enhance your future submissions. We collaborate closely with the Centre for Academic Success which offers workshops, individual advice sessions and small group tutorials to all University students on a variety of subjects including use of English, study skills, maths and other technical topics. Staff from the Centre for Academic Staff take part in our student induction programme and we promote their services throughout our modules and within the assessment feedback process. We provide additional academic support sessions to offer support and guidance to students who need to re-sit a final assessment (s). Our Student Law Society offers further opportunities for you to interact and work together on legal pursuits, career enhancement and social activities, offering you support through interacting with your peers. Inclusivity We make every effort to ensure that we provide an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which complies with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all.  If you declare a disability, Student Services will consider ways in which we may offer you further support with your studies. They may feel it is appropriate for you to have a Support Statement. If so, once this has been agreed, your requirements will be carefully managed by the programme’s Senior Personal Tutor who will meet with you to discuss how the support identified will be put into place. You can then expect your adjustments and requirements to be incorporated by the tutors who teach or support you on the programme. For example, we can provide learning materials in large print and produce transcripts where audio recordings are used. Staff will ensure that your requirements are complied with, retaining confidentiality in the process. Information & Digital Literacy As a student, you are expected to have high levels of digital and information literacy both at University and outside. JISC (the Joint Information Systems Committee), an organisation which encourages the use of digital technologies in UK Higher Education, defines digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. This goes beyond the ability simply to use technology effectively: it is an essential ‘life skill’ to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success, whether you have been exposed to using technology from an early age and are a 'digital native', or have not yet acquired these skills. Throughout your programme, therefore, you will be encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge.  Many of your assessments on this programme are required to be submitted on-line, this may involve a variety of platforms; the most extensively used on this programme is the VLE, Moodle. You will be encouraged to appreciate the importance of following instructions carefully as our e-submission protocols contain a number of important rules and requirements that must be adhered to in relation to hand-ins. Many of your learning activities are also provided on Moodle. Sustainability & Global Citizenship This University is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduced waste, increased recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship.  The United Nations defines Global Citizenship in education as:  'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’.  We encourage you to live and work more sustainably whilst recognising the impact that your decisions, and actions, have on the local, national and global communities to which you belong. We have made a commitment as an institution to create post graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection. The Faculty and Programme demonstrates internationalisation by:   * Using cultural and international experiences or knowledge as a learning resource, for example, our programme is also offered in Singapore * Encouraging intercultural experiences, partnerships and collaborations * Contributing to international scholarly activity and knowledge exchange * Facilitating on going intercultural and international dialogue and partnerships * Proactively developing inclusive learning outcomes, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals * Adapting the content, language, pace and modes of delivery and assessment to the learning context and the diversity of learners * Viewing and utilising the diversity of the academic community (whether differences in cultural and educational backgrounds, country of origin or languages spoken) as a key learning resource * Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.  Student Engagement This University is renowned across the sector for its commitment to Student Engagement, which aligns with Aim 5 of the University’s Strategic Plan: ‘we will become recognised as the sector leader for student engagement’. We are committed to the notion that where students participate fully in all aspects of University life this creates a coherent, active and vibrant learning community. This, in turn, increases students’ sense of ownership of their learning experience (both at programme and institutional level) which leads to greater levels of student satisfaction. There are therefore significant opportunities for you to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and the Students’ Union.  The aim is to enable students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience; offering support for Student Academic Partner [(SAP)](https://icity.bcu.ac.uk/celt/student-engagement/SAP-Projects) projects and for initiatives around Student Academic Mentoring [(StAMP)](https://icity.bcu.ac.uk/celt/student-engagement/StAMP-Projects). The University’s [Student Engagement Policy](https://icity.bcu.ac.uk/Notice/Student-Engagement-Policy) sets out the University's expectation of what engagement should look and feel like for students at both undergraduate and postgraduate levels.  The School of Law has its own societies that are open for all students to join. The Student Legal Society organises many academic initiatives and competitions to enhance your learning opportunities. It also offers trips and social activities, like the Student Law Ball. The renowned Student Mooting Society is managed and organised by students and has its own mentoring structure. It has been highly successful in major national mooting competitions.  We very much value the contribution and input of our students to the design, delivery and management of the programme. There are elected student representatives on the School Academic Board and there are regular highly influential Student Forum meetings. We are keen to receive and respond promptly to feedback and information obtained from these events. The content and design of your programme benefitted substantially from the feedback of students who were studying on the existing programme through an away day and focus groups. Partnership Engagement Engagement with partners is a key BCU priority which features strongly in the University’s 2020 Strategic Plan. Our partners include students, the wider educational community and external stakeholders such as employers and cultural and social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. We see our students as partners in their learning and we try to involve you in every level of decision making within the University. We are committed to building on our strong partnerships with education providers in the city and region and are pro-active in developing relationships with our local schools and colleges. Employers are particularly valued partners, advising us on our curriculum developments, providing internship and work experience opportunities for you and contributing to your learning and teaching activities. Our overseas partnerships provide opportunities for you to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas.  The Law School has an Advisory Board made up of employers and alumni. The Advisory Board has fed directly into the structure and design of your programme and continues to provide an extremely valuable guide in helping us to ensure that our programmes align with the needs of employers in the legal professions and in the wider business sector. We also employ visiting lecturers who also practice within the legal sector and in many cases contribute to our internship provision. We have many collaborative links across the City and beyond, which include employers (law firms, barristers’ chambers and leading businesses), Birmingham Law Society, pro-bono organisations, Birmingham Community Law Centre, Bradical, the Citizens Advice Bureau, Reprieve and Amicus, whom provide a rich source of information and advice on employability matters and sector developments and requirements.  The LPC in particular is supported by the LPC Practitioner Liaison Committee (the Committee). The Committee is established to create a link between the form, content and delivery of the Course and legal practitioners. The main purpose of the Committee is to inform and critique development of the Course. This aim fits within the core purpose of legal practice courses which is to prepare you for work-based learning and to provide a general foundation for engagement in legal practice. In carrying out its functions, the Committee shall has regard to the requirements of the SRA. This includes in particular the Outcomes required to be achieved by Legal Practice Courses, with specific reference to the Information for providers of Legal Practice Courses issued by the Education and Training Unit of the SRA. Any updates to this information are noted and actioned at the point they are received. Induction & Transition Starting a post-graduate course for the first time is exciting but it is also very different from undergraduate studies. This is particularly so with a professional course such as the LPC which is aimed at preparing you for day one of practice as a trainee solicitor. We know how important it is for you to adjust smoothly and successfully to the very demanding requirements of the LPC.  Our induction and transition support helps you to adapt to the different experiences you will have, enabling you to develop confidence and professionalism.  The programme has a mandatory one week programme of induction. We will introduce you to our main body of teaching staff and make sure that you understand the requirements of your programme, including what you can expect from us, and of what we expect from you. Our induction also introduces you to the wider University and the support, help and provision that is available from all areas of the institution. In addition Induction sets the professional standard expected of you on the Course including coverage of the assessment regime and the Solicitors’ Code of Conduct.  When moving on from Part 1 (the LPC) to Part 2 (Masters stage) you will have an introductory face-to-face workshop for advanced legal research methods before you engage with the online substantive delivery of that module. In the first meeting with your academic supervisor or coordinator when you start your project you will have the opportunity to reflect back upon your successful research proposal so as to discuss your upcoming schedule of work and future meetings through to completion of the project. Your experience and success We want you to get the most out of your time with us and to be successful. We aim to ensure that you are well equipped to deal with the demands of professional practice so that you can contribute effectively to the practice you join, however large or small. We aim to provide you with a great learning and assessment experience to help you achieve this. Your education is a partnership. We can provide you with learning materials, guidance and stimuli, but you will need to engage with the University and take full advantage of everything it has to offer in order to be successful in your studies. It is a requirement that you attend all teaching sessions on the programme. In addition you will be given the opportunity of meeting with a dissertation supervisor for part 3 of the Course. We monitor your attendance and will contact you to offer and advice if we notice you are not attending regularly.  If at any point during your time with us you are struggling with any aspect of your course, your personal tutor is available to discuss all matters with you and can act as a gateway to a great number of support mechanisms to get you back on track. Remember to keep in touch with us at all times. The feedback we give you is an excellent way for you to ensure that you are meeting the level that you have set for yourself at any particular time in the programme.  If you have commitments outside of University that may impact upon the times that you can come into the University to study, discuss the situation with your personal tutor who may be able to propose some flexibility within the programme in certain areas. Support and Personal TutoringYour Personal Tutor is there to advise you on your academic progress and can also direct you to additional help, if you need it. You can expect to meet your Personal Tutor for formal meetings three times a year but he or she will also be available if you need additional help or guidance. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are having any problems, your Student Success Adviser can also help you. The University also offers the Centre for Academic Success, the Careers Service, Child Care facilities, Finance/Money Matters advice, Health and Wellbeing advice, Visas and Immigration advice, and Student Mentoring. All of these services can be accessed direct or via our ‘one stop shop’, ASK. When moving on to the project at the Masters stage you will be given an individual supervisor who will be able to support you through your project. Personal Development Planning Personal tutors will be allocated to you on enrolment. All personal tutors will be members of the LPC teaching team. There will be 4 formal opportunities for you to seek pastoral support from your personal tutor within the PDP process but the LPC’s “open door” policy will continue to operate to ensure that members of the LPC team remain accessible, without appointment, during “office hours”. In addition with regards to the part time programme we have adapted the LPC’s PDP process to encourage participation by part time students whilst off campus. The PDP process will enable documentation to be submitted in advance by e-mail to the PDP Tutor and for the “meeting” to take place over the telephone at a mutually convenient and agreed time. This will obviate the necessity of attendance on campus by part time students, most of whom are employed and who would be required to take leave in order to attend in person during business hours. In addition to the LPC’s tailored personal tutor support the University has its own on-line PDP process which will be accessible to all both on and off campus. Employability (including Birmingham City University Graduate Attributes)   Our programmes aim to provide our graduates with a set of skills and attributes which prepare them for their future careers as a solicitor in practice  The BCU LLM Legal Practice Graduate:   * is professional and work ready * is a creative problem solver * is enterprising * has a global outlook   The Faculty of Business, Law and Social Sciences is committed to practice-led learning and teaching that will give you experiences of the world of work through a range of activities which could include work internships, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises.  The Full Time Course has been designed deliberately to only run on 3 days a week (Monday to Wednesday) to allow free time for students to pursue pro-bono opportunities that will enhance their CVs and employment prospects. The Part Time is evening only attendance and subject to other work commitments that part time students have also enables part time students to engage in pro-bono activities  We regularly invite alumni to tell you about their career experiences after leaving University. They are well placed to advise you on issues such as how to secure a Training Contract as a prospective solicitor, how to obtain a pupillage as a barrister, how to work in international human rights organisations and how to succeed in business. The Law School is proud of the success of our hard working and dedicated graduates.  Our dedicated careers service offers a wide range of online and face-to face services to help you develop your employability skills, plan your career and access the latest job opportunities. You can make an individual appointment with a careers advisor and the team of employment advisors supports final year students and graduates in securing graduate-level employment, by offering support with job searching, tailoring CVs and applications and help with interview techniques. |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

**Part 1**

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| **Level 7** Core Modules | **Business Law and Practice** | **Property Law and Practice** | **Litigation** | **Professional Conduct and Regulation** | **Taxation** | **Wills and the Administration of Estates** |
| Credit level (ECTS value) | 8 | 8 | 8 | 8 | 8 | 8 |
| Study Time (%) S/GI/PL | 20/80/00 | 20/80/00 | 20/80/00 | 20/80/00 | 22/78/00 | 22/78/00 |
| Assessment method | Examination in two parts | Examination in two parts | Examination in two parts | Examination | Examination | Examination |
| Assessment scope | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I (Civil Litigation) – 2.25 hours open book  Part II (Criminal Litigation) – 1.25 hours open book | 2 hour open book | 1 hour open book | 1 hour closed book |
| Assessment week | Week 21 of the Course | Week 21 of the Course | Week 21 of the Course | Week 22 of the Course | Week 22 of the Course | Week 22 of the Course |
| Feedback scope | University Exam release date | University Exam release date | University Exam release date | University Exam release date | University Exam release date | University Exam release date |
| Delivery mode | Standard | Standard | Standard | Standard | Standard | Standard |
| Learning Outcomes | 1. To meet the SRA’s generic Course outcomes for the LPC, scopes and objectives. | 1. To meet the SRA’s generic Course outcomes for the LPC, scopes and objectives. | 1. To meet the SRA’s generic Course outcomes for the LPC, scopes and objectives. | 1. To meet the SRA’s generic Course outcomes for the LPC, scopes and objectives. | 1. To meet the SRA’s generic Course outcomes for the LPC, scopes and objectives. | 1. To meet the SRA’s generic Course outcomes for the LPC, scopes and objectives. |
| 2. To meet the SRA’S generic Core Practice area Outcomes | 2. To meet the SRA’S generic Core Practice area Outcomes | 2. To meet the SRA’S generic Core Practice area Outcomes | 2. To meet the Professional Conduct and Regulation subject outcomes | 2. To meet the Taxation subject outcomes | 2. To meet the SRA’S generic Core Practice area Outcomes |
| 3. To meet the Business Law and Practice subject outcomes | 3. To meet the Property Law and Practice subject outcomes | 3. To meet the Litigation subject outcomes |  |  | 3. To meet the Wills and Administration of Estates subject outcomes |
| 4. To meet the generic Course skills outcomes and the Writing skill outcomes | 4. To meet the generic Course skills outcomes and the Interviewing and Advising skill outcomes | 4. To meet the generic Course skills outcomes and the Advocacy skills outcomes |  |  | 4. To meet the generic Course skills outcomes and the Drafting skill outcomes |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 |
| Linked PSRB (if appropriate) | NFBS Code |  |  |  |  |  |

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| **Level 7 Core** Modules | **Drafting** | **Advocacy** | **Interviewing and Advising** | **Writing** | **Practical legal Research** | **Accounts** |
| Credit level (ECTS value) | 8 | 8 | 8 | 8 | 8 | 8 |
| Study Time (%) S/GI/PL | 70/20/10 | 20/80/00 | 20/80/00 | 20/80/00 | 20/80/00 | 20/80/00 |
| Assessment method | Examination | Paired Oral Presentation | Simulation of taking client instructions and giving advice | Written submission of advice for a fictional client. | Written submission of a research trail to a given problem | Examination |
| Assessment scope | 2 hours open book | 15 minutes | 15 minutes | 1000 words | 500 words | 2 hours open book |
| Assessment week | Week 22 of the Course | Week 22 of the Course | Week 22 of the Course | Week 18 of the Course | Week 13 of the Full Time Course  Week 30 of the Part Time Course | Week 21 of the Course |
| Feedback scope | University Exam release date | University Exam release date | University Exam release date | 20 days | 20 days | University Exam release date |
| Delivery mode | Standard | Standard | Standard | Standard | Standard | Standard |
| Learning Outcomes | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC |
| 2. To meet the SRA’S generic Course Skills Outcomes. | 2. To meet the SRA’S generic Course Skills Outcomes | 2. To meet the SRA’S generic Course Skills Outcomes | 2. To meet the SRA’S generic Course Skills Outcomes | 2. To meet the SRA’S generic Course Skills Outcomes | 2. To meet the Professional Conduct and Regulation subject outcomes |
| 3. To meet the Wills and the Administration of Estates subject outcomes for Stage 1 of the LPC | 3. To meet the Litigation subject outcomes for Stage 1 of the LPC | 3. To meet the Property Law and Practice subject outcomes for Stage 1 of the LPC | 3. To meet the Business Law and Practice subject outcomes for Stage 1 of the LPC | 3. To meet the Practical Legal Research subject outcomes |  |
| 4. To meet the Drafting subject outcomes | 4. To meet the Advocacy subject outcomes | 4. To meet the Interviewing and Advising subject outcomes | 4. To meet the Writing subject outcomes |  |  |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 |
| Linked PSRB (if appropriate) | N/A |  |  |  |  |  |

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| **Level 7 Option** Modules | **Commercial and Intellectual Property Law and Practice** | **Private Client** | **Commercial Property** | **Immigration Law** | **Employment Law** | **Family Law** |
| Credit level (ECTS value) | 8 | 8 | 8 | 8 | 8 | 8 |
| Study Time (%) S/GI/PL | 30/70/00 | 30/70/00 | 30/70/00 | 30/70/00 | 30/70/00 | 30/70/00 |
| Assessment method | Examination in two parts | Examination in two parts | Examination in two parts | Examination in two parts | Examination in two parts | Examination in two parts |
| Assessment scope | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I – 2.5 hrs open book  Part II – 1 hour closed book |
| Assessment week | Week 33 or 34 of the Course | Week 33 or 34 of the Course | Week 33 or 34 of the Course | Week 33 or 34 of the Course | Week 33 or 34 of the Course | Week 33 or 34 of the Course |
| Feedback scope | University Exam release date | University Exam release date | University Exam release date | University Exam release date | University Exam release date | University Exam release date |
| Delivery mode | Standard | Standard | Standard | Standard | Standard | Standard |
| Learning Outcomes | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC |
| 2. To meet the SRA’S generic Vocational elective Outcomes | 2. To meet the SRA’S generic Vocational elective Outcomes | 2. To meet the SRA’S generic Vocational elective Outcomes | 2. To meet the SRA’S generic Vocational elective Outcomes | 2. To meet the SRA’S generic Vocational elective Outcomes | 2. To meet the SRA’S generic Vocational elective Outcomes |
| 3. To meet the Commercial and Intellectual Property Law subject outcomes | 3. To meet the Private Client subject outcomes | 3. To meet the Commercial Property subject outcomes | 3. To meet the Immigration Law subject outcomes | 3. To meet the Employment Law subject outcomes | 3. To meet the Family Law subject outcomes |
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| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 |
| Linked PSRB (if appropriate) | N/A |  |  |  |  |  |

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| **Level 7 Option** Modules | **Commercial and Intellectual Law and Practice** | **Private Client** | **Commercial Property** | **Immigration Law** | **Employment Law** | **Family Law** |
| Credit level (ECTS value) | 8 | 8 | 8 | 8 | 8 | 8 |
| Study Time (%) S/GI/PL | 30/70/00 | 30/70/00 | 30/70/00 | 30/70/00 | 30/70/00 | 30/70/00 |
| Assessment method | Examination in two parts | Examination in two parts | Examination in two parts | Examination in two parts | Examination in two parts | Examination in two parts |
| Assessment scope | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I – 2.5 hrs open book  Part II – 1 hour closed book | Part I – 2.5 hrs open book  Part II – 1 hour closed book |
| Assessment week | Week 33 or 34 of the Course | Week 33 or 34 of the Course | Week 33 or 34 of the Course | Week 33 or 34 of the Course | Week 33 or 34 of the Course | Week 33 or 34 of the Course |
| Feedback scope | University Exam release date | University Exam release date | University Exam release date | University Exam release date | University Exam release date | University Exam release date |
| Delivery mode | Standard | Standard | Standard | Standard | Standard | Standard |
| Learning Outcomes | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC | 1. To meet the SRA’s generic Course outcomes for the LPC |
| 2. To meet the SRA’S generic Vocational elective Outcomes | 2. To meet the SRA’S generic Vocational elective Outcomes | 2. To meet the SRA’S generic Vocational elective Outcomes | 2. To meet the SRA’S generic Vocational elective Outcomes | 2. To meet the SRA’S generic Vocational elective Outcomes | 2. To meet the SRA’S generic Vocational elective Outcomes |
| 3. To meet the Commercial and Intellectual Property Law and Practice subject outcomes | 3. To meet the Private Client subject outcomes | 3. To meet the Commercial Property subject outcomes | 3. To meet the Immigration Law subject outcomes | 3. To meet the Employment Law subject outcomes | 3. To meet the Family Law subject outcomes |
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| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 |
| Linked PSRB (if appropriate) | N/A |  |  |  |  |  |

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| **Level 7 Option** Modules | **Personal Injury and Clinical Negligence** |  |  |  |  |  |
| Credit level (ECTS value) | 8 |  |  |  |  |  |
| Study Time (%) S/GI/PL | 30/70/00 |  |  |  |  |  |
| Assessment method | Examination in two parts |  |  |  |  |  |
| Assessment scope | Part I – 2.5 hrs open book  Part II – 1 hour closed book |  |  |  |  |  |
| Assessment week | Week 33 or 34 of the Course |  |  |  |  |  |
| Feedback scope | University Exam release date |  |  |  |  |  |
| Delivery mode | Standard |  |  |  |  |  |
| Learning Outcomes | 1. To meet the SRA’s generic Course outcomes for the LPC |  |  |  |  |  |
| 2. To meet the SRA’S generic Vocational elective Outcomes |  |  |  |  |  |
| 3. To meet the Personal Injury and Clinical Negligence subject outcomes |  |  |  |  |  |
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| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 |  |  |  |  |  |
| Linked PSRB (if appropriate) | N/A |  |  |  |  |  |

**Parts 2 and 3**

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| **Level 7 Core** Modules | **Advanced Legal Research Methods** | **Dissertation/Live project/Placement** |  |  |  |
| Credit level (ECTS value) | 20 (10) | 40 (20) |  |  |  |
| Study Time (%) S/GI/PL | 20 days | 20 days |  |  |  |
| Assessment method | Submission of a 3,000 research proposal related to project | Dissertation 8,000  Live Project 8,000  Placement 7,000 |  |  |  |
| Assessment scope | 3,000 words | Dissertation 8,000  Live Project 8,000  Placement 7, 000 (50% journal / 50% reflection) |  |  |  |
| Assessment week | Week 37 of the Course | Week 46 of the Course |  |  |  |
| Feedback scope | 20 days | 20 days |  |  |  |
| Delivery mode | Online | Flexible |  |  |  |
| Learning Outcomes | 1. To critically review the extent and nature of existing legal research on a chosen topic within the scope of the postgraduate programmes in law | 1. To design and construct a disciplinary-relevant study that shows deep critical engagement |  |  |  |
| 1. To apply knowledge of advanced legal research methods to formulate a proposal of meaningful legal research on a chosen topic within the scope of postgraduate programmes in law | 1. To undertake autonomous research/work experience making use of specialist literature/resources to underpin the study |  |  |  |
| 1. To present a structured detailed design for the conduct of meaningful research on a chosen topic within the scope of the postgraduate programmes in law | 1. To interpret systematic and sophisticated knowledge specific to the chosen study and critically reflect on the work undertaken, and present findings in an authoritative manner using appropriate referencing |  |  |  |
| 1. To present a scholarly plan of research in a format compliant with OSCOLA | 1. To synthesise and evaluate complex legal rules, institutions and procedures relevant to the chosen study |  |  |  |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 6🗹 7🗹 |  |  |  |
| Linked PSRB (if appropriate) |  |  |  |  |  |

## Section Three

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| **Level 7 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| A Qualifying Law Degree. | In line with university, faculty and programme guidelines | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | **30%** | Postgraduate Diploma Legal Practice (120 credits)  LLM Legal Practice (60 credits) |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | **70%** |
| **Pl**acement (including external activity and study abroad) | | **0%** |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | Option choices will enhance employment prospects in specialised areas | |