

## PROGRAMME SPECIFICATION

1.	<b>Awarding Institution:</b>	The University of Law
2.	<b>Final Award:</b>	Master of Arts in Law
3.	<b>Exit / Intermediate awards</b>	Postgraduate Diploma in Law (120 credits) Postgraduate Certificate in Law (60 credits)
4.	<b>Programme Title(s):</b>	MA Law (Conversion)
5.	<b>Accredited by:</b>	N/A
6.	<b>Total Credits:</b>	180
7.	<b>Level:</b>	FHEQ Level 7
8.	<b>Mode of Study:</b>	Blended Attendance and Online Full time and part time
9.	<b>Language of Study:</b>	English
10.	<b>Length of Programme:</b>	49 weeks full time and 98 weeks part time (excluding summer break depending on start date), including induction.
11.	<b>Criteria for admission:</b>	Applicants must have achieved a first degree Class 2:2 (or equivalent) and above or its equivalent.  International students whose first language

underpinning the Functioning Legal Knowledge (FLK) for the SRA SQE1 & 2 Assessment and the Academic Component of Bar training.

To provide students with the key intellectual skills (analysis, synthesis, problem-solving) and practical skills necessary for either practice as a lawyer or legally-related employment or further academic study of law.

To develop systematic and in-depth understanding of key principles of law.

To equip students with legal research techniques and the ability to analyse and effectively communicate legal research;

To develop key skills and behaviours for future lawyers.

To develop skills required for answering professional SBAQ-style questions.

To provide flexibility in delivery modes to increase learner access to the profession.

To cater for a range of learning preferences through a variety of learner-centred activities and using a range of learning opportunities.

## **16. Programme Outcomes**



1. Apply legal principles to provide structured responses in the context of academic and problem-based learning, in line with the requirements of the SRA/BSB, including the ability to successfully attempt Single Best Answer Questions as used in centralised professional qualification assessments;
2. Develop the attributes of self-management and self-reflection, including the assumption of personal responsibility for academic, personal and professional development, and the

The programme consists of a short pre-course study (as preparation for the ELS & Constitutional Law Module) and induction, eight substantive modules, an additional non-credit bearing module Skills & Behaviours. Legal Method, Public and EU Law, have all been replaced by two modules: Constitution (English Legal System, Constitutional Law, and Retained EU Law), and Admin & Human Rights.

The Master s part of the programme consists of the study and completion of a Dissertation in Law module, with four workshops introducing students to the basics of planning and

All substantive modules are at FHEQ level 7 and are core to the

Module	Semester FT	Semester PT	Credits	Assessment Mode
Conversion component				
Contract Law	S1	S1	15	SBAQs 20Q, 45m + Closed book exam* 1h45, 2 questions. One question (Critical Evaluation) with advance documentation
ELS & Constitutional Law				

Engage activities will be delivered in person for blended attendance mode, and via asynchronous activities for the online mode.

**18. Programme Outcomes, Learning & Teaching and Assessment Strategies**

**A. Knowledge and Understanding**

Demonstrate detailed, systematic and comprehensive knowledge, and an in-depth understanding of, principles in the foundational law of England & Wales as studied on the programme, and the context that shapes such principles;

Identify and apply legal principles within the foundational law of England & Wales as studied on the programme;

Develop an in-depth understanding of principles and values of law and justice, and of ethics;

Understand the core principles required within the modules studied on the programme by the current Solicitors Regulatory Authority Solicitors Qualifying Examination 1 Assessment Specification;

Demonstrate a high level of knowledge and understanding at the forefront of the areas of law and practice studied; and

Apply detailed and comprehensive knowledge of relevant law and legal practice to progress transactions or matters relevant to the area of professional practice studied in accordance with any rules of professional conduct or ethics.

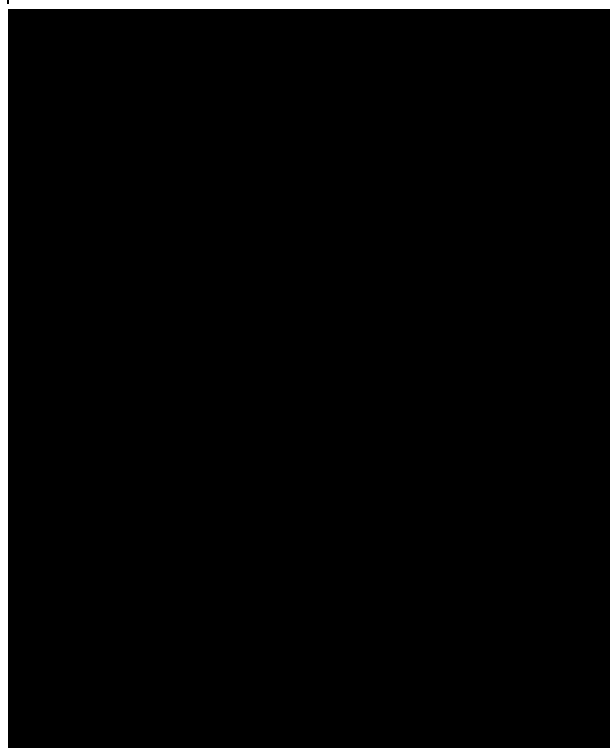
**Learning and Teaching Methods**

For all modules, the learning model incorporates a blend of learner-centred activities. In addition to completing and receiving feedback on tasks, learners will be part of a community with many opportunities for peer learning including participation in discussion and provision of peer feedback as well as participation in teaching and, in the case of the online modules, real time tutor support sessions.

**Assessment Methods**

Students will be assessed by a combination of part-unseen

<p>account of relevant legal, financial, commercial and practical considerations;</p> <p>Analyse complex legal issues systematically, making sound judgements in the absence of complete data in complex situations;</p> <p>Critically evaluate legal concepts and the relationship between legal concepts, values, principles and the rule of law;</p> <p>Demonstrate critical evaluation of current research and advanced scholarship in the areas studied on the programme including, where appropriate, evaluation of methodologies;</p> <p>Demonstrate intellectual independence including the ability to ask and answer cogent questions about legal issues, identify gaps in and acquire knowledge, and engage in critical analysis and evaluation; and</p> <p>Devise and sustain a legal argument, recognising ambiguity and using synthesis, employing tailored evidence both orally and in writing.</p>	<p>analysis, synthesis and the exercise of critical judgment.</p> <p>Students will receive feedback on each task. Substantial preparation and research will be required from primary and other sources.</p> <hr/> <p><b>Assessment Methods</b></p> <p>For the intellectual skills, these outcomes will be formatively assessed through the tasks and also via a formal formative assessment aligned to the methodology of the summative assessment.</p>
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<p>succinctly, accurately, comprehensively and in a way that is grammatically correct;</p> <p>Collaborate effectively within a group setting, demonstrating collaborative and mutually supportive teamwork, and the ability to achieve identified goals;</p> <p>Develop transferable skills for employment requiring the exercise of initiative and personal responsibility, independent learning, and the exercise of initiative in complex and unpredictable situations;</p> <p>Identify and address, where relevant, the ethical aspects of the areas of professional practice studied;</p> <p>Where applicable demonstrate self-analysis and an ability to reflect on their learning; and</p> <p>Assume responsibility for the continued development of their own learning.</p>	<p>their communication skills as well as the substantive content of the task.</p> <p><b>Assessment Methods</b></p> <p>The general transferable skills will generally be assessed within the formative and summative assessment methods outlined in paragraph A. above.</p> <p>The output of the skills (for example the product of the research, ability to formulate and communicate the results) will all feed through into the relevant assessment points, whether formative or summative.</p>
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**D. Professional Skills and Attributes**

Apply legal principles to provide structured responses in the context of academic and problem-based learning, in line with the requirements of the SRA/BSB, including the ability to successfully attempt Single Best Answer Questions as used in centralised professional qualification assessments;

Develop the attributes of self-management and self-reflection, including the assumption of personal responsibility for academic, personal and professional development, and the ability to learn from experiences and environments, making effective use of feedback and a willingness to acknowledge and correct errors; and

Engage with their own personal and professional development, and take responsibility for their academic integrity.

**Learning and Teaching Methods**

The essence of the - centred approach to learning is that from the

	<p>Students will be expected to complete all of the tasks and to act upon the comprehensive feedback received by identifying and working on areas of development.</p> <p>Particular emphasis is placed on students attempting Test Your Knowledge SBAQs and MCQs, and then on tutor feedback on such attempts.</p> <p><b>Assessment Methods</b></p> <p>The output of these skills will be assessed, both formatively and summatively, in the assessment methods outlined in A. above, particularly those requiring the production and submission of work through the self-management of the student.</p> <p>These skills will also be tracked through the contact with personal tutors.</p>
<p><b>19. Inclusive Considerations</b></p>	<p>Manuals designed with inclusivity in the brief. SBAQs by their nature are anonymised and neutral.</p> <p>Designers trained and briefed to follow Inclusivity guidelines.</p> <p>ULaw is committed to widening participation and diversity across all programmes and and flexibility while maintaining academic standards.</p> <p>The exclusively online delivery model helps the University to meet the needs of students from the broadest possible range of backgrounds and enables students to engage in higher education who might not otherwise have that opportunity.</p>
<p><b>20. Prior Credits considered for RPL</b></p>	<p>Prior credit may be recognised up to 90 credits, and will be considered on a case by case basis, where syllabus and outcomes are substantially addressed at Level 7 or equivalent.</p>

**Version history:**

<b>Version</b>	<b>Amended by</b>	<b>Revision summary</b>	<b>Date</b>
V1.0	Head of Quality Assurance	First iteration, as per programme approval.	May 2021