

Programme Handbook

Programme Title: LLB (Hons) Law and Legal Practice (4 Year, 3 Year, 2 Year).

Academic year of entry: 2023/24

This document is intended for online publication and when printed becomes uncontrolled. Students should refer to their programme page on the Virtual Learning environment (VLE) for the most up to date version.

Any revisions to the handbook will be documented below.

Initial approval:	Version number:
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Gellir bod y llawlyfr hwn ar gael yn Gymraeg ar gais / This handbook can be made available in Welsh on request.

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1. Welcome to Wrexham University

We hope that you will enjoy your time at Wrexham University.

Wrexham University is a student-centred university providing high quality higher education and research in a welcoming, friendly and supportive environment. Programmes seek to be employment relevant, and many programmes have strong links with industry and commercial organisations.

This Programme Handbook is designed to provide you with specific information about your programme and complements the programme information provided on the Virtual Learning Environment (VLE – Moodle), the Student Guide and the Academic Regulations appropriate to your award.

The Student Guide contains a wide range of important information that is relevant to all students at the University, and the Academic Regulations set out the 'rules' which govern your programme of study, in particular the rules governing assessment and determination of your degree classification. You should ensure that you have some familiarity with the contents of all these documents, as you are likely to need to refer to them on occasions throughout your time here at Wrexham University. In addition, you should refer to the Student Guide and the Active Learning Framework (ALF) for information about the delivery of learning and teaching of programmes at the University.

The Student Intranet is a key source of information for additional information and guidance throughout your student journey:

Student Administration – includes information about academic regulations, policies and procedures, Student Guide, Student Charter.

Student Support – includes information about student support available through the self-referral system, welcome week, the active learning framework, careers and employability, counselling and mental health support, health and wellbeing, inclusion, learning skills, personal tutors, library, student funding and money advice, student reps, accommodation, chaplaincy.

Student News - Campus Talk is your monthly round up on news from across your campuses. If you have a story to tell or would like to be a case study, please contact the Communications Team on: communications@glyndwr.ac.uk

Your student record - You can check your student record at any time by accessing this link: <https://evision.glyndwr.ac.uk/>. This includes access to any module assessment results which have been confirmed by an Assessment Board.

2. Bloomsbury Institute's Welcome

We warmly welcome you to Bloomsbury Institute London and particularly to the LLB (Hons) Law and Legal Practice. The LLB (Hons) Law and Legal Practice is offered by the School of Law at Bloomsbury Institute, in partnership with Wrexham Glyndŵr University.

The LLB (Hons) Law and Legal Practice is designed to equip you with the knowledge and skills required to work in the legal sector. The programme has a vocational focus that will ensure you are equipped with key transferable skills required by employers. All modules on the programme (at Level 4 through to Level 6) cover academic knowledge and understanding. You will develop an understanding of how the law operates and the analytical skills required to use that understanding to deal with complex problems. You will then be required to put that academic knowledge and understanding into real-life practice, providing you with vocational exposure. For example, the Criminal Law and Practice module covers the traditional academic knowledge and understanding elements, but it then departs from a traditional Criminal Law module and covers criminal proceedings in the magistrates' courts and the crown court; bail; allocation hearings; disclosure of evidence; and sentencing

By adopting this approach, the programme will provide you with the knowledge and skills you require to be able to make an active contribution to Bloomsbury Law Clinic. In the first term of Year 1 (Level 4) all full-time students will complete a Clinical Legal Practice module, enabling you to participate in the activities of Bloomsbury Law Clinic which will provide you with invaluable clinical legal experience. In addition, the vocational approach will provide you with essential practical legal knowledge and skills to enable you to secure legal work experience whilst studying the course.

Another underpinning concept in the design of the degree programme is that it is built around the standards required by legal regulators. The programme incorporates the CILEx Regulation knowledge and skills education standards, prepares you for the Solicitors Qualifying Examination (SQE) Part 1 and prepares you for the Barrister's vocational stage of training. Those of you that volunteer to work in the Law Clinic may be able to count some of this time towards the 3-years' full-time (or equivalent) qualifying employment required to be admitted as a Chartered Legal Executive, or the 2-years' full-time (or equivalent) qualifying work experience required to be admitted as a Solicitor.

You have joined an academic community that values you and will support you to achieve your career ambitions. Bloomsbury Institute London and its devoted staff are dedicated to your academic development.

The Institute and the programme team would like to wish you the utmost success in the pursuit of your career.

Ian Miller, Head of the School of Law.

3. People you need to know

Staff Name	Job title	Email address	Location	Notes
Ian Miller	Head of the School of Law	ian.miller@bil.ac.uk	GPS	Contact: By email & during office hours
Kirsty Allison	Principal Lecturer & Course Leader	kirsty.allison@bil.ac.uk	GPS	Contact: By email & during office hours
Michaela Stephenson	Senior Lecturer	michaela.stephenson@bil.ac.uk	GPS	Contact: By email & during office hours
Orlagh Maye	Law Lecturer	orlagh.maye@bil.ac.uk	GPS	Contact: By email & during office hours
Sarah Bailey	Director, Student Engagement, Wellbeing & Success (SEWS)	sarah.bailey@bil.ac.uk	GPS	Contact: By email & during office hours

Roles and responsibilities

Programme Leader

The Programme Leader is responsible for maintaining an overview of the delivery and administration of your programme of study. The Programme Leader is assisted by the other members of the Programme Team.

Module Leaders

Module Leaders are responsible for the delivery and administration of individual modules. The Module Leader will lead the teaching on the module and is primarily responsible for tracking student progress and providing academic support on the module.

Personal Tutors

Students are allocated a personal tutor during induction, whose role is to provide pastoral and academic support.

Student Representatives

Every programme has a nominated student representative, who will work on behalf of their fellow students to ensure that the student voice is heard, and that issues and concerns that students raise are satisfactorily resolved with programme teams and the University. There is a student representative area on the Virtual Learning Environment (VLE -Moodle) which includes the contact details of all student representatives.

This is a voluntary role, and one which the University encourages students to become involved with. If you would like to find out more about the role, please contact the Student Voice Coordinator located in the Students' Union building or email katie.taffinder@glyndwr.ac.uk . Should you feel that your nominated student representative is not representing the views of the student group, you are advised to raise this with the representative and/or speak with the Students' Union. You should remember that the representative is not expected to resolve any personal issues, but they may be able to refer you to the appropriate member of staff or department that could help you further.

External Examiner

External Examiners are independent, impartial subject experts from a different institution, who are appointed to assure the quality and standards of academic programmes. It is not part of an External Examiner's remit to communicate with individual students and therefore it is not appropriate for students to make direct contact with them in respect of your assessed work or performance. Students are given access to the External Examiner annual report for their programme.

4. Your programme of study

4.1 Programme aims

The following are the specific aims of the programme:

1. Provide students with a liberal, rigorous and coherent study of the theory and practice of substantive areas of English Law.
3. Develop students' critical understanding of ethical principles and practice, and their ability to readily identify ethical questions and dilemmas and supply appropriate solutions, thus equipping graduates to become effective global citizens.
4. Transform students into independent and critical learners and legal practitioners, and to develop their subject-specific skills of independent research, enquiry, analysis, synthesis, critical evaluation, devising and sustaining arguments, decision-making in complex and unpredictable contexts, and problem-solving.
5. Develop students' transferable skills that will enhance and augment their personal, educational and career development.
6. Through a process of Personal Development Planning (delivered through the Let's Grow Programme), empower students to reflect upon their own learning, performance, experiences and achievements and to plan for their personal, educational and career development.
7. Prepare and provide support for students to secure an internship.
8. Provide employers (nationally and globally) with adaptable and transformative graduates who possess the specialist and practical legal knowledge and skills needed in their sector.
9. Provide students with a programme which:
 - 9.1 For students seeking to be admitted as a Chartered Legal Executive, is accredited by the Chartered Institute of Legal Executives (CILEx).
 - 9.2 For students seeking to qualify as a solicitor, prepares them for the Solicitors Qualifying Examination 1 (SQE1).
 - 9.3 For students seeking to qualify as a barrister, satisfies the Bar Standards Board academic component and prepares them for the vocational stage of training.
10. [For the Level 3 Foundation Year] Provide students with the basic understanding of interdisciplinary and disciplinary themes for study at HE level and develop the key knowledge and understanding to enable them to engage and perform successfully in a work and academic environment.

4.2 Overview of programme structure, including module options

Term 1: June to August

Term 2: October to December

Term 3: February to April

Full-time delivery [4-year with Foundation Year]

Module Code	Module title	Credit value	Core/option	June Intake (i.e. Term 1 or 2)	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
BUS392	Study and Research Skills	30	Core	June (Year 0)	October (Year 0)	February (Year 0)
BUS393	Contemporary World	30	Core	June (Year 0)	October (Year 0)	February (Year 0)
BUS394	Communication	30	Core	October (Year 0)	February (Year 0)	June (Year 0)
LAW301	Introduction to Law and Legal Practice	30	Core	October (Year 0)	February (Year 0)	June (Year 0)
LAW405	Law and the Legal System	30	Core	June (Year 1)	October (Year 1)	February (Year 1)
LAW406	Clinical Legal Practice	30	Core	June (Year 1)	October (Year 1)	February (Year 1)
LAW407	Dispute Resolution	30	Core	October (Year 1)	February (Year 1)	June (Year 1)
LAW408	Public and EU Law	30	Core	October (Year 1)	February (Year 1)	June (Year 1)
LAW504	Criminal Law and Practice	30	Core	June (Year 2)	October (Year 2)	February (Year 2)
LAW505	Land Law and Conveyancing	30	Core	June (Year 2)	October (Year 2)	February (Year 2)
LAW506	Conduct, Professional Ethics and Accounts	30	Core	October (Year 2)	February (Year 2)	June (Year 2)
LAW507	Equity, Wills and Probate	30	Core	October (Year 2)	February (Year 2)	June (Year 2)
LAW604	Civil Litigation and Advocacy	30	Option	June (Year 3)	October (Year 3)	February (Year 3)
LAW605	Immigration Law and Practice	30	Option	June (Year 3)	October (Year 3)	February (Year 3)
LAW606	Conveyancing	30	Option	June (Year 3)	October (Year 3)	February (Year 3)
LAW607	Criminal Litigation and Advocacy	30	Option	October (Year 3)	February (Year 3)	June (Year 3)
LAW608	Business Law and Practice	30	Option	October (Year 3)	February (Year 3)	June (Year 3)
LAW609	Wills and Probate Practice	30	Option	October (Year 3)	February (Year 3)	June (Year 3)
LAW610	Internship (Law)*	30	Option	October (Year 3)	February (Year 3)	June (Year 3)
LAW611	Dissertation	30	Option	October (Year 3)	February (Year 3)	June (Year 3)

*The Internship module is not available to international sponsored students

Full-time delivery [3-year Accelerated with Foundation Year]

Module Code	Module title	Credit value	Core/option	June Intake (i.e. Term 1 or 2)	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
BUS392	Study and Research Skills	30	Core	June (Year 1)	October (Year 1)	February (Year 1)
BUS393	Contemporary World	30	Core	June (Year 1)	October (Year 1)	February (Year 1)
BUS394	Communication	30	Core	October (Year 1)	February (Year 1)	June (Year 1)
LAW301	Introduction to Law and Legal Practice	30	Core	October (Year 1)	February (Year 1)	June (Year 1)
LAW405	Law and the Legal System	30	Core	Feb (Year 1)	June (Year 1)	October (Year 1)
LAW406	Clinical Legal Practice	30	Core	Feb (Year 1)	June (Year 1)	October (Year 1)
LAW407	Dispute Resolution	30	Core	June (Year 2)	October (Year 2)	February (Year 2)
LAW408	Public and EU Law	30	Core	June (Year 2)	October (Year 2)	February (Year 2)
LAW504	Criminal Law and Practice	30	Core	October (Year 2)	June (Year 2)	June (Year 2)
LAW505	Land Law and Conveyancing	30	Core	October (Year 2)	June (Year 2)	June (Year 2)
LAW506	Conduct, Professional Ethics and Accounts	30	Core	February (Year 2)	February (Year 2)	October (Year 2)
LAW507	Equity, Wills and Probate	30	Core	February (Year 2)	February (Year 2)	October (Year 2)
LAW604	Civil Litigation and Advocacy	30	Option	June (Year 3)	February (Year 3)	February (Year 3)
LAW605	Immigration Law and Practice	30	Option	June (Year 3)	February (Year 3)	February (Year 3)
LAW606	Conveyancing	30	Option	June (Year 3)	February (Year 3)	February (Year 3)
LAW607	Criminal Litigation and Advocacy	30	Option	October (Year 3)	October (Year 3)	June (Year 3)
LAW608	Business Law and Practice	30	Option	October (Year 3)	October (Year 3)	June (Year 3)
LAW609	Wills and Probate Practice	30	Option	October (Year 3)	October (Year 3)	June (Year 3)
LAW610	Internship (Law)*	30	Option	October (Year 3)	February (Year 3)	June (Year 3)
LAW611	Dissertation	30	Option	October (Year 3)	February (Year 3)	June (Year 3)

*The Internship module is not available to international sponsored students

Full-time delivery [3-year standard]

Module Code	Module title	Credit value	Core/option	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
LAW405	Law and the Legal System	30	Core	October (Year 1)	June (Year 1)
LAW406	Clinical Legal Practice	30	Core	October (Year 1)	June (Year 1)
LAW407	Dispute Resolution	30	Core	February (Year 1)	June (Year 1)
LAW408	Public and EU Law	30	Core	February (Year 1)	June (Year 1)
LAW506	Conduct, Professional Ethics and Accounts	30	Core	October (Year 2)	June (Year 2)
LAW507	Equity, Wills and Probate	30	Core	October (Year 2)	June (Year 2)
LAW504	Criminal Law and Practice	30	Core	February (Year 2)	February (Year 2)
LAW505	Land Law and Conveyancing	30	Core	February (Year 2)	February (Year 2)
LAW604	Civil Litigation and Advocacy	30	Option	October (Year 3)	June (Year 3)
LAW605	Immigration Law and Practice	30	Option	October (Year 3)	June (Year 3)
LAW606	Conveyancing	30	Option	October (Year 3)	June (Year 3)
LAW607	Criminal Litigation and Advocacy	30	Option	February (Year 3)	February (Year 3)
LAW608	Business Law and Practice	30	Option	February (Year 3)	February (Year 3)
LAW609	Wills and Probate Practice	30	Option	February (Year 3)	February (Year 3)
LAW610	Internship (Law)*	30	Option	February (Year 3)	June (Year 3)
LAW611	Dissertation	30	Option	February (Year 3)	June (Year 3)

*The Internship module is not available to international sponsored students

Full-time delivery [2-year Accelerated]

Module Code	Module title	Credit value	Core/option	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
LAW405	Law and the Legal System	30	Core	October (Year 1)	February (Year 1)
LAW406	Clinical Legal Practice	30	Core	October (Year 1)	February (Year 1)
LAW407	Dispute Resolution	30	Core	February (Year 1)	June (Year 1)
LAW408	Public and EU Law	30	Core	February (Year 1)	June (Year 1)
LAW506	Conduct, Professional Ethics and Accounts	30	Core	June (Year 1)	February (Year 2)

LAW507	Equity, Wills and Probate	30	Core	June (Year 1)	February (Year 2)
LAW504	Criminal Law and Practice	30	Core	October (Year 2)	October (Year 1)
LAW505	Land Law and Conveyancing	30	Core	October (Year 2)	October (Year 1)
LAW607	Criminal Litigation and Advocacy	30	Option	February (Year 2)	October (Year 2)
LAW608	Business Law and Practice	30	Option	February (Year 2)	October (Year 2)
LAW609	Wills and Probate Practice	30	Option	February (Year 2)	October (Year 2)
LAW604	Civil Litigation and Advocacy	30	Option	June (Year 2)	June (Year 2)
LAW605	Immigration Law and Practice	30	Option	June (Year 2)	June (Year 2)
LAW606	Conveyancing	30	Option	June (Year 2)	June (Year 2)
LAW610	Internship (Law)*	30	Option	June (Year 2)	October (Year 2)
LAW611	Dissertation	30	Option	June (Year 2)	October (Year 2)

*The Internship module is not available to international sponsored students

4.3 Programme timetable

Your personal timetable will reflect the modules you have enrolled on, including any optional modules you have chosen to study.

The generic programme timetable displays all modules which are part of your programme. Enquiries regarding timetables can be emailed to timetable@bil.ac.uk.

There may occasionally be unavoidable changes to scheduled teaching where classes have to be cancelled at short notice due to staff illness or other unforeseen circumstances. Whenever possible, under such circumstances, the relevant Faculty will try to contact students as soon as possible, by email to students' university email addresses, by text message or via the VLE. When classes do have to be cancelled at short notice the University will provide students with a replacement learning opportunity at a future time, but this will not necessarily be a direct rescheduling of the affected session. For example, lecture notes may be made available on the VLE, or additional tutorial sessions offered.

4.4 Learning and teaching

Students will experience a variety of learning and teaching methods. Most modules are delivered through lectures, seminars and workshops.

Lectures provide a broad outline structure for each topic to be covered. Lectures offer a good way of covering a lot of information and, more importantly, of conveying ideas to many people at once.

Seminars will enable you to undertake directed self-study and to answer questions and solve problems which are set by the lecturer. You will present your answers and solutions within the seminar group. Seminars enable you to explore further the topics introduced in the lectures.

Workshops follow on from lectures and seminars. They are designed to enable you to work within a small group to perform set tasks (e.g. working on an exercise or case study). They reinforce proactive learning by providing opportunities for discussion and interaction. The seminar/workshop groups are small, thereby enabling you to develop a deep understanding.

Learning and teaching approaches and resources support increasing independence and critical learning across the levels. Such approaches include technology-based learning, designed to offer a holistic learning experience for students by embedding the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'. The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond. At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the programme. Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

More specifically, the programme includes the use of:

- Online libraries and databases for gaining access to full-text journal articles and eBooks,
- including Westlaw UK and Westlaw Practical Law.
- Communication means provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on
- collaborative work completed as part of the programme.
- Assessment and feedback tools such as Multiple Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on your work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing
- files, communicating with peers and teachers.

Through the programme, you will be developed to successfully complete Westlaw UK Basic Certification (during Level 4 study) and Westlaw UK Advanced Certification (during Level 5 study).

Through Bloomsbury Institute's Let's Grow programme, as well as within the curriculum, You will develop the practical, professional and employability skills. Let's Grow is embedded within the curriculum (i.e. it forms a part of specified modules). In addition, it takes place outside the curriculum through the provision of personal, academic and career development opportunities. The aims of the Let's Grow programme are:

- To enable you to communicate their skills and experiences effectively to a range of audiences from employers to investors.
- To actively encourage you to take on opportunities, provided by the Institute, to develop and apply a wide range of employability skills.
- To provide you with a global outlook, international opportunities and up-to-date analysis of the UK and international job market.
- To promote, encourage and reward work-related learning.
- To continue to build and create new key partnerships with employers, professional bodies and postgraduate study providers.
- To reward students taking ownership of their career development and student-centred interventions.

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential

learning, research and civic engagement. Some of the Centre's activities link into the Let's Grow programme, and provide you with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

4.5 Assessment

Indicative Assessment Schedule for Foundation

Module Code and Title	Assessment Type and Weighting	Indicative Submission Deadline
BUS392 Study and Research Skills	20% Coursework 30% Presentation 50% Portfolio	Wk 5 Wk 9 Wk 12
BUS393 Contemporary World	20% Oral Assessment 30% Report 50% Learning logs/journals	Wk5 Wk6 Wk11
BUS394 Communication	30% Oral Assessment 50% Project 20% Group Project	Wk5 Wk10 Wk11
LAW301 Introduction to Law and Legal Practice	50% Examination 50% Portfolio	Wk6 Wk11

Indicative Assessment Schedule for Level 4

Module Code and Title	Assessment Type and Weighting	Indicative Submission Deadline
LAW405 Law and the Legal System	50% Portfolio 50% Coursework	Wk 8 Wk 12
LAW406 Clinical Legal Practice	50% Coursework 50% Report	Wk 5 Wk 12
LAW407 Dispute Resolution	50% Coursework 50% Project	Wk 8 Wk 12
LAW408 Public and EU Law	50% Portfolio 50% Case Study	Wk 8 Wk 12

Indicative Assessment Schedule for Level 5

Module Code and Title	Assessment Type and Weighting	Indicative Submission Deadline
LAW504 Criminal Law and Practice	50% Coursework 50% Portfolio	Wk 7 Wk 12
LAW505 Land Law and Conveyancing	50% Coursework 50% Portfolio	Wk 9 Wk 12
LAW506 Conduct, Professional Ethics and Accounts	50% Coursework 50% Report	Wk 5 Wk 12
LAW507 Equity, Wills and Probate	50% Coursework 50% Case Study	Wk 7 Wk 12

Indicative Assessment Schedule for Level 6

Module Code and Title	Assessment Type and Weighting	Indicative Submission Deadline
LAW604 Civil Litigation and Advocacy	50% Presentation 50% Project	Wk 8 Wk 12
LAW605 Immigration Law and Practice	50% Portfolio 50% Case Study	Wk 8 Wk 12
LAW606 Conveyancing	50% Portfolio 50% Case Study	Wk 6 Wk 12
LAW607 Criminal Litigation and Advocacy	50% Presentation 50% Project	Wk 8 Wk 12
LAW608 Business Law and Practice	50% Portfolio 50% Case Study	Wk 8 Wk 12
LAW609 Wills and Probate Practice	50% Portfolio 50% Case Study	Wk 8 Wk 12
LAW610 Internship (Law)*	70% Report 30% Reflective Practice	Wk 8 Wk 12
LAW611 Dissertation	10% Research Proposal 90% Dissertation	Wk 0 Wk 12

*The Internship module is not available to international sponsored students

N.B. These submission deadlines are indicative and although not expected to change, please refer to your module leader for the confirmed details of submission.

Arrangements for submission of your assessed course work

Assessed course work must be submitted electronically via Turnitin on Canvas on or before the submission deadline, unless stipulated otherwise by the module leader.

For formative assessment, students can email their written assignment at least 5 days before the due date to their tutor for feedback.

Criteria against which your work will be marked

Grading & Marking Criteria for LLB (Hons) Law and Legal Practice	
80 +	Outstanding work of exceptional standard which is original in content or approach allowing a novel perspective, going beyond what is available in the literature.
70 – 79	Work of distinguished quality. Knowledge gained is critically evaluated. Sources cited are considered. Demonstrates a strong, convincing and consistent application of evidence. Excellent range of sources and authority considered with full evaluation/justification. Rigorous and authoritative command of academic / professional conventions appropriate to the discipline. Inspired development of highly original idea(s).
60 – 69	Work of highly commendable quality which clearly demonstrates the learner has the requisite knowledge that underpins the learning outcomes. Shows a very good degree of capability in evidencing required knowledge. Considers a very good range of authority with some evaluation/justification. In-depth discussion & elaboration. Relevant reflections showing synthesis, learning and critical evaluation. Is likely to have demonstrated a very good ability to synthesise ideas beyond those delivered within the course materials.
50 – 59	Learner demonstrates that they fully understand the knowledge underpinning the relevant learning outcomes. There will be a good analysis of knowledge gained to date which may take the form of including some different perspectives or pieces of authority before advancing a point. There is clear evidence that the student has been able to use legal authority to formulate arguments (whilst not necessarily always citing said authority). Good level of evidence that the learner is able to synthesise ideas and critically evaluate arguments. The learner is able to synthesise ideas and critically evaluate resulting in clear justifications for conclusions reached or arguments advanced.
40 - 49	Reasonable knowledge demonstrated of most of the main areas. The learner demonstrates that they understand most of the knowledge that underpins the relevant learning outcomes. Several reasonable examples of evidence of application provided. The learner demonstrates a reasonable understanding of how various sources of law and information work together, integrate and operate. Reasonable evidence the learner can demonstrate an evaluative approach arriving at a balanced conclusions. Reasonable evidence that conflicting arguments have been balanced before advancing an argument or arriving at a balanced conclusion.
30 - 39	Does not demonstrate that the knowledge underpinning the learning outcomes is fully understood. One or more learning outcomes not fully achieved. Small amount of evidence of application. Learner produced work where a small number of elements demonstrated an ability to apply knowledge of the law and legal sources to meet some of the learning outcomes to a standard that was fit for purpose. Little evidence the learner can demonstrate an evaluative approach arriving at a balanced conclusion. Limited evidence that conflicting arguments have been considered before advancing an argument or arriving at a balanced conclusion.
0 - 29	Negligible or inappropriate evidence that the learner has the underpinning knowledge to meet the learning outcomes. Negligible or inappropriate evidence of application of authority or sources to the specific requirements of the assessment. Negligible or inappropriate evidence of analysis and evaluation. Not able to demonstrate a balanced approach because there is little evidence that conflicting arguments have been balanced before advancing a point/submission.

Arrangements for feedback on your work

Students are entitled to expect their assignments to be marked electronically on Turnitin via Gradebook within three weeks of the submission date. Work will be returned by their module tutor on a date specified by them.

Students will receive formal written feedback via Gradebook on Turnitin on assessed work within the timescales laid down by the University/Institute. Such feedback will be provided on a standard form, which includes feedback on performance and identifies feedforward areas for improvement and development.

Unconfirmed results for your summative work will normally be given to you within three working weeks from the date of submission. If unexpected events result in that deadline not

being met, you will be informed of the likely date that feedback will be received. You can expect to receive evaluative feedback on your assignments, designed to help you learn and to further improve your performance on future work.

All results are provisional until they have been formally agreed by an assessment board and therefore are subject to change. Please note that as all results are unconfirmed until the Assessment Board, you should not undertake any re-assessments until your results have been formally confirmed.

Formative assessment and feedback

Formative assessment is used to inform students on their individual performance, and to inform academic staff on how students within a particular group are performing individually and collectively. This qualitative data enables module tutors to adapt their teaching and learning methods as required, and also enables additional academic skills and learning support to be provided as required.

Formative Assessment Feedback: Students can email their written assignment at least 5 days before the due date, and written feedback will be provided on how to improve.

Bloomsbury Institute's Formative and Assessment Feedback Guidelines can be found on the [policy page](#) accessible through the [Student Services](#) page on the Institute's Website.

Academic integrity

Academic integrity is fundamental to ensuring the standards, quality, and reputation of any qualifications you gain and for the UK higher education sector. Your module handbook and Moodle contain more detail and sources of support.

Please ensure you take the time to thoroughly read this guide on academic integrity before starting your modules. [Academic Integrity A Brief Guide for Students](#)

4.6 Placements

Students have the option of completing a 30-credit Internship module at level 6, however, this option is not available to international sponsored students.

General

The Internship module creates a framework to help students gain the type of skills and experience which are required to undertake legal work in an organisation. The organisation does not have to be a legal organisation provided students have the opportunity to undertake legal work.

Students are required to complete 200 hours of work experience.

Bloomsbury Institute will help students in the search for an internship, but it is ultimately the student's responsibility to finally secure a place. The nature of the role needs to be of relevance to the LLB degree and a Workplace Supervisor will be appointed in order to facilitate the assessment. Consequently, the proposed internship needs to be evaluated and approved by Bloomsbury Institute before it can start.

The Internship Proposal and Learning Agreement

A contract of expectations (an Internship Proposal and Learning Agreement) will be arranged between the student, the student's internship employer and Bloomsbury Institute. This will be based upon the type of experience the student will gain from the internship. It can take the form of wide experience in a small business or departmental work within a larger organisation. In

either situation, the emphasis will be on a relationship which has positive outcomes for both the student and the student's internship employer.

The student is expected to become fully involved in the operational work of an organisation and to be received as a team member in a work situation. Where possible, the student will be offered training opportunities by their internship provider.

The Internship Proposal and Learning Agreement will be constructed around the internship which will detail the internship tasks and responsibilities for each party.

The approval process

Bloomsbury Institute needs to approve the proposed internship before it starts. This is because the Institute has a responsibility for: (i) ensuring the learning opportunities provided to the student during their internship will enable the student to demonstrate achievement of the learning outcomes; and (ii) undertaking a due diligence exercise to ensure the student's employer is suitable.

The internship approval process requires the student and their proposed employer to complete the Internship Proposal and Learning Agreement Form. The student's proposed employer is also required to submit documentation as part of the due diligence exercise. The required documentation is set out in the Form.

The student is required to send the completed form and documentation to the Bloomsbury Institute Employability Support Officer at least four weeks before the start of the internship. Bloomsbury Institute will evaluate the proposed internship to decide whether or not to approve it.

Employers and Bloomsbury Institute have a legal duty under the Equality Act 2010 to ensure that students on an internship are not discriminated against. As part of the due diligence

exercise, Bloomsbury Institute asks the student's proposed employer if they are aware of this duty and if they will ensure they comply with it.

Bloomsbury Institute will respond to any formal complaint which a student makes about any form of discrimination that takes place whilst undertaking an internship. In addition, employers have a legal obligation to provide students with a safe working environment. As part of the due diligence exercise, Bloomsbury Institute asks for a copy of the proposed employer's Health and Safety Policy and a copy of their employer's liability insurance policy. Bloomsbury Institute also asks the proposed employer to confirm that their insurance policy will cover the student during their internship.

Bloomsbury Institute support

- An Introductory Workshop is held outlining what the module involves, the relevant paperwork required and explanations of assessment
- A personal meeting structure is built between the student, the Bloomsbury Institute Module Lead and the Bloomsbury Institute Employability Support Officer, to attain and setup the internship
- The level of Bloomsbury Institute Module Lead contact time will be determined by the student's proposal and their internship employer's requirements, and will be designed to meet both professional and academic needs
- A study plan will be produced by the student and agreed by the Bloomsbury Institute Module Lead at the commencement of the module

- The student will be visited by the Bloomsbury Institute Module Lead during their internship in order to ensure that expectations around the internship contract are being fulfilled

Support and monitoring

Once the internship starts, the Bloomsbury Institute Module Lead will monitor and support the student during their internship. The student will also be supported throughout their internship by the Bloomsbury Institute Employability Support Officer. The student's internship employer will appoint a Workplace Supervisor.

Bloomsbury Institute Module Lead

The Bloomsbury Institute Module Lead will be responsible for:

- Reading and commenting upon the student's reflective log
- Offering guidance and advising in the preparation of the final report
- Maintaining contact as necessary to discuss the student's progress and any problems that may arise
- Being available to respond to additional email enquiries and for short meetings if needed
- Discussing the report with the student - the Bloomsbury Institute Module Lead will be responsible for marking the work on completion

Visits

The Bloomsbury Institute Module Lead will visit the student's workplace to guide the student in setting and measuring personal objectives, to discuss progress and to help with any difficulties that may arise. If the student is working overseas, the visit will be replaced by a Teams conference call.

Bloomsbury Institute Employability Support Officer

The Bloomsbury Institute Employability Support Officer will be the student's first point of contact for any queries or issues regarding the internship, or if the student is in need of any support or guidance.

Workplace Supervisor

The student's internship employer will be briefed on their role and on the learning outcomes. They will allocate an appropriate mentor for the student while completing their internship (referred to as the Workplace Supervisor). The Workplace Supervisor's role is:

- To help the student understand the business/organisation
- To help the student in their role, to provide mentoring and to assist in the development of their skills
- To provide an assessment of work experience attributes, which is an important part of their degree

The student can arrange regular short meetings with their Workplace Supervisor throughout their internship and ask about his/her comments with regards to their progress.

4.7 Assuring the quality of your learning experience

Bloomsbury Institute regards its students as partners in managing the quality of the learning experience offered by the Institute and is committed to working with the Students' Guild to ensure that the student voice is represented in the quality assurance processes. Student participation is

a very important feature of Bloomsbury Institute's approach to assuring and enhancing the quality of the student experience, in order for staff to:

- involve students in the decision-making processes relating to the curriculum, teaching and learning, and many other aspects of their higher education experience;
- engage with students to obtain feedback and insights in order to learn how to enhance delivery for the future;
- engage in a dialogue about the learning experience, in order to develop a partnership between staff and students in solving any problems that may arise;
- support and encourage students to become more active learners.

Student views are sought in a number of different ways, for example:

- student surveys and questionnaires at module/programme, University and national level, such as the National Student Survey for final year undergraduates;
- a Student Representative system;
- Student Voice Forums (SVFs);
- meetings with internal programme approval and review panels and external quality agency panels;
- task and finish groups ('working groups') convened to focus on a specific issue;
- membership of Academic Board and its sub-committees.

We would encourage you to participate in the above activities, so your voice can be heard, and we can make real changes based on what you tell us.

Student Voice Forums 2023/24

Every programme must provide the opportunity for students to comment on the quality of their learning experience through Student Voice Forums (SVFs). Information about other feedback mechanisms, including Student Evaluation of Module surveys (SEMs), and the online feedback systems are provided in the Student Voice section of your online programme pages in the VLE.

SVFs should be held at least twice each academic year, and the dates will be advertised to all students via the VLE at the beginning of the academic year and 3 weeks prior to the meeting. If available already, the SVF dates are given below. Please check with your programme leader, or your Student Representative if you have not been advised of the dates of the SVF meetings for the year.

4.8 Programme specifications / module specifications

All programmes have Programme and Module Specifications which summarise the formal approved information relating to your course. These can be located in the [Undergraduate Programme Specification directory](#) or [Postgraduate Programme Specification directory](#).

4.9 Module handbooks

Students will be provided with separate module handbooks containing specific details about module aims, outcomes, assessment and syllabus etc.

5. Additional Information about your programme

Chartered Institute of Legal Executives ('CILEx') Regulation

The LLB (Hons) Law and Legal Practice incorporates the CILEx Regulation knowledge and skills education standards.

The Chartered Institute of Legal Executives ('CILEX') Regulation education standards focus on:

Knowledge and skills - having met the technical knowledge requirements defined in the education standards; and

Experience - undertaken a minimum of three years' qualifying employment; and

Competence - demonstrated competence in the work-based learning outcomes - a competence-based assessment assessed directly by CILEX Regulation

Graduates can qualify as a Chartered Legal Executive by undertaking a minimum of 2300 hours of qualifying employment and demonstrating competence in the work-based learning outcomes.

In order to satisfy the CILEX Regulation knowledge and skills education standards, and be eligible to qualify as a Chartered Legal Executive, students must take at least one of the following Level 6 modules:

Civil Litigation and Advocacy Criminal Litigation and Advocacy Business Law and Practice Immigration Law and Practice Wills and Probate Practice Conveyancing.

Under s.12 of the Legal Services Act 2017, litigation and advocacy activities can be carried out by an authorised person only. CILEX Regulation is a regulator that can award litigation and advocacy practice rights to enable a qualified Chartered Legal Executive to become an authorised person.

Litigation and advocacy rights, under the Legal Services Act 2017, mean the right to conduct litigation and advocacy with rights of audience (where applicable) in the County Court, Magistrates Court, Youth Court and (in some circumstances) the Crown Court. CILEX Regulation has split the litigation and advocacy rights into different practice areas: civil; criminal; and family. Authorisation will relate to one of these practice areas.

Students that seek to qualify as a Chartered Legal Executive and be authorised to conduct civil litigation and advocacy with rights of audience in the County Court and civil matters in the Magistrates Court will need to complete the Level 6 Civil Litigation and Advocacy module. Prior to qualifying as a Chartered Legal Executive, students will also need to complete an accredited civil litigation advocacy skills course. If authorised, the student will become a Chartered Legal Executive and Advocate (Civil Litigation).

Students that seek to qualify as a Chartered Legal Executive and be authorised to conduct criminal litigation and advocacy with rights of audience in the Magistrates Court, Youth Court and, in certain circumstances, the Crown Court will need to complete the Level 6 Criminal Litigation and Advocacy module. Prior to qualifying as a Chartered Legal Executive, students will also need to complete an accredited criminal litigation advocacy skills course. If authorised, the student will become a Chartered Legal Executive and Advocate (Criminal Litigation).

The Solicitors Regulation Authority ('SRA')

The Solicitors Regulation Authority ('SRA') no longer accredits LLB programmes. This is because the SRA has replaced the route to qualifying as a solicitor to the following:

A degree in any subject or a qualification or experience that is equivalent to a degree, such as a solicitor apprenticeship which combines on the job experience and training. Pass both stages of the Solicitors Qualifying Examination ('SQE') assessment - SQE1 focuses on legal knowledge and SQE2 on practical legal skills and knowledge. Two years' full-time (or equivalent) qualifying work experience. Pass the SRA's character and suitability requirements.

The LLB (Hons) Law and Legal Practice prepares students for the SQE1 (legal knowledge).

The Bar Standards Board ('BSB')

The Bar Standards Board ('BSB') no longer accredits LLB programmes. Under the Bar

Qualification Rules that came into force in April 2019, the three stages of education and training are now known as:

- The academic component – gaining knowledge of the law itself.
- The vocational component – acquiring the core skills of a barrister, such as advocacy.
- The work-based learning component (pupillage) – learning to be a barrister ‘on the job’.

The LLB (Hons) Law and Legal Practice covers the academic component, by complying with the following requirements:

Be awarded at Level 6 (or above) of the ‘Framework for Higher Education Qualifications’, by a recognised degree-awarding body.

Comply with the QAA Subject Benchmark Statement for Law (Nov 2019).

Incorporate study of the seven foundations of legal knowledge:

Criminal Law

Equity and Trusts

Law of the European Union

Obligations 1 (Contract)

Obligations 2 (Tort)

Property/Land Law

Public Law (Constitutional Law, Administrative Law and Human Rights Law).

All foundations of legal knowledge subjects must be passed at 40% or above, within a maximum of three attempts.

To be recognised, the degree:

- Must be awarded at (or above) the minimum standard which is a lower second class honours (2:2).
- Must not be considered to be a stale qualification: the degree must be completed within six years, and students must start the vocational component of Bar training within five years of completion of the degree.

After completing the LLB, students have to complete the vocational component which is now called by a variety of names such as the Bar Practice Course or Barrister Training Course (it was previously called the Bar Professional Training Course).

To become a practising barrister, it is then necessary to complete a 1-year pupillage. The pupillage may also be called “work-based learning” because the BSB is seeking to encourage a wider range of employers to offer this component of training. “Work-based learning” might, for example, be offered by employers that offer training to future members of the employed Bar.

This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.

6. General supporting information

General information to support you during your programme of study is provided through the [Student Intranet](#).

6.1 The University’s commitment to the Welsh Language

Wrexham University is committed to the Welsh language standards set out by the Welsh Language Commissioner since 2017. Students are entitled to any service or academic support through the medium of Welsh. Students can also present assessments - academic and practical through the medium of Welsh, whilst still having the freedom to revert to English. *Y Coleg Cymraeg Cenedlaethol* can support the team with additional resources and external subject specific assessors. Students can request personal tutorials through the Welsh

language as well as attend their work-based learning placements in Wales and through the Welsh language.

Note that students who receive an incentive scholarship for their studies from *Y Coleg Cymraeg Cenedlaethol* need to follow 40 credits and above of their studies through the medium of Welsh.

6.2 Student Charter

The Student Charter, developed jointly by the University, Students and the Students' Union, is an important part of how we establish and maintain clear mutual expectations for the experience of all undergraduate and postgraduate students. The Charter outlines the expectations for both the University's and your commitments during your programme, including; responsibilities and conduct towards your studies, communication, Welsh Language, welfare, representation and dealing with your concerns.

6.3 Academic Regulations, Policies and Procedures

When you enrol on your programme you are required to confirm acceptance of the Student Enrolment Declaration, in doing so you are agreeing to comply with all the regulations, rules and policies and procedures of the University. It is important that you are aware of these and where to find the relevant documents. Key aspects of these rules and regulations include;

- The University's expectations for student engagement and attendance, academic progress, as set out in the Student Academic Engagement Policy, the Student Charter and your programme handbook. Failure to meet these expectations may mean that you are not permitted to progress with your course.
- The University's rules for academic integrity, including plagiarism. Breach of these rules may result in a disciplinary process and the imposition of academic penalties and/or expulsion.
- The University's rules for payment of fees as set out in the Tuition Fee Regulations. If you do not pay money that you owe to the University, the University may withdraw its services and/or your right to use its facilities, the University will consider all the circumstances of your case.
- The Suitability for Practice Procedure which applies to students on professionally regulated courses which are regulated / accredited by a professional body. A failure to observe these requirements may call into question your fitness to practice and the implementation of actions to address this or in serious cases, termination of studies.
- The Fitness to Study Policy which is in place to provide a framework for intervention when a student's behaviour is giving cause for concern and there are ongoing health problems which are preventing the student from engaging in teaching and / or are affecting the learning of others.

Students are also expected to make themselves aware to the policies and procedures in place to support them if things do not go to plan during their studies. These include the opportunity to request extensions to assignment deadlines, take a break in studies (suspend studies) and apply for consideration of extenuating circumstances when academic performance is affected by other unexpected events that are beyond the student's control.

Academic Award Regulations – these are the authorised rules relating to your programme and you should refer to these to find out about the rules relating to your programme, including how you progress through your programme and how your award is calculated.

Student Policies and Procedures – these documents set out the intentions, processes and information relating to various situations or circumstances which may occur during your programme of study. These include the processes to follow if you wish to make a complaint or

an academic appeal, and also the steps the University will take, and possible penalties which may be imposed, if there are concerns about your actions or behaviour. All student policies and procedures are located on the Student Administration portal.

6.4 Changes to your programme

The University will seek to deliver your programme in accordance with the description set out in your Programme Specification, however, there may be situations when it is desirable or necessary for the University to make changes to the programme content or delivery, for example;

- to meet the requirements of an accrediting, professional, statutory and/or regulatory body;
- to respond to sector good practice or quality enhancement processes;
- to keep programmes contemporary by updating practices or areas of study;
- because of circumstances outside the reasonable control of the University, such as a key member of staff leaving the University or being unable to teach (where the programme or module is reliant on that person's expertise);
- enhancement to the University's Estate and Facilities and planned relocation of Faculties or Departments;
- other circumstances outside the reasonable control of the University including industrial action, severe weather, fire, civil disorder, political unrest, government restrictions or serious concern about the transmission of serious illness making a programme unsafe to deliver.

If changes to your programme are made after you have enrolled, the University will take reasonable steps to notify you of those changes as soon as possible and give you an opportunity to ask any questions in relation to any changes made. The University will also attempt to minimise any disruption to you and will work with you to ensure that you understand the impact of the changes.

6.5 Student Complaints

Student feedback forms an important part of the continual quality enhancement of Wrexham University programmes. Informal feedback is encouraged through a variety of mechanisms. If you feel that it is not possible to resolve your concerns through informal feedback, then you should refer to the University's Complaints Procedure which is available via the Student Administration Portal.

The Student Complaints procedure is designed to enable students to raise a formal complaint once all informal methods have been exhausted. Students are expected to raise initial concerns through faculty- based feedback systems including Student Voice Forums, the Student Representative System and the Students' Union online feedback tool. Students may also discuss their concerns informally with their Programme or Module leader or Personal Tutor.

Please Note:

Whilst we make every effort to keep the information contained in programme handbooks up to date, some changes to staffing, timetables, etc. may occur during the course of your studies.