

## Programme Specification

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[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	LLB (Anrh) Y Gyfraith LLB (Hons) Law
1.4	Exit awards and titles	LLB (Ord) Law Diploma of Higher Education Law Certificate of Higher Education Law
1.5	Credit requirements	Students successfully completing 360 credits will be awarded the LLB (Hons) Law Students successfully completing 300 credits at Level 6 will be awarded a LLB (Ordinary) Law Students successfully completing 240 credits at Level 5 will be awarded a Diploma of Higher Education in Law Students successfully completing 120 credits at Level 4 will be awarded a Certificate of Higher Education in Law
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	3 years full time 6 years maximum part time
1.9	Location of delivery	Plas Coch Campus
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)
1.12	Subject area	Criminal Justice
1.13	HECoS Code	100485
1.14	Suitable for applicants requiring a Student Visa?	Yes, Full time only
1.15	Is DBS check required on entry?	No  All students are required to disclose a criminal record acquired either before or during the student’s enrolment with the University.  Students will be advised that certain convictions may preclude them from certain work-based opportunities and from going into practice as a solicitor.

Section 1 – regulatory details		
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	Guidance – please list the relevant: <u>QAA Subject Benchmark Statements (Law)</u> <u>QAA Characteristics Statements</u> <u>Higher Education Credit Framework</u> <u>CQFW</u>
1.19	Derogation to Academic Regulations	Students on the part-time LLB Law programme are required to complete within six years.  The minimum pass mark for all LLB Law foundation subjects is 40%. Compensation is only permitted for a maximum of one module across the whole programme for a marginal fail (35-39) covering LLB foundation of legal knowledge (FLK) subjects. (applies to LAW401D, LAW402D, LAW404, LAW502D, LAW509, SOC575D, LAW601D, LAW603D)
1.20	Foundation Year route	N/A
1.21	Placement / Work based learning	Work based learning will be facilitated in two ways. Firstly, through a specific work-based law module at level 5. A work based module has been delivered successfully as part of the BA (Hons) Criminology and Criminal Justice programme for the last four years, and provides the framework and support for student to identify, engage and submit assessments which build on experiences in the workplace, wherein students apply theory to practice to produce a reflective portfolio of their work based learning.  The module begins with the student finding the placement. A meeting between the tutor/student and placement provider is then convened and the opportunities available to meet the module learning outcomes are agreed. A formal contract is signed with the expectation the student will complete 50 hours of observational/practical activities. Task completion is recorded by the placement provider. The module is then assessed by way of a portfolio.  The second way work-based learning will be facilitated is by developing the programme so that students can be engaged during their final year in law clinics wherein, under supervision, they will give legal and other advice to students who book in for a consultation. This degree represents the University's first foray into Law and the legal ramifications and obligations associated with setting up a law clinic will be addressed as part of the programme development process. However, law clinics, staffed by third year students operate in law departments across Universities in England and Wales and subject to necessary diligence procedures, will be developed as a feature of the LLB (Hons) Law at Wrexham University.

Section 1 – regulatory details		
1.22	Length and level of the placement	50 hours
1.23	Collaborative arrangement	N/A

## Section 2 – programme details

### 2.1 Aims of the programme

The broader programme aims are:

- To develop students’ knowledge and understanding of the fundamental doctrines and principles which underpin the law of England and Wales .
- To develop students’ knowledge about the sources of that law, and how it is made and developed; of the institutions within which that law is administered and the personnel who practice law .
- To develop students’ knowledge and understanding of a wide range of legal concepts, values, principles and rules of law and to explain the relationship between them in a number of particular areas.
- To develop students’ intellectual and practical skills needed to research and analyse the law and to apply the findings of such work to the solution of legal problems.
- To develop students’ ability to communicate orally and in writing in a way that is appropriate to the needs of a variety of audiences.
- To develop critical awareness of law as a system of rules that operates in complex social and political contexts.
- To develops students’ knowledge of the rules, values, concepts and principles of the foundational subjects of law.
- To develop students’ abilities to understand different types of legal and non-legal information and how to locate and apply that information to a research question or specific legal problem.
- To develop students’ critical knowledge of the key principles and values of a range of legal areas extending beyond the core.
- To develop students’ knowledge of specialist areas of law.

### 2.2 Programme structure and diagram, including delivery schedule

Full-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
4	POL401	Study Skills in Higher Education	20	Core	1
4	LAW409	Legal Skills, Ethics and Professional Standards	20	Core	1
4	SOC479	Introduction to Criminology and Criminal Justice	20	Core	1
4	LAW402D	Contract Law	20	Core	2
4	LAW401D	Public Law: Constitutional and Administrative Law	20	Core	2
4	LAW404	Law in Society	20	Core	2
5	LAW509	European Law and Global Problems	20	Core	1
5	SOC575D	Criminal Law	20	Core	1
5	LAW502D	Tort	20	Core	1
5	LAW503	Work Based Learning (Law)	20	Option	2
5	LAW508	Family Law	20	Core	2



2.2 Programme structure and diagram, including delivery schedule					
Full-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
5	BUS589	Business Law	20	Core	2
6	LAW601D	Property and Land Law	20	Core	2
6	BUS625	Employment Law	20	Core	1
6	EDN612	Criminal Evidence	20	Core	2
6	LAW602	Law Dissertation	40	Core	1 and 2
6	LAW603D	Equity and Trusts	20	Core	1

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
4	POL401	Study Skills in Higher Education	20	Core	1	1
4	LAW401D	Public Law: Constitutional and Administrative Law	20	Core	2	1
4	LAW402D	Contract Law	20	Core	2	1
4	SOC479	Introduction to Criminology and Criminal Justice	20	Core	1	2
4	LAW409	Legal Skills, Ethics and Professional Standards	20	Core	1	2
4	LAW404	Law in Society	20	Core	2	2
5	LAW509	European Law and Global Problems	20	Core	1	3
5	SOC575D	Criminal Law	20	Core	1	3
5	LAW503	Work Based Learning (Law)	20	Core	2	3
5	LAW502D	Tort	20	Core	1	4
5	LAW508	Family Law	20	Core	2	4
5	BUS589	Business Law	20	Core	2	4
6	LAW601D	Property and Land Law	20	Core	2	5
6	BUS625	Employment Law	20	Core	1	5
6	EDN612	Criminal Evidence	20	Core	2	6
6	LAW602	Law Dissertation	20	Core	1 and 2	6
6	LAW603D	Equity and Trusts	20	Core	1	6

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4) / PG Cert (L7)	Dip HE (L5) / PG Dip (L7)	Ordinary (L6) / Masters (L7)	Honours (L6) / DELETE FOR PGT	Optional Ref (PSRB standards)
1	Identify and access scholarly texts and understand the fundamental principles underpinning academic scholarship.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Provide an account of UK constitutional arrangements and the way freedoms and rights are protected.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Identify and appraise the fundamental principles and precedents underpinning the law of contract.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Identify where legal jurisdictions overlap and assess the challenges that can arise in addressing transnational legal concerns.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Compare and contrast definitions of crime, map the criminal justice process and identify the social and historical development of the main institutions involved in crime control.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Differentiate the diverse range of contexts in which law is practiced and identify key judgements influencing legal practice in those areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Carry out fundamental academic research.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Synthesise information from a number of sources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Analyse, evaluate and interpret a range of texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Present information in a clear fashion.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Identify and retrieve up-to-date information, using text and electronic sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Present information in a structured and cogent manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Use the English (Or Welsh) language and subject specific terminology with care and accuracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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14	Address obstacles to role performance as a student and identify/negotiate solutions to ensure targets are met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Demonstrate written, verbal, presentation, IT, and team working skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	Retrieve and evaluate the merits of information from a range of sources including legal sources, government papers, academic journals and electronic databases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	Develop skills round time management and independent learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	Function usefully as a member of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	Show appreciation of sources of the law; the contextual, moral and ethical basis of law and the nature of professional conduct and practice (including the importance of core professional legal writing and presentation skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	Demonstrate an-depth understanding of the foundations, nature, scope and specifics of Criminal Law in England and Wales.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	Identify the underlying concepts and principles of the law of tort; liability in negligence; the law of nuisance and defamation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	Develop an in-depth understanding of the foundations, nature, scope and specifics of legal work in a specific context.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23	Critically appreciate the complexities and challenges associated with mental health Law as it applies in practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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24	Critical understanding of the concepts and principles of the law of obligations & company law and the ability to apply them to practical commercial situations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25	Identify the existence of competing priorities and the basis that exist for resolving moral/ ethical dilemmas where they arise.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26	Problem solve and resolve disagreement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27	Extract and present key ideas and significant content from complex material.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28	Work as an independent learner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29	Read and discuss materials which are written in subject specific technical language.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30	Identify the essence of a problem and provide a defensible analysis and solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31	Prepare written documents, on-line communication and effective oral presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32	Make a personal and reasoned judgement based on an informed understanding of standard arguments in a subject specific area	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33	Act as an accountable ethical professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34	Work within a framework where there are competing priorities and values and manage the tensions to advocate for a particular understanding over others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35	Work to tight deadlines to produce work of the required standard, overcoming barriers in the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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No.	Learning Outcome	K	I	S	P	Cert HE (L4) / PG Cert (L7)	Dip HE (L5) / PG Dip (L7)	Ordinary (L6) / Masters (L7)	Honours (L6) / DELETE FOR PGT	Optional Ref (PSRB standards)
36	In depth understanding of the essential principles of property and land law and detailed appreciation of how to apply these to complex practical situations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
37	Demonstrate detailed knowledge of equitable remedies; trusts; trustees' duties and fiduciary duties; and the liability of strangers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
38	Demonstrate critical understanding of the concepts and principles of employment law and the ability to apply these concepts to the business world.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
39	Critically examine the situational position of children in law and policy with reference to theoretical and conceptual ideas about children and the nature of childhood.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
40	Integrate complex ideas and empirical findings, extrapolating and applying higher level knowledge.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
41	Critically reason, analyse and interpret data and ideas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
42	Critically analyse a situation, a condition or a problem.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
43	Present complex arguments in a way which are comprehensible to a range of audiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
44	Apply and revise knowledge with reference to particular contexts and priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
45	Retrieve, assess and critically evaluate information from a wide range of legal, academic and 'grey' sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
46	Show advanced skills around time management and independent learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
47	Work independently as an autonomous professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4) / PG Cert (L7)	Dip HE (L5) / PG Dip (L7)	Ordinary (L6) / Masters (L7)	Honours (L6) / DELETE FOR PGT	Optional Ref (PSRB standards)
48	Conceptualise a dissertation topic focused on a matter of legal concern, and comprehensively design the appropriate legal research methodology.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
49	Apply a methodical and systematic approach to their studies, and be critical in their interrogation of existing knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
50	Systematically understand the key concepts, theories and methods used in the study of law and their application to the analysis of a particular area of legal specialisation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
51	Systematically understand the contestable nature of many concepts and different approaches to the study of areas of law relevant to the student's specialisation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
52	Plan, conduct and report on a programme of enquiry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
53	Apply acquired knowledge to explore hypothetical or actual legal problems.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
54	Prepare and develop legal arguments and use evidence to support an argument in a formal written document	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
55	Plan, undertake and present an independent dissertation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
56	Retrieve, assess and critically evaluate information from a wide range of academic sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
57	Evidence advanced skills around time management and independent learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
58	Develop abilities to critically reflect on and develop their own performance- seeking advice and guidance where that is prudent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

## 2.4 Learning and teaching strategy

The learning and teaching strategy used in the programme is grounded in the University's commitment to Universal Design for Learning (UDL), the key principle of which holds that students are encouraged to participate in higher education when they are exposed to flexible ways of learning by staff that engage them in different ways using innovative and creative approaches. Accordingly, the programme embraces the University's Active Learning Framework (ALF) which supports accessible, flexible learning that creates a sense of belonging for students. In relation to each online input, the learning material is designed with reference to the work of the Quality Assurance Agency and its 2010 Guidelines on the Quality Assurance of Distance Learning, part A section 2 of which concerns itself with good practice in 'Collaborative Provision and Flexible and Distributed Learning (including e learning)'.

Cognisant of the standards laid down in the University's 'Academic Quality Handbook', each module is associated with a module handbook, providing full details of the aims and learning outcomes relevant to the module and how teaching will be processed. The module handbook also provides information on the assessment vehicle, hand in dates, tutor support arrangements and a reading list.

The law degree will be delivered by staff within a team that has almost twenty years' experience of delivering flexible synchronous and a-synchronous online teaching and support. The criminology programme has, for the last three years, been in the top ten in the UK for student satisfaction.

Students studying the LLB (Hons) Law at Wrexham University will have access to multiple learning opportunities on every module, including face to face or online classes (with core and guest lecturers), seminars, access to recorded lectures, lecture notes and handouts; and directions to relevant essential and additional reading. Because class sizes are typically small an interactive approach to learning can be managed and staff will typically engage students with key issue by drawing on case studies and their practice experiences in the legal field. Lectures will be organised around lecture inputs, quizzes, recorded video content, larger and small group discussions and debates. When modules are primarily delivered online recorded content will be available that replicates synchronous learning experiences and students will be involved in a range of online activities and discussions. Face to Face or video mediated appointments can be made with tutoring staff to discuss module content and assignments.

On the programme there will be a focus on future employability in the legal and/or criminal justice system. Importance will be attached to students developing Key Skills for Employability and the University's Strategy for Supporting Student Learning and Achievement (SSSLA). That strategy is directly aligned to the University's Vision and Strategy, focussing upon the domain 'Teaching that inspires', where learning is informed by and is relevant to the applied world of work, and students are able to leave the University as skilled, knowledgeable and entrepreneurial citizens able to meet the challenges of the 21st century.

Outside the classroom, a programme specific 'WGU student law society' such as those that already exist e.g. the University's 'Criminology Society' or 'Policing Society' will be developed. A 'student law society' would take a lead role in organising extra-curricular educational visits and social events (quizzes, mooted competitions, visits to court. shows etc.) for students. Students will also be encouraged to join the departmental Twitter and Facebook accounts run by one of the criminal justice staff that seeks to keep students up to date with legal and criminal justice developments. The Facebook page 'Criminology, Policing, Law and Criminal Psychology at Wrexham Uni' is followed by over 800 students and alumni and provides up to date information to students on matters of criminological and legal concern. It connects current students not only with each other but to students from the past many of whom, are in the present, criminal justice professionals. Accordingly, through the education blend involving face to face and online learning; a focus on online and real work staff 'presence' (social, cognitive and teaching presence); and student interaction in the classroom and beyond, the programme team will work with students to create a community of enquiry and a sense of continuous belonging to a distinctive degree programme.

## 2.5 Assessment strategy

Assessment is carried out in accordance with Wrexham University's Regulations for Initial Modular Undergraduate Degrees, Diplomas, Certificates, and Foundation Degrees. The approach adopted is informed by guidance published by the QAA to ensure integrity in digital learning (2020)<sup>2</sup>.

Opportunities for formative assessments and debates in the classroom will feature regularly in order that students can gauge their own benchmarks and plot their own progress. At WGU such activity is facilitated by relatively small class sizes. The University is in the process of developing a Moot Room and debating chamber. Accordingly, as part of formative assessments and 'WGU law society' driven extracurricular activity, to develop key skills, students will be encouraged to take part in debates and mooting activity. Formative assessments will also include short pieces of writing and on-line exercises.

The range of summative assessments has been designed to encompass rigorous academic requirements and also to accommodate individual differences in preferred learning style. Consequently, there is a mix of essays, on-line multiple-choice tests, individual and group presentations and role plays. Importantly, some of the assessments have been designed to reflect the professional requirements of legal practice – associated with accurate and professional presentation of evidence/knowledge and self.

Assignments are set in advance and provided to students in module handbooks and marked and returned by module (using the online system Turnitin) with students being given in depth electronic feedback on all assessments within an appropriate timescale determined by University regulations (within 3 weeks). Assessment criteria are published in the student programme handbook issued at the beginning of the academic year and are drawn from published good practice guidelines.

In order to maintain an approach where students can develop their own interests and refer to their own experiences many assignment questions can be answered from different perspectives. However, the design of the assessment task (outlined in further detail in the module specification) will ensure that the learning outcomes will be met, therefore within a cohort of students there may be several approaches to a single question. Each level entails a similar amount of work from students in terms of the number and lengths of assessment tasks, but the content will become increasingly demanding to reflect the developing complexity of material at each stage. The assessment strategy focusses on assessing achievement in meeting the academic learning outcomes of the programme but with a view, to preparing students for the workplace.

## 2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)		
3.1	Framework	Framework 1 and 22
3.2	Cost centre	GACJ
3.3	Course type (HESA)	N/A
3.4	Fee model	Standard full time UG
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.6	Student funding model	SLC/Self Finance
3.7	Does the Suitability for Practice Procedure apply to the programme?	Yes
3.8	Programme Leader	Katie Phillips
3.9	Date of Approval	24 <sup>th</sup> May 2021
3.10	Date and type of Revision	<p>Revised November 2022: SOC481 study skills module replaced with POL401</p> <p>Revised May 2023: Admin correction to credit weightings LAW601 &amp; LAW602</p> <p>Revised July 2023: HLT513 Mental Health Law and Social Policy replaced with SOC542 Research Methods, EDN602 Childhood Law, Policy and Procedure replaced with new module LAW612 Criminal Evidence</p> <p>August 2023: 2-year extension to validated delivery period</p> <p>April 2026: AM2 modification to revise the programme structure through the replacement of a core module and reclassification of two core modules between Levels 4 and 5.</p>