

Part one: Programme Specification

Course record information

Name and level of final award:	Integrated Master's in Law (M-Law) The Integrated Master's in Law (M-Law) is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	Diploma of HE in Law Certificate of HE in Law BA Legal Studies LLB Honours Certificate in Legal Practice
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Westminster Law School
Language of delivery and assessment:	English
Course/programme leader:	Jochim Dymott
Course URL:	westminster.ac.uk/about-us/schools/law
Mode and length of study:	4 years Full-time
University of Westminster course code:	LSXSLSX
JACS code:	
UCAS code:	M190
QAA subject benchmarking group:	LAW
Professional body accreditation:	Joint Academic Stage Board (SRA/BSB)
Date of course validation/review:	May 2015
Valid for Cohorts:	2015/16 Levels 4,5,6 and 7, 2016/17 Levels 5,6 and 7
Date of programme specification:	May 2015

Admissions requirements

Qualification type	Grade/points
A Levels	ABB (320 points)
International Baccalaureate	32 points (435 points)
Edexcel BTEC Level 3 Extended Diploma	DDM (320 points)
Access to HE Diploma	Pass with 45 credits at Level 3. 36 at Merit +
IELTS	6 (at least 6 in all elements)

We do not count AS points in the tariff scores.

We require a minimum of 4 GCSE passes, including Maths and English at grade C or above. We only consider General Studies and Critical Thinking as a fourth subject at A2 Level. Students may be invited to attend an interview.

International entry requirements

We have extensive experience in evaluating non-UK qualifications, and in establishing their eligibility for entry to our courses. For country-specific qualification enquiries, email course-enquiries@westminster.ac.uk or visit our International pages at westminster.ac.uk/international

You will need a good standard of English before starting your degree. If your first language and/or schooling is/was not in English, you will need a minimum IELTS score of 6.0, with a score of at least 6.0 in all elements, or a recognised equivalent. In some instances, the minimum IELTS score will be higher. Please check individual course entries. You do not need to take the test before applying, but before joining the course you will need to have attained one of the minimum test scores, and you may be asked to take one of our preparatory English courses.

Direct Entry to Year 2 or 3

Direct entry to Year 2 or 3 is only possible in exceptional circumstances and requires successful completion of Level 4 or Levels 4 and 5 of a compatible course. Applicants will need to explain the desire to transfer with appropriate evidence of academic ability equivalent to the normal Level 4 entry requirements. All modules for the Level(s) studied elsewhere **must** be passed and we would ordinarily expect to see marks of 55% or above. If students are awaiting results any offer will be conditional

It is the student's responsibility to ensure that the necessary paperwork is completed by the previous Institution that verifies the completion of equivalent Foundation Subjects required by the JASB for a Qualifying Law Degree.

International Foundation Course

We work in partnership with Kaplan International College London to provide Foundation Courses for international students who don't meet our Bachelor's degree entry requirements. Visit kiclondon.org.uk for more information.

Aims of the course

Law is an interesting and challenging discipline and law students need to be able to think about law in terms of its effect both on society generally and individuals within it. Increasingly the international dimension to legal study has become more important, across a wide range of legal areas, as the influence of the European Union and international organisations have become so significant.

Law impacts not just on our daily lives but the operation of Government at an international level with, for example, questions concerning the legality of war and the extradition of terrorist suspects. Study of the subject provides an opportunity to develop both a strong theoretical understanding of law in addition to the development of important practical skills. Law has both an academic and vocational dimension.

Innovation and integration are key features of this exciting Integrated Masters in Law which is unique in London and the South East. The aim of the course is to provide students with an effective integration of academic and professional legal education as a general foundation for practice. In fulfilling these aims, the course combines the academic and practical elements that they must successfully complete before they can begin their period of work based learning. The course therefore offers a coherent and more accessible route to qualification as a solicitor. During the four year Master's degree, students study the academic subjects required for a Qualifying Law Degree alongside the skills and vocational subjects required for the Legal Practice Course. This will benefit students educationally as they receive a more rounded understanding of what it means to be a lawyer.

The very nature of the course means that there will be an emphasis on vocational and experiential learning. In particular, in years three and four there are clinical modules which allow all students to apply their knowledge and skills to real life situations. Students receive training and the opportunity to work with real clients and become involved in real cases under the supervision of experienced professionals. The course is therefore geared to professional practice, and students will be able to start as training contract as soon as they graduate.

In addition, the course enables students to add an international dimension to their studies through a further year of law study abroad in one of the School's partner institutions in Europe and overseas. Some of the study abroad is undertaken under the Erasmus+ scheme set up by the European Commission.

During the course students will develop a wide range of skills and abilities and develop their intellectual ability through critical evaluation of legal materials. Students work in partnership with their tutors to develop an inquisitive approach to study. Career development skills are explicitly recognised and promoted and the overall aim of the School is to promote a stimulating, enjoyable and supportive learning environment.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

As is suggested in the above section on the Aims of the course, employability is a central theme of the Integrated Master's in Law. Students will therefore acquire all the necessary skills to become a lawyer. Indeed, study of these is integral to the course.

Having acquired these skills students will be given plenty of opportunity to develop them in a practical context. Thus, in keeping with the central theme of employability, all students will be take place in work-related activities in years 3 and 4 (levels 6 and 7). Students will be given training and support before and during these placements which will act an ideal preparation for life as a lawyer.

The modules within these placements occur have been developed in conjunction with relevant organisations, such as the Citizens Advice Bureau, and are reviewed each year to ensure that they meet the needs of those organisations.

Despite the emphasis on preparing students to become solicitors, the course offers opportunities for students to take a variety of routes and students may decide to exit after year 3 with a Qualifying Law Degree. Students will be able to go on to work in a range of environments particularly given the wide range of transferable skills and work experience that they will acquire on the course.

An Integrated Master's in Law is viewed as a valuable asset by a large group of employers across a broad range of sectors both legal and non-legal. This course will therefore prepare students for a variety of legal careers including practice as a barrister, solicitor, legal clerk, paralegal or legal executive. Our graduates also pursue careers in business, accountancy, banking, the Civil Service, education and local government, amongst others.

Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision.

The employment rate of law graduates from the University of Westminster has consistently been very high and Law has one of the highest employment rates in the University. In 2012-2013, six months after graduation, 85% of graduates were either in study or in work. Half of the graduating cohort entered further study and/or work whilst almost 40% progressed directly into work. Of those who entered employment, 47% of graduates secured graduate level employment in a variety of legal, paralegal and non-legal careers, including the financial services and public sectors. The school has numerous distinguished alumni within both branches of the legal profession.

Learning outcomes

Learning outcomes are statements which set out what successful students have achieved as the result of learning. They are threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

This course has to meet both the requirements of the Law Subject benchmark statement prepared by the Quality Assurance Agency for Higher Education (available at www.qaa.ac.uk (note law benchmarks are currently under review) and the Legal Practice Outcomes prepared by the Solicitors Regulation Authority (available at www.sra.org.uk). Within those general requirements the outcomes are set out below. These should be read in conjunction with the Learning Outcomes for each individual module.

Studying law at undergraduate and master's level involves the acquisition, analysis and application of both general and highly specialised knowledge from a wide range of sources. Students will need to develop a complex set of skills and a key element is how the interrelationship between skills and knowledge changes as students' progress through the four years of the course.

Students will:

- act increasingly independently in researching, managing and synthesising diverse materials with appropriate support;
- reflect constructively on their own learning processes and feedback and develop a personalised learning strategy;
- take responsibility for learning and working in an adaptable and flexible manner;
- work co-operatively and effectively with others recognising and appreciating diversity.
- apply their knowledge of the law and legal practice accurately and effectively
- develop a general foundation for practice and be prepared for work-based learning

Knowledge and understanding

During the four years of the programme you will be expected to comprehend and analyse a huge volume of materials. Some will be explicitly primary legal materials such as judicial opinions and statutes from the UK, EU and beyond but it will also include policy papers (such as Reports from a range of Government and other bodies), academic opinion and increasingly some material available through social media. Academic work can be also located within other disciplines including sociology, politics, history, psychology and economics, emphasising the interdisciplinary nature of legal study.

You will also develop your knowledge and experience of the application of the law in a practical context in preparation for commencing your work-based learning.

Students will:

- demonstrate knowledge and understanding of the core principles and concepts of the subject areas, including the principal features of the English legal system and the law of the European Union;

- indicate knowledge and understanding of the principles and values in a range of topics with in-depth knowledge of specialist chosen areas;
- evidence knowledge and understanding of the different contextual dimensions of areas of law;
- be able to evaluate and explain differences and similarities between legal subjects.
- understand the key ethical requirements contained in the SRA Principles of Regulation and Code of Conduct, understand where these may impact and be able to apply them in context;
- demonstrate their knowledge, understanding and skills in the areas of:
 - Professional Conduct and Regulation
 - the core practice areas of Business Law and Practice, Property Law and Practice, Litigation and the areas of Wills & Administration of Estates and Taxation
 - the course skills of Practical Legal Research, Writing, Drafting, Interviewing and Advising and Advocacy;

students should also be able to transfer skills learnt in one context to another;

- demonstrate their knowledge, understanding and skills in the three areas covered by their choice of practice electives;
- demonstrate a systematic understanding and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of law and professional practice

Cognitive skills

Coupled with the knowledge base is the development of a range of cognitive skills that will evolve through the different levels of the programme and enable interpretation and understanding of the knowledge that is acquired.

These represent the changes expected from students studying for a degree then masters level subject. At its most simple this is the change from describing events or ideas to a level of critical evaluation and application.

Students will:

- explore, analyse and communicate the dynamic principles and concepts that underpin theoretical frameworks;
- critically evaluate a range of legal materials and contrast differing perspectives;
- demonstrate the ability to synthesise ideas and information and apply them to complex problems.
- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

Performance and practice

It is increasingly important that students understand their own role in the learning process and reflect upon their performance as an individual and in concert with others.

Students will:

- use assessment instruments and feedback to evaluate their own performance;
- act ethically and responsibly;
- continue to advance their knowledge and understanding, and to develop new skills to a high level;

Personal and Enabling Skills

Students need to develop a wide range of personal skills that will serve them after graduation in a range of fields, whether in further study or employment.

Students will:

- develop and utilise a wide range of interpersonal and communication skills that are adaptable and applicable in different situations;
- understand the importance of developing and maintaining a skill set that promotes employability;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

Learning, teaching and assessment methods

Learning

As outlined above the Integrated Master's in Law offers the opportunity to combine study of both the academic and practical stages of training that students have to undergo before they start their work based learning. As such a large part of the content of the degree is prescribed by the relevant professional body.

As can be seen from the course structure in years 1 -3 students will study 4 30 credit modules a year. These modules will run throughout the whole academic year and for the first two years all elements will be compulsory. In year three students will be able to undertake one "academic" option but the other three areas will again be compulsory. In both year 3 and 4 students will take the compulsory year long 30 credit clinic modules. In year four students will also have to undertake 2 compulsory practice based areas which are 30 credit modules and the LPC skills modules. These will only run during the first semester. In semester two students will then undertake 2 practice based electives. The wide variety of electives available offer students the opportunity to start planning their future career path in a flexible way as they encompass all the main commercial and private client areas of practice.

As this is a course with a strong vocational edge there is a strong emphasis on the study of the skills which are needed by legal professionals. These skills are easily transferred into other contexts and therefore are designed to give students a solid grounding in their future career whatever that might be.

We also encourage students to take a reflective approach to their performance and development which again should stand them in good stead in later life. Students are introduced to this from the beginning of the course in Legal Ethics, Methods and Skills 1. This is built on later in the course particularly in the Clinical elements which integrate a reflective element into their assessment.

Alongside the more general skills that students acquire they are given a strong grounding in the framework that is specific to legal practice. In particular, there will be a strong focus on ethics and the rules of conduct that will govern their life as solicitors. Indeed this element will be assessed throughout the life of the course. Whilst students will primarily be introduced to the requirements of practice in a structured sense through the curriculum they will also be able to take advantage of the extra curricula activities that take place within the school. Indeed they will be encouraged to develop such activities themselves.

Teaching

Students will encounter a range of different teaching methods including lectures, seminars, tutorials and one to one sessions. Contact time is used in a variety of ways including formal lectures, seminar-based discussion, delivery of class presentations, invited guest speakers and practical group exercises.

In the first year Legal Ethics, Methods and Skills (1) module students are taught how to dissect essay and problem questions, how to undertake research to find relevant law, cases, academic opinion and other forms of authoritative evidence used to support arguments. They are shown how to cite and reference work correctly and how to develop their writing and other communication skills. They are also introduced to professional ethics and the skill of interviewing and advising in the practical context of a client/solicitor initial meeting. In the substantive law subjects students will be required to evaluate and analyse legal materials and apply them in a range of situations. Teaching staff initiate and support discussions and students are encouraged to take control over their learning.

Legal Ethics, Methods and Skills (2) builds on the first year skills, introducing more specific career development and a wider understanding of the profession. Students learn about setting up a law firm and are introduced to the professional skill of advocacy.

As students progress further through the degree they will be increasingly expected to act as an independent learner – someone who is able to identify their own points of strength and weakness and take the appropriate action to improve their performance. Staff are used to provide support and help at every step along the way whether in formal classes or as a Personal Academic Tutor.

In the third and fourth years in the clinical modules, students will receive training and the opportunity to work with real clients and become involved in real cases under the supervision of experienced professionals. Students will thereby gain valuable work experience and develop their professional practice skills.

The principal focus of the overall teaching & learning strategy for the LPC elements in year 4 (and PLP in year 3) is the simulation of legal practice within the Group Sessions (face to face teaching) with emphasis on the 'professional nature of practice'. Student learning outside of the teaching environment (private study) is guided by means of the individual session plans which state the preparation that is expected in advance of the GS if students are to participate effectively and the steps that must be taken by means of post-GS consolidation.

GSs are initially informed by the lecture which may be delivered 'live' or pre-recorded via Blackboard. Where appropriate, students should expect to be subject to questioning by the tutor within the lecture itself while additionally the tutor will invite questions from the cohort. Thereafter pre-GS preparation will routinely include directed reading (principally to the

relevant practitioner oriented manual provided as part of the course materials) and the practitioner oriented tasks the session is to simulate ('seen exercises') and may include CAL and/or Practical Legal Research and/or the preparation in advance of practitioner documentation such as a letter or contractual provision.

Post-GS consolidation is promoted by means of 'student notes' accessible via Blackboard; but may also include post session CAL and Self-Assessment Short Answer Questions and (following reference to extracts from documents in the GS), the provision of full-length practitioner documentation for further review.

The Course Skills Strategy

Highly skilled graduates have flexibility and autonomy and an ability to react to changing circumstances. Knowledge has to be obtained, validated, interpreted and applied. Being able to quickly differentiate the reliability and authenticity of material is essential in the contemporary world. The course is designed to equip students with the set of skills they need to succeed in whatever career they choose but with a strong emphasis on the study of skills which are needed by legal professionals. Skills are developed incrementally with support to ensure that students have a strong foundation.

Assessment

The undergraduate part of the programme has been structured, through the core modules, to apply a range of modes of assessment, ensuring the assessment of the range of required skills as well as knowledge. Consequently, there are required assessments of oral presentations, written coursework as well as formal examinations. The more practice-focussed modules of LEMS(1) and (2), for example, are assessed by the practical assessment of the skills of interviewing and advising and advocacy. We utilise both open and closed book exam formats and some modules operate in-class tests that provide quick feedback. The assessment strategy has been tailored to deliver the requirements of the QAA law benchmarking standards. The clinical modules at level 6 and 7 are assessed by way of a portfolio of work based learning which students also are given an opportunity to discuss in detail during a viva.

Each piece of module assessment is marked against a set of criteria that are set out in the module pro forma and the module handbook and/or the module Blackboard site. These explain what the assessment was designed to test and how. Criteria, which have been developed for each level, are used to determine the grade that the student will receive for that piece of work.

All modules that include an element of coursework will provide detailed feedback and students are encouraged to sit down with their tutors and discuss each piece of work and what is needed to improve their performance. Assessing student work and offering feedback, support and encouragement is a key role for all the lecturers.

In relation to the LPC elements of the course, the assessment of the Stage 1 core subjects and Stage 2 electives is by way of open-book, transactional assessments which will normally be of 3 hours duration, in compliance with the SRA requirements. Different forms of assessment will be employed with regards to the course skills appropriate to the skill in question.

Integrated Master's in Law (M-Law) Full-time course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time students study 120 credits per year.

Level 4

Students commence with a skills module that introduces them to both the English legal system and the skills needed for undergraduate study as well as an introduction to professional ethics and practice skills. This ensures that all students have the necessary skill set.

Students also study the three substantive subjects; Contract Law, Public Law and Tort Law for the entire year.

Semester 1		Semester 2
Legal Ethics Methods and Skills (1)*	LLWE401	LEMS(1) <i>(continued)</i>
Contract*	1LAW412	Contract <i>(continued)</i>
Tort*	1LAW413	Tort <i>(continued)</i>
Public Law*	1LAW499	Public Law <i>(continued)</i>

* Double modules 30 credits each, other modules 15 credits each.

Core Modules

Credit Level 4				
Module code	Module title	Status	UK credit	ECTS
LLWE401	Legal Ethics Methods and Skills (1)	Core	30	15
1LAW412	Contract Law	Core	30	15
1LAW413	Tort Law	Core	30	15
1LAW499	Public Law	Core	30	15

Level 5

Students commence with a professional skills and practice module which builds on their first year studies and allows them to develop their employability skills further.

Students also study Criminal Law, EU Law and Land Law.

Semester 1		Semester 2
Legal Ethics Methods and Skills* (2)	LLWE501	LEMS(2) <i>(continued)</i>
Criminal Law*	1LAW500	Criminal Law <i>(continued)</i>
Land Law*	1LAW502	Land Law <i>(continued)</i>
EU Law*	1LAW503	EU Law <i>(continued)</i>

*Double modules 30 credits each. Other modules 15 credits each

Core Modules

Credit Level 5				
Module code	Module title	Status	UK credit	ECTS
LLWE501	Legal Ethics Methods and Skills (2)	Core	30	15
1LAW500	Criminal Law	Core	30	15
1LAW502	Land Law	Core	30	15
1LAW503	EU Law	Core	30	15

Level 6

There are three cores at Level 6 including Equity and Trusts. Students can choose one option selected from a wide range of LLB option modules.

Semester 1		Semester 2
Equity and Trusts	1LAW690*	Equity and Trusts (<i>continued</i>)
Clinical Legal Practice	LLWE602	Clinical Legal Practice (<i>continued</i>)
Property Law and Practice	LLWE604	Property Law and Practice (<i>continued</i>)
LLB Option		Option/Free Elective

* Double module 30 credits.

Core Modules

Credit Level 6				
Module code	Module title	Status	UK credit	ECTS
1LAW690	Equity and Trusts	Core	30	15
LLWE602	Clinical Legal Practice	Core	30	15
LLWE***	Property Law and Practice	Core	30	15

Students must do two option modules, in addition to the following choices students also have the option of choosing from Westminster Electives

Option Modules

Credit Level 6				
Module code	Module title	Status	UK credit	ECTS
1LAW600	Family Law	Option	30	15
1LAW615	Criminal Procedure and Evidence	Option	30	15
1LAW618	Philosophy of Law	Option	30	15
1LAW621	Commercial Law	Option	30	15
1LAW639	Dissertation	Option	30	15
1LAW642	Disability Law	Option	30	15
1LAW664	Law of Intellectual Property	Option	30	15
1LAW665	Employment Law	Option	30	15

1LAW666	Public International Law	Option	30	15
1LAW667	Entertainment Law	Option	30	15
1LAW668	Company Law	Option	30	15
1LAW675	Law of International Trade	Option	30	15
1LAW676	Media Law	Option	30	15
1LAW677	Elements of Taxation	Option	30	15
1LAW682	Environmental Law	Option	30	15
1LAW696	UN Human Rights	Option	30	15
1LAW698	Competition Law	Option	30	15
1LAW699	Human Rights in the UK	Option	30	15
LLAW604	Advanced Criminal Law	Option	30	15
LLAW605	Law and Religion	Option	30	15

Level 7

In year 4 students must take the year-long Clinical Practice 2 module together with all of the stage 1 cores (apart from Property Law and Practice which is done in year 3). In stage 2 of they must chose 2 practice electives.

Core Modules

Credit Level 7 – Stage 1				
Module code	Module title	Status	UK credit	ECTS
LLWE***	Clinical Practice 2	Core	30	15
LLPC 703	Litigation (Civil & Criminal)	Core	20	10
LLPC 704	Business Law & Practice (Taxation)	Core	20	10
LLPC 705	Advocacy	Core	4	2
LLPC 706	Wills & Administration (Interviewing)	Core	4	2
LLPC 707	Writing	Core	4	2
LLPC 708	Drafting	Core	4	2
LLPC 709	Practical Legal Research (PLR)	Core	4	2
LLPC 710	Professional Conduct & Regulation (PCR)	Core	5	2.5
LLPC 711	Solicitors Accounts	Core	5	2.5

Option Modules

Stage 2				
Module code	Module title	Status	UK credit	ECTS
LLPC 712	Commercial Law	Option	10	5
LLPC 713	Commercial Litigation	Option	10	5
LLPC 714	Commercial Property	Option	10	5
LLPC 716	E-Commerce	Option	10	5
LLPC 717	Employment	Option	10	5
LLPC 718	Entertainment & Media	Option	10	5
LLPC 719	Family	Option	10	5
LLPC 720	Immigration	Option	10	5
LLPC 721	Personal Injury & Clinical Negligence	Option	10	5
LLPC 722	Private Acquisitions	Option	10	5
LLPC 723	Clinical elective	Option	10	5
LLPC 725	Housing	Option	10	5

Academic regulations

The M- Law and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008 .

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 17: Modular Framework for Undergraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations

Award

To qualify for the award of Integrated Masters in Law (M-Law), a student must have:

- obtained at least 480 credits including:
 - passed a minimum of 120 Credits at credit Level 4 or higher; and
 - passed a minimum of 120 Credits at credit Level 5 or higher; and
 - passed a minimum of 120 credits at credit Level 6 or higher; and
 - passed a minimum of 120 credits at level 7
- attempted modules with a maximum value of 510 credits at credit Levels 5,6 and 7; and

- satisfied the requirements contained within any course specific regulations for the relevant course scheme.

The University may award:

- an Integrated Master's Degree with Commendation to a student whose marks average at least 60% across modules at Level 7.
- An Integrated Master's Degree with Distinction to a student whose marks average at least 70% across the modules at Level 7.

Please see the core specific regulations (regulation 16) attached to this document as an appendix 1 for further details of the overall classification.

Course Specific Regulations

The Course Handbook has full details of these course specific regulations.

- The module pass mark is 40% for all modules (core and option) at credit levels 4, 5 and 6 with the exception of level 6 Property Law and Practice which is an LPC element and for which the pass mark is accordingly 50%
- The Property Law and Practice core module is a level 6 module and is therefore subject to the university requirements in relation to reattempts at the first available sit. Module reattempts are also capped at the pass mark of 50%.
- Students who achieve a mark of 40% or over but below 50% in the Property Law and Practice module cannot be awarded the M-Law but this will be deemed a pass in this module for students to exit with the award of LLB.
- Each element of assessment within the undergraduate core modules has a qualifying mark of 35%. Students must therefore attempt all elements of assessment.

Core modules – Foundations of Legal Study
1LAW412 Contract Law
1LAW413 Tort Law
1LAW499 Public Law
1LAW500 Criminal Law
1LAW502 Land Law
1LAW503 EU Law
1LAW690 Equity and Trusts
LLWE401 Legal Ethics Method and Skills (1)
LLWE501 Legal Ethics Method and Skills (2)

- Each final element of assessment within the undergraduate option modules has a qualifying mark of at least 30%.
- The module pass mark for the core and option modules at level 7 is 50%. (Note that the LPC skills modules are assessed on a competent/non-competent basis).

- vii. The LPC elements of the course are subject to separate course specific regulations which set out in the attached appendix 1.

Condoned credit and compensation

- iv. Condoned credit and compensation are not available to students on the Integrated Masters in Law. Students are required to pass all modules in order to be eligible for the M-Law award.

Module attempts

- v. Students are entitled to a maximum of three attempts to pass a core level 4,5 or 6 module. This includes a first attempt, a refer attempt and one further attempt under a new registration of the module (re-take).
- vi. A student who, following three attempts, has not successfully passed a level 4, 5 or 6 core module(s) will no longer be eligible for the award of M-Law and will be excluded from the course.
- vii. Level 6 Option modules are subject to the University's regulations, which may, at the discretion of the relevant assessment board, permit a student a maximum of four assessment opportunities i.e. two attempts (studying with attendance) per module and two re-assessments in all or part of the module.
- viii. Students are entitled to a maximum of three attempts to pass a core or option level 7 module.

Progression

- ix. In order to progress from level 4 to level 5, a full-time student must obtain a minimum of 90 credits at level 4.
- x. In order to progress from level 5 to level 6, a full-time student must obtain a minimum of 210 credits at level 4 or above, including a minimum of 90 credits at level 5 or above. In addition students on the Integrated Masters in Law shall be required to have obtained an average mark of at least 50% in the best 90 credits at level 5
- xi. In order to progress from level 6 to level 7 a student must obtain a minimum of 330 credits at level 4 or above, including a minimum of 90 credits at level 6. Additionally a student must have passed all of the seven 30 credit modules which represent the Foundations of Legal Knowledge set out in the JASB Statement and which are required for a Qualifying Law Degree.

	Full time study	Part time study
Time limits		
Cert HE	3	5
Dip HE	5	6
LLB (Hons) Law	6	6
BA (Hons) Legal Studies	6	8
LLB (Hons) Law incl placement/ year abroad	6	6
Integrated Master's in Law	6	9

The class of the Honours degree awarded is decided by two criteria, the average of the best 105 credits passed at credit Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at credit Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

Support for students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

Westminster Law School organises a system of e-mentoring between students. The LLB has regular attendance checks and if problems arise, staff follow these up with advice and referral to other departments in the University. There is specific study abroad support, a dedicated Law Librarian and legal careers advice.

[Student Affairs](#) provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor), with an additional office located at the Harrow Campus.

<http://www.westminster.ac.uk/study/new-students/when-you-arrive>

The [University of Westminster Students' Union](#) also provides a range of facilities to support all students during their time at the University. <http://www.uwsu.com/>

Reference points for the course

Internally

This course has been designed to match the University's mission to provide education for professional life and meet the University's policies on learning and teaching and employability. The Course Structure follows the requirements of the modular framework and the academic regulations of the University.

- University of Westminster Law School Plan 2014
- University of Westminster Learning and Teaching Strategy
- Faculty of Social Science and Humanities Learning and Teaching Strategy

Externally

The learning outcomes of the course, as detailed earlier, have been formulated in accordance with the specific QAA subject benchmarks for Law (www.qaa.ac.uk) and the Legal Practice Outcomes (www.sra.org.uk)

Professional body accreditation

- QAA Law benchmark statement 2007
- Joint Academic Studies Board Statement (Law Society and the General Council of the Bar)
- Solicitors Regulation Authority (SRA)
- SEEC

Quality management and enhancement

Course management

All module leaders reflect annually on the effectiveness of the teaching and assessment strategy and propose changes to the Course Leader. Enhancements are developed at both module and Course level and recorded through the Annual Monitoring Process. The School runs various activities to identify and address ways of improving the design and delivery of its courses.

Annual Monitoring enables a reflective and proactive process of course development. All staff carry out annual appraisals and peer observation, and undertake staff development through course attendance and research activity.

Events organised by the School Learning and Teaching Committee are attended in order to address current teaching, learning and assessment issues.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2015. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the course committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's' quality assurance evidence base.

For more information about this course:

Course Director: Jochim Dymott dymottj@westminster.ac.uk

Westminster Law School webpage westminster.ac.uk/about-us/schools/law

UNIVERSITY OF WESTMINSTER
M-LAW 2015/2016
ASSESSMENT REGULATIONS - FULL TIME COURSE

Important

As a result of SRA requirements, the regulations governing the LPC part of the M-Law differ substantially from the University wide regulations which you will have received in the document 'Essential Information' Student Guide, Course Frameworks, Regulations and Policies, 2015–16'. Where the regulations differ, these regulations overrule the University regulations.

1. Interpretation

In these Regulations the following words and expressions shall have the following meanings:

"Assessment"	any summative assessment
"BLP"	Business Law & Practice
"Core(s)"	Practice area of BLP, Litigation and/or PLP
"Deferred Sit"	an assessment which is being taken by a student at a later stage than would normally be expected due to the successful grant of mitigating circumstances
"Elective"	a vocational elective forming part of Stage 2 of the LPC
"Final Sit"	a third attempt at any assessment or examination
"First Sit"	the original attempt at any assessment
"LPC"	the Legal Practice Course validated by the SRA as meeting the requirements of its Training Regulations and by the University for the award of its PGDip or LLM in Legal Practice
"Legal Practice Course Board"	the Board established by the SRA to oversee the validation monitoring and review of Legal Practice Courses
"PCR"	the elements of Professional Conduct, the Profession, Money laundering, Financial Services and Solicitors' Accounts.
"PLP"	Property law & Practice
"PLR"	skill of Practical legal Research

"Mitigated sit"	an assessment which is exceptionally being taken by a student following a grant of mitigating circumstances after an earlier attempt
"Re-sit"	a second attempt at any assessment
"Regulation"	any regulation contained within these regulations
"Skills"	the skills of Advocacy, Interviewing & Advising, Practical Legal Research, Writing and Drafting
"Sit"	any attempt by a student at any assessment or coursework
"SRA"	Solicitors Regulation Authority
"Stage 1"	the part of the course comprising the LPC Cores, Skills, Taxation, PCR, and Wills
"Stage 2"	the part of the course comprising the LPC Vocational Electives
"Taxation"	the elements of Income Tax, Capital Gains Tax, Inheritance Tax, Corporation Tax and VAT
"Transcript"	the record of marks, grades, number of attempts, date of attempt in relation to Stage 1 or Stage 2 of the course given to a student on completion of the course in accordance with the SRA regulations
"University"	the University of Westminster
"Wills"	Wills and Administration of Estates

2. Applicable Regulations

- 2.1 In relation to modules forming Stage 1 and Stage 2 of the LPC and the overall award of M-Law , the University's Standard regulations are modified by these approved course specific Regulations.
- 2.2 In relation to the other modules the applicable regulations are the University's Standard Regulations and Framework for Undergraduate courses.

3. Examination Board

- 3.1 The Examination Board consists of:
 - 3.1.1 The Head of the School of Law or their nominee;
 - 3.1.2 LPC Director or Assessments Officer or M-Law course leader;
 - 3.1.3 The SRA's Chief Training Officer (or nominee);
 - 3.1.4 Members of the academic staff of the University who are concerned with the teaching or examining, or both, of students on its LPC and/or M-Law;
 - 3.1.5 The external examiners for the LPC and M-Law;
 - 3.1.6 Any additional members co-opted by the Examination Board where in its opinion this is necessary or desirable.
- 3.2 The Chair of the Examination Board is the Head of the School of Law or their nominee.

4. The terms of reference of the Examination Board are:

The terms of reference of the Examination Board are:

- 4.1 to ensure that draft assessments are properly scrutinised and approved;
- 4.2 to ensure all assessments are properly conducted;
- 4.3 to ensure that all assessments are properly assessed and marked;
- 4.4 to make final recommendations for the award on successful completion of the M-Law as a Pass or with Distinction or Commendation as the case may be;
- 4.6 to approve the issuing of Stage 1 and Stage 2 transcripts;

- 4.7 to determine what action shall be taken, in accordance with these Regulations, in the case of a candidate failing or missing part or all of any assessments, or otherwise failing to comply with the requirements of the course;
- 4.8 to determine, if appropriate in accordance with University regulations, what action shall be taken in the case of a candidate found to have committed an assessment offence;
- 4.9 to make final recommendations (within the constraints of the external control exercised over the course by the SRA through the Legal Practice Course Board) to the course Management on any matters concerned with the assessment scheme;
- 4.10 to be responsible for such other matters as are referred to it by the SRA, or the Academic Council of the University;
- 4.11 To determine any cases under Regulations 12, 17, 18, 19 and 20 of these Regulations;
- 4.10 To approve the contents of any transcript of results to be given to a student.

5. External Examiners

- 5.1 There must be at least three external examiners for the LPC and/or M-Law who shall be appointed by The University. The primary role of the external examiner will be:
 - To advise on the standards set by the University and on student achievement.
 - To visit the University at least once in an academic year.
 - To be responsible for all Stage 1 & 2 subjects as well as a thematic area.
 - Prepare an annual report which the University must send to the SRA and the SRA is permitted to use the evidence contained in the reports and require the University to take appropriate action if concerns are raised.
- 5.2 An external examiner must receive and approve all draft assessments and marking schemes for those areas and skills allocated to that examiner and an examiner's decision in relation to these assessments or schemes shall be final.
- 5.3 An external examiner must receive and approve such completed and marked Subject Assessment scripts and other assessments as the Chair of the Exam Board determines or shall direct or the external examiner requires to fulfil that examiner's duties as external examiner.
- 5.4 An external examiner shall also perform such other duties relating to assessment as may be required by the SRA, or the Academic Standards Committee of the University.
- 5.5 The external examiner may raise any query about an individual mark, assessment paper or assessment generally at the Examination Board and the decision of the Examination Board in relation to any such query shall be final.

Assessment Requirements and Arrangements

6. Types of LPC Assessment

6.1 Cores, Electives, PCR and Solicitors' Accounts

Students will be assessed in each of the above areas as set out in the table below. The nature and length of each assessment shall be determined with the external examiner for the particular Area and in accordance with the requirements of the Legal Practice Course Board. The core papers shall be at least 3 hours in length. The assessment of Litigation will consist of two papers one dedicated to Civil Litigation and the other to Criminal Litigation. 5% of each Core assessment will be dedicated to PCR which relates to that practice areas and the marks for which will be disaggregated from the overall mark awarded for PCR. Skills may be assessed within one or more papers of a core area assessment as indicated in regulation 6.2.

Area	Examination	PASS STANDARD
BLP	1 (100% of total)	50%
PLP	1 (100% of total)	50%
Litigation	1 (100% of total)	50%
PCR	1 (100% of total)	50%
Solicitors' Accounts	1 (100% of total)	50%
Elective 1	1 (100% of total)	50%
Elective 2	1 (100% of total)	50%

Elective 3	1 (100% of total)	50%
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6.2 Skills

Students will be assessed in each of the Skills as set out in the table below. Each Skills assessment shall be determined with the external examiner for the particular Skill and/or the external examiner for the Core or Elective Area in which the Skill is assessed and in accordance with the requirements of the Legal Practice Course Board. The skills of Writing and Practical Legal Research will be assessed through the same assessment but with separate marking criteria.

Skill	Area to be assessed within	Number of Assess.	Pass Standard
Writing	Any Core Area	1	Competent
Drafting	BLP	1	Competent
Advocacy	Litigation	1	Competent
Interviewing & Advising	Wills	1	Competent
PLR	Any Core Area	1	Competent

6.3 Wills and Taxation

- 6.3.1 Wills will be assessed through and alongside the skill of Interviewing & Advising. The grade for the assessment will be competent. The fact that Wills has been assessed through Interviewing and Advising will be recorded on the student transcript.
- 6.3.2 Taxation will be assessed in the BLP assessment and in the Wills assessment through the skill of Interviewing & Advising. No separate grade will be awarded for Taxation but the fact that the required elements have been assessed in this manner will be recorded on the student transcript.

7. Pass Standards

- 7.1 The pass mark for each LPC Core Assessment, LPC Elective, PCR and Solicitors' Accounts shall be 50% of the marks available for that assessment. The module pass mark for all other modules at levels 4, 5 or 6 is 40%.
- 7.2 The pass standard for each Stage 1 Skills assessment shall be competence. Competence shall be judged in accordance with the assessment criteria agreed with the external examiners.
- 7.3 Each element of assessment within the undergraduate core modules has a qualifying mark of 35%. Students must therefore attempt all elements of assessment.

Core modules – Foundations of Legal Study
1LAW412 Contract Law
1LAW413 Tort Law
1LAW499 Public Law
1LAW500 Criminal Law
1LAW502 Land Law
1LAW503 EU Law
1LAW690 Equity and Trusts
LLWE401 Legal Ethics Method and Skills (1)
LLWE501 Legal Ethics Method and Skills (2)

- 7.4 Each final element of assessment within the undergraduate option modules has a qualifying mark of at least 30%.

8. Times of LPC Assessment

The assessment points for first sittings shall be as follows subject to the assessment programme as determined by the Assessments Officer and the External Examiners:

- (a) for PLR, Writing, Advocacy and Interviewing and Advising, the relevant weeks of each Core Area and Wills in which they are assessed as determined by the University in consultation with the external examiners;
- (b) for the Core Areas and PCR, in the assessment period at the conclusion of the relevant teaching of Stage 1 as determined by the University in consultation with the external examiners;
- (c) for the Elective Areas, in the assessment period at the conclusion of the relevant teaching of that Elective as determined by the University in consultation with the External Examiners;
- (d) for Solicitors' Accounts, at the conclusion of the period in which the student has studied this element during Stage 1;
- (e) for the Skill of Drafting, in the paper of the Core area in which they are assessed at the conclusion of the relevant teaching of Stage 1;
- (f) for all re-sits, deferred sittings, final sittings and mitigated sittings as determined by the Chair of the Examination Board or the Course Leader in consultation with the Assessments Officer and in accordance with these regulations.

9. Typewritten Submissions

Except for time-constrained examinations, all forms of assessment to be submitted in writing shall be submitted in typed or word processed form unless the instructions for that assessment specify to the contrary or a student has been given the signed written permission of the Area leader for that assessment prior to the deadline for the submission of that assessment.

10. Failure in an LPC assessment

Subject to Regulation 12, a student who:

10.1.1 fails to achieve the pass mark or standard; or

10.1.2 fails to attend or complete an assessment on time or at all; or

10.1.3 fails to deliver an assessment by the date and time specified and to the correct place;

fails the relevant assessment and any further attempt allowed under Regulation 15 or 16 shall be treated as a re-sit or final sit as the case may be.

11. Compensation

11 The use of compensation or condonation is not permitted under any circumstances.

12. Mitigating Circumstances

12.1 Where by reason of mitigating circumstances a student:

(a) fails to attempt an assessment by means of non-submission; or

(b) fails to attempt an assessment by means of non (or late) attendance; or

(c) considers that his/her ability to complete successfully an assessment sat under invigilated conditions has been significantly impaired by medical or other circumstances occurring during the assessment itself (for example where a student is taken ill during an examination and cannot complete the paper),

then s/he shall be eligible to apply for mitigating circumstances in accordance with the rules set out below in Regulations 12.2 to 12.7 and the Examination Board shall have absolute discretion as to whether the application should be allowed. The Examination Board shall not be required to give reasons for its decision in any case to the student concerned.

12.2 In relation to any application for mitigating circumstances, a student must submit to the Senior LPC Administrator an application in the form prescribed by the University with full details and supporting evidence of the mitigating circumstances as soon as possible after the grounds on which the student is relying have come to his/her attention and in any event no later than within three working days of the date of the assessment. Applications for mitigating circumstances shall make clear how, in the student's opinion, the mitigating circumstances contributed to their failure to submit or attend or significantly impaired their performance during the assessment; the time periods over which they were relevant; and precisely which assessments were affected. The Course Director shall be entitled to submit a written note in conjunction with any application for mitigating circumstances setting out all circumstances pertaining to the application provided always that any such written note shall be fairly drawn to the attention of the student concerned prior to the submission of the application.

- 12.3 To ensure confidentiality any applications arising under Regulation 12.1 shall be dealt with by a Mitigating Circumstances Board which shall act as a sub-committee of the Examination Board and shall consist of such persons as the Head of School shall nominate or the University shall require. This Mitigating Circumstances Board shall consider any application and shall have absolute discretion as to whether to accept or refuse the application for extenuating circumstances. The Mitigating Circumstances Board shall not be required to give reasons for its decision in any case to the student concerned but shall, where required by the Chair of the Examination Board, provide details of the grounds for the application for mitigating circumstances to enable the Examination Board to exercise properly its discretion under its terms of reference as set out in Regulation 4. For the avoidance of doubt, the decision of the Mitigating Circumstances Board shall, in all cases, be subject to confirmation by the Examination Board itself which shall have power to confirm, overturn or vary decisions of the Mitigating Circumstances Board at its absolute discretion.
- 12.4 Any student applying for mitigating circumstances before the date of an assessment (which, in the case of an assessment requiring the submission of work directly to the Senior LPC Administrator, shall be deemed to be the published date for submission of the assessment), shall not attempt that assessment. For the avoidance of doubt, any such written work or recorded assessment submitted after such an application for mitigating circumstances has been made shall not be marked. The application for mitigating circumstances shall subsequently be considered pursuant to Regulation 12.3 above.
- 12.5 Any student who attends and attempts any assessment sat under invigilated conditions shall be presumed to be fit to attempt that assessment and that any requests for special circumstances to be taken into consideration have been submitted. This presumption may be rebutted by the student only in the circumstances set out in Regulations 12.6 and 12.7 below.
- 12.6 Any student who considers that his/her ability to complete successfully an assessment sat under invigilated conditions is being significantly impaired by medical or other circumstances occurring during the assessment itself (for example where the student is taken ill during an examination and cannot complete the paper), shall inform an invigilator/assessor at the earliest opportunity during the course of the assessment. Having been so informed, the invigilator/assessor shall offer the student the option of either: (a) remaining to the end of the assessment or (b) withdrawing from the assessment with a view to making an application for mitigating circumstances pursuant to Regulation 12.1(c) above. In all such cases, the invigilator/assessor shall record in writing the nature of the circumstances which have been drawn to his/her attention, the time at which they were so alerted and confirmation of the options which have been put to the student and his/her subsequent decision. Where a student elects to withdraw from an assessment, any subsequent application by the student for mitigating circumstances pursuant to Regulation 12.1(c), shall be submitted in the prescribed form within three working

days following the sitting of that assessment. Such written application must normally be supported as soon as is reasonably possible by a medical certificate or, where the impediment is not of a medical kind, by other written evidence. Given the presumption set out in Regulation 12.5 above, any such application for mitigating circumstances shall identify the nature of the conditions which arose since the commencement of the assessment and on which the application is based. In the event, subsequently, that an application for mitigating circumstances pursuant to Regulation 12.1 (c) is upheld, the student concerned shall be offered the opportunity of either accepting the mark awarded for the work completed prior to his/her withdrawal from the assessment or attempting the assessment at the next opportunity in accordance with Regulation 17.7 below. In the latter case the disregarded sit will not count for any relevant purpose including grades, time limits and numbers of attempts.

- 12.7 In exceptional circumstances, the Examination Board may disregard an attempted sit, notwithstanding the presumption in Regulation 12.5 nor the requirements of Regulation 12.6. This regulation shall apply where the Examination Board accepts, on written evidence submitted by the student, that it would not be reasonable to expect the student to have complied with Regulations 12.6 or 12.7. In particular, but not to the exclusion of other possible circumstances, this Regulation shall apply where a student could not have been expected to know that a particular condition or circumstance was affecting their performance or could not have been expected to properly evaluate the impact of a condition or circumstance.
- 12.8 No application for mitigating circumstances shall be entertained in the case of an assessment submitted by a student directly to the Senior LPC Administrator in accordance with the published date for submission and the work in question shall be marked and the appropriate grade awarded to the student. Any student who is unable to submit an assessment in accordance with the published deadline shall be entitled to submit the work up to three working days thereafter together with an application for mitigating circumstances (submitted at the same time and in the prescribed form), explaining why the work is being submitted late. Where such application is subsequently accepted by the Mitigating Circumstances Board, the grade (or, where appropriate, the mark) awarded to the student in connection with the assessment shall stand. For the avoidance of doubt, where any such application is subsequently rejected by the Mitigating Circumstances Board, the grade awarded to the student shall be Not Yet Competent or (where appropriate), 10% of the overall available marks will be deducted, to a minimum of the pass mark. (For example, a piece of assessment awarded 70% would be reduced to 60% as a penalty for late submission.) Where a student has failed an assessment and discretion under Regulation 12.3 has been exercised in his/her favour, then unless the Examination Board otherwise determines in its absolute discretion (and such determination may be taken and operate retrospectively), that student will be allowed a further attempt which will be treated as the student's first attempt and must be taken at the next available sitting. The Examination Board shall have an absolute discretion to impose any conditions which must be satisfied before a student may retake the assessment.

Where discretion has been exercised then the mark for the further attempt shall not be capped for the purposes of transcripts or the classification awarded in the M-LAW.

Successful Completion of the M-LAW Master's in Law

13. Progression within the M-Law

- 13.1 In order to progress from level 4 to level 5, a full-time student must obtain a minimum of 90 credits at level 4.
- 13.2 In order to progress from level 5 to level 6, a student must obtain a minimum of 210 credits at level 4 or above, including a minimum of 90 credits at level 5 or above. In addition students on the Integrated Masters in Law shall be required to have obtained an average mark of at least 50% in the best 90 credits at level 5.
- 13.3 In order to progress from level 6 to level 7 a student must obtain a minimum of 330 credits at level 4 or above, including a minimum of 90 credits at level 6. Additionally a student must have passed all of the seven 30 credit modules which represent the Foundations of Legal Knowledge set out in the JASB Statement and which are required for a Qualifying Law Degree.

14. Award of a Degree with Honours

- 14.1 The class of the Honours degree awarded is decided by two criteria, the average of the best 105 credits passed at credit Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at credit Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

15. Time limits for completion of study

- 15.1 The time limits for completion of an award are as set out below

Time limits	Full time study	Part time study
Cert HE	3	5
Dip HE	5	6
LLB (Hons) Law	6	6
BA (Hons) Legal Studies	6	8
LLB (Hons) Law incl placement/ year abroad	6	6
Integrated Master's in Law	6	9

16. Award of M-Law Master's in Law

16.1 To qualify for the award of Integrated Masters in Law (M-Law), a student must have:

- obtained at least 480 credits including:
 - passed a minimum of 120 Credits at credit Level 4 or higher; and
 - passed a minimum of 120 Credits at credit Level 5 or higher; and
 - passed a minimum of 120 credits at credit Level 6 or higher; and
 - passed a minimum of 120 credits at level 7
- attempted modules with a maximum value of 510 credits at credit Levels 5, 6 and 7; and

satisfied the requirements contained within these course specific regulations.

16.2 For the award of the M-Law Master's with Commendation or Distinction, students should have achieved an average mark of 60% or 70% respectively in the Assessments of the LPC Cores, Electives, PCR and Solicitors' Accounts.

16.3 To be awarded a Distinction a student must have passed every assessment (including the Skills assessments) as a first sit.

16.4 A student who meets criteria 16.2 above, but not 16.3 can still be awarded a commendation, provided the student failed only one Stage 1 or Stage 2 assessment as a first sit and has passed that assessment by the final sit

Sittings and Referrals Procedure

17. Sittings Procedure

- 17.1 Students are entitled to a maximum of three attempts to pass a core level 4, 5 or 6 module. This includes a first attempt, a refer attempt and one further attempt under a new registration of the module (re-take).
- 17.2 A student who, following three attempts, has not successfully passed one or more level 4, 5 or 6 module(s) shall no longer be eligible for the award of M-Law and will be excluded from the course.
- 17.3 Level 6 Option modules are subject to the University's regulations, which may at the discretion of the relevant assessment board, permit a student a maximum of four opportunities ie two attempts (studying with attendance) per module and two re-assessments in all or part of the module.
- 17.4 First sits in relation to all Stage 1 and Stage 2 assessments must be attempted at the time prescribed in Reg 8.
- 17.5 Any student who has mitigating circumstances in relation to the first sit must successfully apply for such circumstances to be taken into consideration. Following a successful application for mitigating circumstances, the student must attempt the assessment at the next available opportunity available under the LPC assessment timetables for any LPC cohort, full-time or part-time, as a deferred sit. If a student fails to apply for or is unsuccessful in their application for mitigating circumstances, the missed sitting will be treated as a first sit and a mark of zero will be given.
- 17.6 If a student is unable to attempt a deferred sit at the time required under the assessment timetables by Reg 17.5, then the student must make a further application for mitigating circumstances and the same consequences and requirements will apply as for any first sit under Reg 17.5. The same considerations will apply if the student makes any repeated or subsequent application for mitigating circumstances in relation to the same deferred sit.
- 17.7 If a student is exceptionally granted mitigating circumstances in accordance with Reg 12.6 or 12.7 then they must attempt the assessment as a mitigated first sit, re-sit or final sit, as the case may be. Any such mitigated sit must be at the next available opportunity under the LPC assessments timetables for any LPC cohort, full-time or part-time, subject to the decision of any Examination Board. If the student is unable

to sit the assessment at the time required under the assessment timetables by this regulation, then the student must make a further application for mitigating circumstances and the same consequences and requirements will apply as for any first sit under Reg 17.5. The same considerations will apply if the student makes any repeated or subsequent application for mitigating circumstances in relation to the same mitigated sit. The mark obtained in a mitigated sit will be the mark recorded on their transcript regardless of it being higher or lower than the first attempt.

- 17.8 The date of the first sit of the first LPC assessment will be recorded in relation to each student and the date of such first assessment recorded on their transcripts. The date of the relevant first assessment shall be the first assessment attempted for which no successful application for mitigating circumstances has been made. The relevant date shall be the date on which the assessment, or the final part of one assessment sat in more than one part, was attempted and not the date that the result was published or confirmed.
- 17.9 All final and other sittings of all assessments pertaining to Stages 1 and 2 of the LPC must be attempted within five years of the date of the first sit of the first assessment as determined by Reg 17.8.
- 17.10 Where an LPC assessment has more than one part, both parts of that assessment must be taken within the same assessment period whether as a first sit, re-sit, final sit, deferred or mitigated sit. The two parts of such an assessment constitute one assessment.
- 17.11 Students sitting any assessment whether as a first sit or not must be assessed on the law in force at the time of the assessment.
- 17.12 Students may not re-sit an assessment so as to increase their grade other than through an application under Reg 17.7.

18. Re-sits and Final Sits Procedure.

- 18.1 Where an LPC Skill has been assessed in combination with another Skill or a Core Subject then the mark awarded for each assessed Skill or Core shall be treated separately. In particular a student shall only be required to attempt any failed Core or Skill as a re-sit or final sit and not the part of the assessment relating to the passed Core or Skill, as the case may be.

- 18.2 Any student awarded a grade of less than 50% or Not Competent in any relevant Stage 1 or Stage 2 first sit shall have the opportunity to re-sit that Assessment. Any student subsequently awarded a grade of less than 50% or Not Competent in any relevant re-sit shall have the opportunity of a final sit in that assessment. Marks or grades awarded for a re-sit or final sit shall not be capped for the purposes of the LPC transcript or the award of the M-Law. For the avoidance of doubt, any re-sit or final sit or other referral taken in an LPC assessment taken at level 6 shall be capped at the pass mark for the purposes of any award other than the target award of M-Law.
- 18.3 Any re-sit or final sit or other referral taken in an LPC assessment taken at level 6 must be taken at the next available opportunity in accordance with the LPC Assessment timetable and the decision of any relevant assessment board.
- 18.4 Subject to the requirements of Reg 17.9 and 18.3, a student may elect when to attempt a re-sit or final sit in any LPC Assessment from any available opportunity in the published LPC timetables. Any student wishing to attempt a re-sit or final sit must give notice of their intention to attend a sitting of an assessment to the Assessments Officer or the LPC Administrator within any timeframe notified to them following publication of results and, in any event, no later than one calendar month before the date of the relevant sitting. Any student failing to give such notice of their intention will not be permitted to attempt the assessment at that sitting, subject to the discretion of the Assessments Officer.

19. Requirements for Re-sits and Final Sits

- 19.1 The Examination Board may impose on any student allowed a further attempt under Regulations 17 and/or 18, such requirements as it, in its absolute discretion, thinks fit, regarding attendance and/or further summative or formative assessments and/or the payment of additional course fees, compliance with which shall be a prerequisite of attempting the further sit.

- 19.2 Subject to Regulation 19.1 a student with a further attempt under Regulations 17 and/or 18 shall be subject to the same rules as contained in these Regulations except to the extent varied by the University and/or varied by any conditions imposed by the Examination Board under Regulation 19.1.
- 19.3 A student who, having been allowed further attempts under Regulations 17 and/or 18 of these Regulations, fails to satisfy the Examination Board (i.e. as a result of a defective performance in the referred assessment(s)), shall not be permitted any further attempt without the prior permission of the University. A student may only attempt an assessment on three occasions following enrolment on the course, subject only to Reg 17.7.

20. Completion of the LPC and Transcripts

- 20.1 Students may have three attempts, subject to Reg. 17.7, at any assessment. If they are unsuccessful on the final sit of a Stage 1 assessment, they fail that stage overall and Stage 1 of the LPC and will be ineligible for the award of a Master's in Law.
- 20.2 If a student fails a final sit in a Stage 2 assessment they will be ineligible for the award of Master's in Law but they may be given the option to re-enrol on the failed elective module or start a fresh elective module for the purposes of completion of the LPC. If a student does not pass all Stage 2 assessments within five years of their first sit in their first Stage 1 assessment, they must complete both Stages of the LPC again, including all assessments. If a student embarks on Stage 2 of the LPC before passing all Stage 1 assessments, they must pass all assessments for both Stages within five years of their first sit at their first assessment.
- 20.3 On successful completion of Stage 1 of the LPC students shall be provided with a transcript which shall include
- percentage marks for the three Cores including specific marks for criminal and civil litigation and the relative weightings of each part of the overall assessment
 - percentage marks for PCR
 - percentage marks for Solicitors' Accounts
 - competent/not yet competent grades for each Skill assessment
 - the date of the first attempt of the first assessment
 - the number and date of the successful attempt in relation to each assessment
 - information about the context in which the Wills and Taxation outcomes were assessed
- 20.4 On successful completion of one or more assessment in Stage 2 of the LPC, the student will be provided with a transcript indicating the titles of and percentage marks for the assessments and the number and date of the successful attempt in relation to each assessment.
- 20.5 No transcript shall make reference to the classification of Master's, if any, awarded to the student by the University.

General

21. Cheating and Plagiarism

- 21.1 These Regulations are subject to the assessment offence procedures of the University.
- 21.2 Proven assessment offences considered to have a bearing on the character and suitability of the student to become a solicitor may be reported to the SRA and may result in further penalties being imposed, including denial of entry to the profession.

22. Attendance

Punctual attendance at all classes, unless otherwise stated, is compulsory. The Chair of the Board of examiners may prohibit a student from attending any assessment if the Chair is of the opinion that the candidate's attendance record or punctuality is, in the opinion of the Chair, unsatisfactory. The Chair's decision as to what is unsatisfactory shall be final.

23. Appeals

These Regulations are subject to the appeals procedure of the University.

24. Conflict

In the event of any conflict between these Regulations and any other provisions in any other documents these Regulations shall prevail.