

Programme Specification for LLB (Hons) Law with Forensic Psychology

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| This document applies to Academic Year 2018/19 onwards |
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| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester |
| 3. | Programme accredited by | Solicitors Regulation Authority and Bar Standards Board |
| 4. | Final award or awards | LLB |
| 5. | Programme title | LLB (Hons) Law with Forensic Psychology |
| 6. | Pathways available | Single Honours |
| 7. | Mode and/or site of delivery | Standard Taught Programme |
| 8. | Mode of attendance | Full Time & Part Time |
| 9. | UCAS Code | M10C |
| 10. | Subject Benchmark statement and/or professional body statement | The programme outcomes are referenced to the QAA benchmark statements for Law (2015). Additionally, curriculum design has been informed by the findings of the Legal Education and Training Review (2013). The Programme is a Qualifying Law Degree and meets the requirements of the Joint Statement issued by the Law Society and the General Council of the Bar on the completion of the academic stage of training. |
| 11. | Date of Programme Specification preparation/ revision | March 2017 August 2017 - AQU amendments August 2018 – AQU amendments |

12. Educational aims of the programme

The LLB (Hons) Law with Forensic Psychology at University of Worcester aims to provide an intellectually stimulating and cohesive programme of study. As a Qualifying Law Degree it aims to exempt students from the Academic Stage of Qualification to be a Solicitor or Barrister whilst also studying key components of Forensic Psychology. Although this is not a professional qualification in Forensic Psychology it does provide a grounding for students wishing to go on to gain professional accreditation in later post graduate study. Through the range of intellectual, practical and transferable skills gained, graduates will also be well placed to enter a variety of fields of employment including, amongst others, the criminal justice system, education, business management and financial compliance. The degree also aims to enhance students' legal knowledge of criminal law by contextualising their studies in a wider theoretical framework.

Specific aims of the programme include:

- To provide a sound knowledge and detailed understanding of the principal institutions and procedures of the Legal System of England and Wales;
- To give students an appreciation of the major concepts and principles underpinning law;
- To deliver a number of modules covering the foundations of legal knowledge subject areas enabling students to gain exemption from the academic stage of training for the legal professions;
- To deliver a number of modules exploring the historical and scientific origins and limitations of forensic psychology;

- To offer options which enable students to study chosen areas of law and forensic psychology in depth;
- To enable students to become independent learners and researchers and to develop general critical, analytical and problem solving skills;
- To develop graduate and transferable skills relevant to employment promoting autonomous learning, enjoyment and commitment to academic and professional development.

13. Intended learning outcomes and learning, teaching and assessment methods

Learning Outcomes: Non-Honours degree

In order to be eligible for the exit award of LLB (Non-Hons) Law with Forensic Psychology, a student must have passed at least 300 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map, plus at least 60 credits at level 6 including Land Law (LLBL3014) and 30 credits from Forensic Psychology modules (PSYC3638, PSYC3646, PSYC3647).

Learning Outcomes: Honours Degree

By successfully completing level 6 of the programme, as set out on the award map, students will have attained the intended learning outcomes of the LLB (Hons) Law with Forensic Psychology as set out below.

Knowledge and Understanding

| LO no. | On successful completion of the named award, students will be able to: | Module Code/s | Award |
|--------|--|--|---------------------|
| 1. | Identify and explain key features of the Legal System of England and Wales, including its procedures, institutions and sources of law. | All Level 6 Law Modules | Non-Hons LLB (Hons) |
| 2. | Display a sound knowledge and understanding of concepts, theories, values, principles and rules including equality and diversity issues, operating in a range of substantive areas within the Legal System of England and Wales. | All Level 6 Law Modules | Non-Hons LLB (Hons) |
| 3. | Display a broad knowledge and understanding of all seven foundations of legal knowledge subjects stipulated in the Qualifying Law Degree. | LLBL3003 LLBL3014 | LLB (Hons) |
| 4. | Demonstrate a clear understanding of the relationship between law and its institutional, ethical, social, national and global context. | LLBL3003 LLBL3004 LLBL3009 LLBL3010 LLBL3014 | Non-Hons LLB (Hons) |
| 5. | Demonstrate an understanding of the historical and scientific origins and limitations of forensic psychology and its role in the criminal justice system. | PSYC3646 PSYC3647 PSYC2540 | Non-Hons LLB (Hons) |
| 6. | Through independent learning and self-reflection, show knowledge and understanding of influences within forensic psychology settings. | PSYC3646 PSYC3647 PSYC2540 | Non-Hons LLB (Hons) |

Cognitive and Intellectual skills

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|-----|---|--|---------------------|
| 7. | Apply knowledge and understanding to address actual or hypothetical problems to offer evidenced conclusions whilst recognising ambiguity and dealing with uncertainty in the law. | All Level 6 Law Nodules | Non-Hons LLB (Hons) |
| 8. | Produce a synthesis of relevant doctrinal and policy issues in relation to a topic and make critical judgements of the merits of particular arguments. | LLBL3003 LLBL3004 LLBL3005 LLBL3006 LLBL3014 | Non-Hons LLB (Hons) |
| 9. | Reflect constructively on learning and engage with feedback. | LLBL3003 LLBL3007 LLBL3009 LLBL3011 LLBL3014 | Non-Hons LLB (Hons) |
| 10. | Use scientific and evidence-based systematic analysis to critically evaluate theories and research findings in Forensic Psychology. | PSYC3646 PSYC3638 PSYC2540 | Non-Hons LLB (Hons) |
| 11. | Through substantial independent learning, identify and evaluate, meaningfully, significant patterns, variability and diversity in the full range of forensic behaviour, experience and functioning. | PSYC3646 PSYC3647 PSYC2540 | Non-Hons LLB (Hons) |

Skills and capabilities related to employability

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|-----|--|-------------------------------------|---------------------|
| 12. | Demonstrate an ability to communicate in clear written and spoken English including the use of correct legal terminology and appropriate methods of referencing. | All Level 6 Law Modules | Non-Hons LLB (Hons) |
| 13. | Give accurate legal advice on a substantive area of law in the form of a legal opinion. | LLBL3003 | LLB (Hons) |
| 14. | Undertake research by gathering, retrieving and synthesizing a range of textual, numerical and statistical data from a range of sources, making reasoned arguments and ethical judgments in the interpretation of the evidence base. | All Level 6 Law Modules PSYC3638 | Non-Hons LLB (Hons) |
| 15. | Recognise the legal issues arising from situations of limited complexity and identify relevant factual data in formulating sound legal advice. | All Level 6 Law Modules | Non-Hons LLB (Hons) |

Transferable/key skills

| | | | |
|-----|---|--|---------------------|
| 16. | Demonstrate an ability to communicate in clear written and spoken English. | All Level 6 Law Modules PSYC3638 | Non-Hons LLB (Hons) |
| 17. | Learn independently and become accountable through self-reflection, the evaluation of strengths and weaknesses, self-directed study, and self and task management to meet set objectives. | LLBL3003 LLBL3014 PSYC3638 PSYC3646 | Non-Hons LLB (Hons) |
| 18. | Demonstrate willingness to acknowledge errors and an ability to work collaboratively. | LLBL3008 LLBL3009 LLBL3014 | Non-Hons LLB (Hons) |

Learning, teaching and assessment

The LLB (Hons) Law with Forensic Psychology programme is delivered using a variety of flexible methods across a range of relevant and interesting modules. This includes both classroom-based teaching methods such as seminars and lectures and also technologically enhanced learning by creative use of the Blackboard Virtual Learning Environment using a range of online methods including podcasts, discussion boards, group work, quizzes and directed independent study. The course team also supports and encourages students to actively engage with the legal profession outside their academic studies by such activities as visiting courts, shadowing legal professionals, work placements and professional mentoring. Assessment methods include examinations, essays and reports, case studies and court reports, interviewing and advising, moots, oral presentations, poster presentations, research projects and work/clinic based assessment.

Much of the law teaching takes place in a purpose built courtroom which is ideal for the purposes of mooting and mock trials enabling students to contextualise their studies in a simulated work based environment.

14. Assessment strategy

The assessment strategy is designed with reference to the [University of Worcester Assessment Strategy](#) (2015), the learning, teaching and assessment statement from the QAA Law benchmarks and the ongoing research into legal education including the Legal Education and Training Review.

A mixed assessment strategy is designed to ensure the assessment of the various learning outcomes on the Programme. For example, examinations are employed often to assess a number of skills ranging from knowledge and understanding whereas written coursework may often be employed to demonstrate skills of critical analysis, evaluation and synthesis. Portfolio preparation in the Professional Legal Skills and Ethics (LLBL1004) and the Forensic Psychology in Practice (PSYC3646) modules demonstrates skills of organisation and time management. Preparation for mooting demonstrates an ability to work within a team. Critical reading and reflection is assessed at various points throughout the degree and includes the assessment through a poster presentation in the Introduction to Forensic Psychology module (PSYC1434). Formative assessment opportunities are available in all modules giving students a further opportunity to engage with feedback, reflect upon their own learning and feed-forward into later summative assessments.

Although the development of higher thinking skills is a feature of the assessment at all levels on the degree, the assessment strategy incorporates a gradual development from knowledge, understanding and application in level 4, with these outcomes being further developed and complemented by skills of legal research in level 5 (which is also a feature of the Professional Legal Skills and Ethics course in level 4). Level 6 courses build on these earlier outcomes and also require students to demonstrate skills of analysis, evaluation and synthesis that are commonly most associated with level 6 study. The assessment of research skills and independent research skills is evident at all stages of the degree, but is most prominent at the upper levels, involving a close interaction with the outcomes of evaluation, synthesis and critical analysis. In addition, although skills of critical evaluation and analysis do not feature prominently in the learning outcomes of level 4 courses – the generic assessment guidelines anticipate that excellent students at the top end may well have already demonstrated these skills and are rewarded accordingly.

Assessment guidance and marking criteria is provided to students for each item of assessment. Each assessment item is specifically linked to the Learning Outcomes for

the module contained with the module outline and is graded according to the relevant assessment criteria for each level of study.

There are opportunities in all modules for formative assessment, giving students the opportunity to receive feedback and to reflect upon their learning.

Appropriate support in teaching, learning and assessment for students with disabilities is provided in conjunction with the University Disability & Dyslexia Service - <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>.

15. Programme structures and requirements

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| Course Title: LLB (Hons) Law with Forensic Psychology |
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| Level 4 | | | | | |
|--------------------|-------------------------------------|-------------------------|---|---|---|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Pre-requisites (Code of Module required) | Co-requisites/ exclusions and other notes* |
| LLBL1001 | Law of Contract | 30 | M | None | None |
| LLBL1002 | Public Law | 30 | M | None | None |
| LLBL1004 | Professional Legal Skills & Ethics | 30 | M | None | None |
| PSYC1434 | Introduction to Forensic Psychology | 15 | M | None | None |
| PSYC1437 | Introduction to Studying Psychology | 15 | M | None | None |

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, all of which must be drawn from the table above.

| Level 5 | | | | | |
|--------------------|-------------------------------|-------------------------|---|---|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Pre-requisites (Code of Module required) | Exclusions |
| LLBL2002 | Law of Torts | 30 | M | LLBL1001, LLBL1002, LLBL1004 | None |
| LLBL2003 | European Union Law | 30 | M | LLBL1001, LLBL1002, LLBL1004 | None |
| LLBL2007 | Criminal Law | 30 | M | None | LLBL1003 |
| PSYC2540 | Applied Psychological Science | 30 | M | None | None |

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, all of which must be drawn from the table above.

| Level 6 | | | | | |
|--------------------|---------------------------------|-------------------------|---|--|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Pre-requisites | Exclusions |
| LLBL3003 | Equity and Trusts | 30 | M | LLBL1001, LLBL1004, LLBL2002 | None |
| LLBL3014 | Land Law | 30 | M | LLBL1001, LLBL1004 | LLBL2001 |
| LLBL3004 | Company Law | 30 | O | LLBL1001, LLBL1004, LLBL2002 | None |
| LLBL3005 | Employment Law | 30 | O | LLBL1001, LLBL1004, LLBL2002, LLBL2003 | None |
| LLBL3006 | Law of Evidence | 30 | O | LLBL2007, LLBL1004 | None |
| LLBL3007 | Family Law | 30 | O | LLBL1001, LLBL2007, LLBL1004, LLBL2002 | None |
| LLBL3008 | Mediation and ADR | 30 | O | LLBL1001, LLBL1004, LLBL2002, LLBL2003 | None |
| LLBL3009 | Medical Law and Ethics | 30 | O | LLBL1004, LLBL2002 | None |
| LLBL3010 | Human Rights Law | 30 | O | LLBL1001, LLBL1002, LLBL2007, LLBL1004, LLBL2001, LLBL2002, LLBL2003 | None |
| LLBL3011 | LLB Project | 30 | O | LLBL1004 | None |
| LLBL3012 | Work Based Placement | 30 | O | LLBL1004 | None |
| PSYC3638 | Forensic Psychology | 15 | O | None | None |
| PSYC3646 | Forensic Psychology in Practice | 30 | O | Any Level 5 PSYC module | None |
| PSYC3647 | Psychology and the Law | 15 | O | Any Level 5 PSYC module | None |

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include LLBL3003 Equity and Trusts Law, LLBL3014 Land Law and at least 30 credits from PSYC3638, PSYC3646 and PSYC3647.

16. QAA and professional academic standards and quality

This award is located at Level 6 of the FHEQ. The 2015 QAA Honours Degree Subject Benchmark Statement: LAW articulates the knowledge, skills and categories of achievement to be expected of successful honours graduates in the field. These, together with the contextual statement have been used to craft module learning outcomes and content as well as learning, teaching and assessment strategies of all modules.

The Law benchmarks can be found at the following link: [QAA Benchmarks: LAW](#)

Professional Requirements

The Solicitors Regulation Authority and the Bar Standards Board stipulate a number of requirements for Qualifying Law Degrees. These include stipulations as to the content of the degree (the foundations of legal knowledge subjects) and also a range of academic and transferable skills listed in the Joint Statement from 1999.

The foundations of legal knowledge

The subjects required by the Solicitors Regulation Authority and Bar Standards Board as foundations of legal knowledge for a Qualifying Law Degree are:

- Public Law, including Constitutional Law, Administrative Law and Human Rights;
- Law of the European Union;
- Criminal Law;
- Obligations 1 – Contract
- Obligations 2 – Tort
- Property Law; and
- Equity and the Law of Trusts.

These are taught in this Programme in the mandatory modules on the LLB:

| Foundation | LLB Course |
|------------------------------|-----------------------------|
| Obligations 1 | Law of Contract LLBL1001 |
| Obligations 2 | Law of Torts LLBL2002 |
| Criminal Law | Criminal Law LLBL2007 |
| Public Law | Public Law LLBL1002 |
| Law of the European Union | European Union Law LLBL2003 |
| Property Law | Land Law LLBL3014 |
| Equity and the Law of Trusts | Equity and Trusts LLBL3003 |

In addition, students are expected to have received training in legal research. These are taught pervasively throughout the Programme and are a prominent feature of the Professional Legal Skills and Ethics Module (LLBL1004).

Students must pass all foundations of legal knowledge subjects; this means that they must gain D- or above in the module as a whole. The [Taught Courses Regulatory Framework](#) does not allow for condonation or compensation of modules.

Maximum Attempts

Students are permitted a maximum of three attempts at passing foundations of legal knowledge subjects. (Take>Reassessment>Re-take with no reassessment). This relates to those modules specified in the table above; see also s.20 retrieval of failure. Optional modules have the reassessment opportunities as described in the [Taught Courses Regulatory Framework](#).

Time Limit

To gain a qualifying law degree, students on the LLB must complete their degree within 6 years. This time limit applies to both full and part time students.

Full details of the regulatory requirements for Qualifying Law Degrees can be found in the [Academic Stage Handbook](#).

17. Support for students

The LLB (Hons) Law with Forensic Psychology team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Student's transition into University life is assisted by an initial short, one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the Institute of Humanities and Creative Arts (IHCA) Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second and third year. Direct entry students are also provided with a brief and informal induction. In addition the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between 13:00 & 14:00. Online support is also provided through Twitter, Facebook and email within 24 hours during the semester although the response time may be longer during the summer holidays.

All students are allocated a personal academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Personal academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. New students will have 4 timetabled appointments with their Personal Academic Tutors in their first semester.

Personal Academic Tutors fulfil a multi-faceted role in giving students advice on any issues that may affect a student's time at University. This can involve consultations on:

Academic issues including study skill development, revision techniques and module choices.

Employability – advice concerning Training Contract or Pupillage Applications, Work Placements or Mentoring Schemes, CV advice

Pastoral support for students with issues outside the course that are affecting their studies, these can involve decisions as to whether to interrupt or withdraw from their studies due to ill health or other reasons.

The Personal Academic Tutor arrangements at Level 4 are embedded within the Professional Skills and Ethics Course (LLBL1004) and a self-reflective log of meetings with the PAT forms an item of assessment.

Staff teaching students on modules support students through individual and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online support, for example via email or skype tutorials. All modules are supported through the Virtual Learning Environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The Disability and Dyslexia Service <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm> within [Student Services](#) provide specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre. <http://www.worcester.ac.uk/your-home/humanities-language-centre.html>
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

18. Admissions

Admissions policy

The course seeks to recruit students leaving School, Sixth Form College or FE College, also adults in work, international students including those from the European Union. In line with the University's admissions policy the LLB (Hons) Law with Forensic Psychology aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Students with few formal or less conventional qualifications will be encouraged to apply. Some students will be invited for interview. All applications will be assessed by the Head of Law.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

All students must have GCSE English (or equivalent) at Grade C/4 or above.

International students whose education has been in a language other than English must have at least 6.5 IELTS or the equivalent in another accepted certification.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC

Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages.

Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

All applications are sent by admissions for an academic decision by the Head of Law. The Head of Law then decides whether to make an offer, ask for an interview or reject the application.

All UK students who are offered a place will be invited to a University applicant day event. International students will be offered a Skype meeting with a member of the law team.

Full-time applicants apply through UCAS: M10C
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course. The two principal requirements are that students demonstrate evidence of academic ability and a desire to study law at University. In most cases these criteria will be met by the academic grades and the personal statement on the UCAS application. In situations where either of these criteria is in doubt, applicants will be encouraged to apply and their application considered through the route of a sample task followed by an interview to explore any aspect of their application that may require further clarification.

19. Methods for evaluating and improving the quality and standards of teaching and learning

The Law Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The Annual Evaluation Report

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:

- External Examiner's reports

- Statistical indicators of student progression and achievement
- A range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

In writing the Annual Evaluation Report, the course team benefits from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

Module Evaluation

At any point during the module students have the opportunity to feedback to module tutors. All modules undertake informal mid-module evaluations. At the end of a module, students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to develop and enhance the module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, Head of Department and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course Annual Evaluation Reports.

External Examiner visits

These aim to enable students to provide feedback to external examiners.

Course Representatives

Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.

Course Management Committee

The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.

Enhancement of Teaching and Learning in IHCA

The Law team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. Every course leader sits on the IHCA Learning and Teaching Committee; Head of Departments and Subject Leaders sit on the Institute Quality Committee.

The Course Team participates in a range of Course, IHCA University and external activities aimed at enhancing the quality and standards of student learning these include:

- University Teaching and Learning Conferences and staff development workshops

- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for HPLs
- Peer Learning and Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- **In order to retain eligibility for the award of LLB (Hons) Law with Forensic Psychology that is also a qualifying law degree, students repeating mandatory Law modules must pass at the first attempt. This requirement does not apply to Psychology or optional modules. Students who do not pass at the first attempt and are reassessed in repeated mandatory modules will be eligible for the award of LLB (Hons) Law with Forensic Psychology but this will not be a qualifying law degree.**
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 will be permitted to progress to Level 6 when they have passed at least 210 credits including at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- For students following the UWIC pathway see section 18 above.

Requirements for Awards

| Award | Requirement |
|---|--|
| Certificate of Higher Education Cert HE | In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map. |
| Diploma of Higher Education DipHE | In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map. |
| Degree (non-honours) | Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including LLBL3014 and 30 credits from PSYC3638, PSYC3646 and PSYC3647. |
| Degree with honours | Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map. |

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

21. Indicators of quality and standards

The Head of Law has a wealth of experience in running and setting up Qualifying Law Degree Programmes. The law team is highly experienced in teaching the foundations of legal knowledge subjects on qualifying law degrees using a wide range of teaching methods and modes of delivery.

The law team has published widely in a number of areas of law and legal education. They are members of the Society of Legal Scholars and the Association of Law Teachers and accredited members of the Higher Education Academy. Members of the team have published books that have been widely adopted by other universities as recommended texts. Members of the team hold various external examiner positions with other Universities.

The team have a wide range of contacts in the legal profession, which will be utilised both in providing employability opportunities and introductions to students, but also in providing a useful sounding board for curriculum development.

22. Graduate destinations, employability and links with employers

Graduate destinations

This is a qualifying law degree that enables students to go on to train as solicitors or barristers. After graduating students wishing to train as Solicitors undertake the Legal Practice Course (usually for 1 Year full time) and then undertake a Training Contract (usually for 2 years) where they are attached to a firm of solicitors. Students wishing to become barristers undertake the Bar Professional Training Course and apply for a pupillage.

In 2014, there were 5,541 registered training contracts (data from Solicitors Regulation Authority) and 845 registered pupillages (data from the Bar Standards Board)

In addition to careers in private practice in a firm of solicitors or a set of chambers there are a number of other areas of employment where Solicitors and Barristers can work. These include working “in-house” in a company, with the Crown Prosecution Service or in the Government Legal Services.

Many graduates also go on to a wide range of alternative graduate destinations including business management, the criminal justice system, banking and financial and regulatory compliance.

Although this is not a professional psychology qualifications, graduates can also go onto postgraduate study that can enable them to enter one of the psychology professions.

These include:

- Clinical psychology
- Counselling psychology
- Educational psychology
- Forensic psychology
- Health psychology
- Occupational psychology
- Research and teaching

Student employability

The employability strategy on the LLB (Hons) Law with Forensic Psychology is multi-faceted in that it consists of a combination of employability skills embedded within the modules taught, work placement opportunities within the curriculum and also extra-curricular opportunities available to students.

The central feature of the employability provision is the Legal Advice Centre – this was established in January 2017 and will operate from the Hive Building in Worcester. The Centre enables students on the LLB to give free legal advice to the local community. Local solicitors will also be invited to also act pro bono in the Centre. This interaction will mean that students gain valuable skills in the Centre and also meet members of the legal profession.

All students will be able to work in the Legal Advice Centre and students can also elect to take a third year Work Placement in the Centre in LLBL3011.

Within the curriculum, advice is given to students on the development of transferable skills such as commercial awareness, teamwork and problem solving which are highly prized in the legal profession. Information relating to access to areas of the legal profession – for example in relation to Training Contract or Pupillage Applications is given in LLBL1004 and also by discussions with the Personal Academic Tutors.

Links with employers

The law team view employability as a key component of the LLB and links with the legal community form a major part of both the curricula and extra curricula activities. A Law Advisory Forum of legal professionals has been established to provide employability opportunities for LLB students. These opportunities will include placements, mentoring and interview evenings.

Legal professionals have committed to providing work placements, mentoring and other employability advice and guidance to students on the LLB.

In addition to the employability provision above, students are encouraged to take up volunteering opportunities, and internships, offered through the Students Union and with local employers. Students who engage in certain extra-curricular activities may be eligible for the [Worcester Award](#)

The central hub of the employability provision will be the Legal Advice Centre. Through this centre, students will be able to gain legal work experience in advising members of the public on real legal issues. Students will be supervised by a qualified practitioner on the LLB Teaching team. Training on the Legal Advice Centre will form an integral part of the Professional Legal Skills and Ethics course LLBL1004 in the first year of the LLB and students will be able to volunteer in the Centre and also do a year-long placement in the Centre as part of LLBL3011 in the third year.

Students are encouraged to consider their potential career pathways at the earliest opportunity in their choice of modules. The Forensic Psychology team liaises with the University's Careers service to keep it informed of changes within professional areas of the discipline, and to communicate to potential employers the knowledge and skills acquired by students taking psychology. The Careers Service runs a series of workshops especially for Psychology Students.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.