

## Programme Specification for LLB (Hons) Law

**This document applies to students who commence the programme in or after  
September 2017**

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	Solicitors Regulation Authority & Bar Standards Board
<b>4.</b>	<b>Final award</b>	LLB
<b>5.</b>	<b>Programme title</b>	LLB(Hons)Law
<b>6.</b>	<b>Pathways available</b>	Single
<b>7.</b>	<b>Mode and/or site of delivery</b>	Standard Taught Programme
<b>8.</b>	<b>Mode of attendance</b>	Full Time & Part Time
<b>9.</b>	<b>UCAS Code</b>	M100
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	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.
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	November 2015 January 2016 - Section 20 amended to clarify requirements for a non-qualifying degree. September 2016 – Level 6 module codes updated. August 2017 - AQU amendments

### 12. Educational aims of the programme

The LLB at University of Worcester aims to provide an intellectually stimulating and cohesive programme of legal study. As a Qualifying Law Degree it aims to exempt students from the Academic Stage of Qualification to be a Solicitor or Barrister. 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.

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 offer options which enable students to study chosen areas of law in depth;

- To enable students to become independent learners and researchers and to develop general critical, analytical and problem solving skills;
- To develop personal and other key skills appropriate for graduate employment in the legal profession and elsewhere.

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

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#### **A Knowledge and understanding:**

***On successful completion of the course, students will be able to:***

1. Identify and explain key features of the Legal System of England and Wales, including its procedures, institutions and sources of law.
2. Describe and explain the interaction of European Union Law with the law of the member states.
3. Display a sound knowledge and understanding of concepts, theories, values, principles and rules operating in a range of substantive areas within the Legal System of England and Wales;.
4. Demonstrate a clear understanding of the relationship between law and its institutional, ethical, social, national and global context.

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#### **B Cognitive and intellectual skills:**

***On successful completion of the course, students will be able to:***

1. Apply knowledge and understanding to address actual or hypothetical problems to offer evidenced conclusions.
  2. Produce a synthesis of relevant doctrinal and policy issues in relation to a topic.
  3. Recognise ambiguity and deal with uncertainty in law
  4. Make a critical judgement of the merits of particular arguments.
  5. Reflect constructively on learning and engage with feedback.
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## **C Practical skills relevant to employment:**

### ***On successful completion of the course, students will be able to:***

1. Communicate clearly both orally and in writing, succinctly and accurately in relation to legal matters
  2. Recognise the legal issues arising from situations of limited complexity.
  3. Identify relevant factual data in formulating sound legal advice.
  4. Conduct self-directed research including identification of issues which require researching, retrieval and evaluation of current and relevant information from a range of appropriate sources including primary legal sources
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## **D Transferable/key skills:**

### ***On successful completion of the course, students will be able to:***

1. Demonstrate an ability to communicate in clear written and spoken English.
  2. Use correct legal terminology and correct methods of citation and referencing;
  3. Work with a range of textual, numerical and statistical data;
  4. Use a range of electronic databases and other information sources;
  5. Demonstrate willingness to acknowledge errors and an ability to work collaboratively.
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## **Examples of learning, teaching and assessment methods used:**

The LLB 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, interviewing and advising, moots, oral presentations, research projects and work/clinic based assessment.

## **14. Assessment Strategies**

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 a written coursework may often be employed to demonstrate skills of critical analysis, evaluation and synthesis. Portfolio preparation in the Professional Skills and Ethics course demonstrates skills of organisation and time management. Preparation for mooting demonstrates an ability to work within a team. Formative assessment opportunities are available in all modules on the LLB giving students a further opportunity to engage with feedback, reflect upon their own learning and feed-forward into later summative assessments.

The assessment strategy also 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. This guidance refers to separate generic law marking criteria for Levels 4, 5 & 6, reflecting the staged development through the Programme.

Each assessment item is specifically linked to the Learning Outcomes for the module contained within 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

Course Title: LLB (Hons) Law

Level 4				
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Co-requisites/ exclusions and other notes*
LLBL1001	Law of Contract	30	M	None
LLBL1002	Public Law	30	M	None
LLBL1003	Criminal Law	30	M	None
LLBL1004	Professional Legal Skills and Ethics	30	M	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)
LLBL2001	Land Law	30	M	LLBL1001, LLBL1004
LLBL2002	Law of Torts	30	M	LLBL1001, LLBL1002, LLBL1004
LLBL2003	European Union Law	30	M	LLBL1001, LLBL1002, LLBL1004
LLBL2004	Media Law	30	O	None
LLBL2005	Disability Law	30	O	None
LLBL2006	Sports Law	30	O	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 to include Law of Torts, Land Law and European Union Law.

<b>Level 6</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>
LLBL3003	Equity and Trusts Law	30	M	LLBL1001, LLBL1004 LLBL 2001
LLBL3004	Company Law	30	O	LLBL1001,LLBL1004, LLBL2002
LLBL3005	Employment Law	30	O	LLBL1001, LLBL1004,LLBL2002, LLBL2003
LLBL3006	Law of Evidence	30	O	LLBL1003, LLBL1004
LLBL3007	Family Law	30	O	LLBL1001, LLBL1003, LLBL1004, LLBL2002
LLBL3008	Mediation and ADR	30	O	LLBL1001, LLBL1004,LLBL2002, LLBL2003
LLBL3009	Medical Law and Ethics	30	O	LLBL1004, LLBL2002
LLBL3010	Human Rights Law	30	O	LLBL1001, LLBL1002LLBL1003, LLBL1004, LLBL2001, LLBL2002, LLBL2003
LLBL3011	LLB Project	30	O	LLBL1004
LLBL3012	Work Based Placement	30	O	LLBL1004

### **Single Honours Requirements at Level 6**

Single Honours students must take 120 credits from the table above to include Equity and Trusts Law

### **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 Schedule 2 of 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 LLBL1003
Public Law	Public Law LLBL1002
Law of the European Union	European Union Law LLBL2003
Property Law	Land Law LLBL2001
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 Skills and Ethics Module (LLBL1004).

Students must pass all foundations of legal knowledge subjects. On the University of Worcester scale 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 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 one – to- one 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 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 Course Leader.

### 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).

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

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.

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.

### **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: M100

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, course leaders 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 / Subject 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; every subject leader and Head of Division sits 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 ADPU workshops
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for HPL's
- 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 see [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) that is also a qualifying law degree, students repeating mandatory modules must pass at the first attempt. This requirement does not apply to 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) but this will not be a qualifying law degree.

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed 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.

- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
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 the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
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.

### 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.

Or

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 team will include one of a small number of National Teaching Fellows in

Law, who was also a finalist in OUP's UK Law Teacher of the Year competition in 2011 and has regularly presented at national conferences on legal education.

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. The team includes a colleague who has written a textbook which has been widely adopted by other universities as a recommended text. Members of the law 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.

### **Student employability**

The employability strategy on the LLB is multi-faceted in that it consists of a combination 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 will be set up in 2016 and will operate from the Hive Building in Worcester. It will be run by a practising Solicitor and will enable students on the LLB to give free legal community, who will 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 it will be a compulsory part of the Professional Skills and Ethics course. Students can also elect to take a third year Work Placement in the Centre in LLBL3012.

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 is being founded 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 LLBL3012 in the third year.

**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.