

**PROGRAMME SPECIFICATION**

for the award of

**Graduate Diploma in Law (GDL)**

**Faculty of Humanities and Social Sciences**

<b>Date approved:</b>	18 April 2012
<b>Applies to students commencing study in:</b>	September 2019

**RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
19 September 2018	HECoS code added	HECoS code was missing
2 October 2019	New module codes added	Requirement before introducing Student Information

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Oxford Brookes University Headington Campus Oxford OX3 0BP United Kingdom
<b>Language of study:</b>	English
<b>Final award:</b>	Graduate Diploma in Law (PGDip) (GRD-LL)
<b>Programme title:</b>	Graduate Diploma in Law (GDL)
<b>Interim exit awards and award titles available:</b>	Graduate Certificate in Law (PGCert) (GRC-LL)
<b>Brookes course code:</b>	SS45
<b>UCAS code:</b>	N/A
<b>JACS code:</b>	M100
<b>HECoS code:</b>	100485
<b>Mode of delivery:</b>	Taught
<b>Mode/s and duration of study:</b>	Full-time: 1 year (maximum duration: 3 years) Part-time: 2 years (maximum duration: 4 years)
<b>QAA subject benchmark statement/s which apply to the programme:</b>	N/A
<b>Professional accreditation attached to the programme:</b>	Solicitors Regulation Authority (SRA): <a href="https://www.sra.org.uk/home/home.page">https://www.sra.org.uk/home/home.page</a> Bar Standards Board (BSB): <a href="https://www.barstandardsboard.org.uk/">https://www.barstandardsboard.org.uk/</a>
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>  Specific Professional Body Regulations for CPE/Graduate Diploma in Law also apply.

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

The GDL is a one-year (full-time) or two year (part-time) conversion course leading to the conferral of the diploma. It is designed for non-law graduates who intend to enter the legal profession in England and Wales as solicitors or barristers. The course provides the Academic Stage of legal education and the successful completion of the English Legal System and all 8 units of study enable students to move on to the Professional Stage through the Legal Practice Course (for those who wish to qualify as solicitors) or the Bar Professional Training Course (for those seeking to join the Bar – additional requirements apply, see section 3.4 *Professional/Regulatory body information* below). The GDL covers the 7 Foundations of Legal Knowledge, as set out in the Joint Statement of the Solicitors Regulation Authority (“SRA”) and the Bar Standards Board (“BSB”) as well as study of an 8th module (Legal Research Project). It also enables students to gain some experience of the study of another area of law and to develop their intellectual skills. In addition, it provides training in legal research skills and opportunities to put these skills into practice.

The general aim of the programme is to provide the non-law graduate with an academically rigorous programme of education in law, which is designed to assist and enable those who undertake it to prepare for entry onto the Professional Stage of legal education and training and to acquire a sound foundation upon which to develop the legal knowledge and competencies required for their subsequent careers in legal practice.

Additionally, completion of the GDL will allow students to enter directly into the third year of the Brookes LLB programme. Students will then need to complete 75 credits at Level 6 to achieve the LLB award.

More specifically, the programme aims to:

extend the student’s knowledge by enabling him/her to:

- a) acquire a sound knowledge of those areas of law which are generally considered to be fundamental to any study of law, and of at least one other area;
- b) acquire a knowledge and understanding of the legal system and process;
- c) acquire an appreciation of the relationship between national and European Union law;
- d) acquire a knowledge and understanding of the effect of the Human Rights Act 1998 on national law

develop the student’s competence by assisting him/her to:

- a) analyse legal problems and evaluate a range of solutions;
- b) develop in a legal context a range of previously acquired skills which contribute to academic study, problem solving and communicating effectively;
- c) transfer and apply knowledge and skills learned in one legal context to another;
- d) develop a capacity for critical assessment of the law;
- e) develop the ability to work with, and recognise the potential of, information technology in the context of the law and legal study;
- f) develop the ability to undertake legal research

develop the student’s personal transferable skills by assisting him/her to:

- a) work co-operatively and constructively as part of a team;
- b) work independently and manage his/her own work schedule and time;
- c) use information technology effectively;
- d) communicate information and ideas effectively;
- e) process large quantities of information rapidly and apply it to individual problems

## SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the course, the student will have achieved the following Brookes attributes:

### 3.1 Academic literacy

- demonstrate knowledge and understanding of a substantial range of legal concepts, values, principles and rules;
- demonstrate an awareness and understanding of the areas of law studied, the legal process, the inter-relationship between different areas of law in a national and European Union context and the effect of the Human Rights Act 1998;
- demonstrate ability to apply his or her knowledge to complex problems and provide cogently reasoned conclusions supported by relevant legal authority;

### 3.2 Research literacy

- analyse legal information and apply it to the solution of problems;
- utilise problem-solving skills in theoretical or practical contexts.

### 3.3 Critical self-awareness and personal literacy

- plan his/her work and to undertake assignments with minimum guidance;
- communicate information efficiently and effectively both orally and in writing;
- take responsibility for his or her own learning and personal and professional development;
- assess his/her own arguments and those of others;
- work as part of a team or independently, managing time efficiently and effectively.

### 3.4 Digital and information literacy

- identify, find and use a range of sources of legal information, including information technology, to assist in legal study and to extract the essential points from that information.

### 3.5 Active citizenship

- assume responsibility for the continuing development of his/her own legal education and competence;
- appreciate the importance of cross-cultural awareness and valuing human diversity in order to be able to work effectively and responsibly in a global context;
- have an understanding of the English legal systems and the common law.

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Students undertake pre-course study and an intensive induction week of study on the English Legal System. This is examined on a pass/fail basis at the end of the induction week. Students are not permitted to continue on to the GDL programme if they do not pass this test.

The programme is run over 3 terms as follows:

Module Code	New Module Code	Module Title	FHEQ Level	Credit Value	Subject Length	Teaching Period
U22001	LAW 5001	English Legal System	5	20	1 week course	Induction Period
U22002	LAW 6024	Public Law	6	20	1 term (1 unit)	Term 1
U22009	LAW 6030	Contract Law	6	20	1 term (1 unit)	Term 1
U22005	LAW 6027	Criminal Law	6	20	Straddles 2 terms (1 unit)	Terms 1 & 2
U22003	LAW 6025	Land Law	6	20	1 term (1 unit)	Term 1 (revision Term 2)
U22004	LAW 6026	European Union Law	6	20	1 term (1 unit)	Term 2
U22008	LAW 6029	Tort Law	6	20	2 terms (1 unit)	Terms 2 & 3
U22010	LAW 6031	Equity and Trusts	6	20	2 terms (1 unit)	Terms 2 & 3

		Law				
U22007	LAW 6028	Another Area of Law: Legal Research Project	6	20	Straddles all terms (1 unit)	Lecture in Term 1 Independent Study Terms 1, 2 & 3

#### 4.2 PROGRESSION AND AWARD REQUIREMENTS

Students must pass U22001 / LAW 5001 English Legal System in order to be able to continue their studies on the credit bearing modules of the programme.

Students are permitted three attempts only to pass each module. All modules must be passed in order to obtain the Graduate Diploma in Law. Students who pass five out of eight modules (excluding the English Legal System) only are awarded the Graduate Certificate in Law. The Graduate Certificate in Law is not sufficient to complete the academic stage of training for either England and Wales.

#### 4.3 PROFESSIONAL REQUIREMENTS

The seven Foundations of Legal Knowledge subjects:

(Contract Law, Tort Law, Public Law, European Union Law, Land Law, Equity and Trusts Law, Criminal Law)

AND the Legal Research Project

fully comply with the aims, learning outcomes and skills required by the SRA for CPE/GDL programmes to meet the academic stage of legal education within England and Wales.

All modules must be passed in order to achieve accreditation by the Professional Bodies.

All modules meet the requirements for FHEQ: Framework for Higher Education Qualification level 6  
[www.qaa.ac.uk](http://www.qaa.ac.uk)

## SECTION 5: TEACHING AND ASSESSMENT

The Induction programme provides a face-to-face introduction to the programme and to the institutional arrangements at Oxford Brookes University, offers a series of lectures to introduce students to the legal system and to the core legal skills required for study throughout the programme, and students will attend also sessions to include skills and revision workshops (in readiness for the English Legal System assessment at the end of the induction period).

The principal mediums of course delivery are through lectures and workshops/seminars:

**Lectures:** Lecture sessions usually last for two hours, with a short mid-way break. Wherever possible, these are interactive with students being encouraged to ask questions, put forward their own views and discuss key issues.

**Workshops:** These last for 1.5 hours. Students generally work in small groups to deal interactively with tasks, followed by plenary feedback from a course tutor. These are designed to encourage active rather than passive listening.

**Additional Support:** Students are able to visit subject tutors during their office hours (or by appointment) to address specific individual concerns, to seek clarification of particular issues, and for feedback on coursework or examination work where necessary. Academic support is also available from student's academic advisers who are able to advise on study and revision skills.

**Study Hours:** The course involves at least 1620 study hours. This includes lectures and workshops but for much of the time students are engaged in independent study: preparing for lectures/workshops, researching and writing coursework assignments, undertaking their research project, reading and revising for examinations. On average this means students should be working 48 hours per week during term times. It is therefore essential that they manage their time effectively.

**Additional Learning Opportunities:** Students are invited to attend Law School research seminars and events. They are also invited to other events organised by the School of Law.

## **5.1 ASSESSMENT**

The Induction Course is assessed by means of a class test on the English Legal System on a pass/fail basis. The pass mark is 40%. Students must pass this element of the Diploma before progressing. Students are permitted two attempts to do so under the Regulations.

Thereafter there are two methods of assessment: coursework and examination.

**Examination:** Examinations are taken in European Union Law, Criminal Law, the Law of Contract, Tort Law, Land Law, Equity and Trusts Law, and Public Law.

In European Union Law, the Law of Contract, Land Law, Tort Law and Public Law the examination constitutes 100% of the mark. In Equity and Trusts it constitutes 70% and in Criminal Law 85%.

The pass mark for examinations is 40%.

**Coursework:** Coursework not only tests different skills from examinations, it enables students and tutors to check understanding and progress. In Equity and Trusts the coursework comprises 30% of the final mark and in Criminal Law coursework comprises 15% of the final mark.

The Legal Research Project is assessed by 100% coursework.

Oxford Brookes School of Law has recently undertaken an assessment strategy which ensures that each Law programme reflects the Oxford Brookes Assessment Compact at programme and individual module level. Hence assessment is designed at programme level both to ensure the development of key skills at an early stage and to further develop those skills throughout the programme. The development of core skills is essential to successful completion of the programme. Students have an Induction and English System Course which introduces them to core legal skills (including case analysis, legal problem solving and legal research) as well as to the essential legal knowledge required to underpin the remainder of the programme. Whilst the programme team expects that the students, as postgraduates, will have already acquired the requisite essay writing skills, the assessment on the English Legal System at the end of the Induction Course provides an opportunity to assess whether students have sufficiently strong written communication skills and to offer weaker students relevant tutorial support. Module leaders will ensure that materials which are used to enhance study skills are also available. These will include online lectures, written materials, and skills exercises to develop legal essay writing and problem solving skills.

Students will submit summative coursework in Equity and Trusts Law (30%), Criminal Law (15%) and formative coursework in Public Law. Formative and summative courseworks include a variety of essay and hypothetical problems in order to provide students with the opportunity to further practice their legal writing and to receive feedback on their work prior to formal examinations.

The spread of examinations, together with strategically situated coursework, ensures that students are aware of the standard at which they are working from an early stage. This enables students to seek tutor support if they wish to improve grades and hence every student has the opportunity to perform at their maximum potential.

Opportunities to engage with marking and feedback: course tutors in Criminal Law and European Law provide students with an opportunity to engage in marking and feedback exercises.

All written assessments on each programme are marked anonymously. Oxford Brookes University offers support to students with specific learning difficulties and other disabilities. Programme handbooks, the GDL Subject Co-ordinator, and academic advisers will provide information to students about the available support to those who require this. Students are able to receive appropriate support, including special examination arrangements and extended coursework deadlines where required and on production of medical evidence.

Learning materials are provided in a range of formats, including PowerPoint, pdf and word handouts on Moodle.

## **5.2 ASSESSMENT REGULATIONS**

### *1. Definitions*

In these Regulations:

"Diploma" means the Graduate Diploma in Law;

"the CPE" means the Common Professional Examinations recognised by the Council of the Inns of Court and the Law Society as satisfying the academic stage of training;

"the Professional Regulatory Bodies" means the Solicitors Regulation Authority and the Bar Standards Board

"the course" means the Graduate Diploma in Law/CPE course at Oxford Brookes University, validated by the Professional Regulatory Bodies for the purpose of the Common Professional Examination;

"the Induction" means the preliminary course of study;

"the Foundations" means the seven subject areas defined as the Foundations of Legal Knowledge by the Professional Regulatory Bodies;

"GDL Subject Co-ordinator" means the person appointed to be responsible for the running of the course.

### *2. University Regulations*

These regulations are in addition to the regulations of Oxford Brookes University concerning discipline, appeals and assessments as they apply, at any time, to students generally and any student enrolled on the course is subject to those regulations. The current editions of such regulations are available on the Oxford Brookes Intranet.

### *3. Eligibility and Enrolment*

3.1 Students must be a graduate, or have been granted a Certificate of Academic Standing from the Bar Standards Board if wishing to pursue a career at the Bar, before they can be admitted onto a GDL course.

i) " Graduate" here means that an undergraduate degree has been conferred by an institution with degree awarding powers in the UK or the Republic of Ireland. "Undergraduate degree" does not include foundation degrees.

ii) The rules, policies and procedures of the professional bodies apply in respect of Certificates of Academic Standing.

iii) A student who has not graduated or who has not obtained a Certificate of Academic standing, whichever is applicable, before the date of enrolment on the GDL, may not be admitted onto the GDL but must defer enrolment to the academic year following their graduation or receipt of a Certificate of Academic Standing.

3.2 No exemption from any of the Foundations or the other area of legal study will be granted unless such exemption is permitted in advance, by either the Bar Standards Board, or the GDL Subject Co-ordinator, and in accordance with the rules of the Professional Regulatory Bodies as applying from time to time.

3.3 A student must have a good command of the English language before being admitted onto the GDL. Where a student has been awarded a degree from a country in which English is the official first language, a sufficient level of competence in the English language may be presumed. For those students who obtained their degrees in countries where English is not the official first language the institution must satisfy itself that the student is sufficiently competent in the English language before admitting the student onto the course. Competence will normally be established by the obtaining of a

minimum of 7.0 on the British Council scale of the International English Language Testing Service (IELTS) or equivalent.

3.4 Applicants for the Graduate Diploma in Law/CPE may not simultaneously register for another University award.

3.5 Students should not normally be admitted to a GDL course more than 2 weeks after the formal commencement of the course, (including any element of directed self-study which is calculated as part of the 36 weeks of the course). In the case of a part-time and distance learning course, the institution will need to calculate the equivalent period of 2 weeks, in terms of study time/contact hours, which must be specified in the institution's regulations;

3.6 No student can be admitted onto a full-time GDL course more than 4 weeks after the formal commencement of course. In the case of a part time and distance learning GDL course the institution will need to calculate the equivalent period of 4 weeks, in terms of study time/contact hours, which must be specified in the institution's regulations.

#### 4. *Time periods for completion of the course*

4.1 The GDL is a one-year course and should normally be completed in **1 year** when undertaken **full-time**.

4.2 The **maximum period** for completion of the full-time course is normally **3 years**, from the date of enrolment.

4.3 Students who undertake the GDL by **part-time** mode should normally complete the course within **2 years**.

4.4 The **maximum** period for completion of the **part-time** course is normally **4 years**, from the date of enrolment.

4.5 Where there are **exceptional mitigating circumstances** of a sufficiently serious nature a student may be granted **a maximum of 1 additional year** in which to complete the GDL.

4.6 Circumstances of a sufficiently serious nature include the following:

- i) A serious health condition, including mental health, which has had a significant impact upon the student;
- ii) Pregnancy/childbirth;
- iii) A significant change in the financial circumstances of the student, which has had a substantial negative impact upon the student over a significant period of time;
- iv) A dependant of the student, for whom the student is the primary carer, developed a serious health condition, which prevented the student from attempting the assessments;
- v) The student is the primary carer for a sick dependant, whose condition deteriorated to an extent that the student was unable to attempt the assessments;
- vi) Engagement in a military conflict;
- vii) Death of a partner;
- viii) Death of a dependant for whom the student is the primary carer

#### **Procedure:**

4.7 A formal written request for the extension should be made to the Professional Regulatory Bodies by the institution, on behalf of the student, following a decision by the institution's examination board. The application should set out the exceptional mitigating circumstances relating to the student and should include an unequivocal statement of support from the University and a full transcript of the student's results. The application should be made at least 2 months in advance of the next resit opportunity, unless strong evidence is provided as to why the application could not be made within this period.



## 5. *Deferrals*

5.1 A deferral of the assessments may be granted where the examination board is satisfied that there are sufficient mitigating circumstances to justify a deferral, which are supported by independent evidence from a relevant source.

5.2 However, a deferral may not be granted where, as a consequence, the student would not be able to satisfy paragraph 4.2 or 4.4 above, without the permission of the Professional Regulatory Bodies.

5.3 Where an examination board wishes to grant a student a deferral of one or more of the assessments but as a consequence of the deferral the student would be unable to satisfy paragraph 4.2 or 4.4 above, a deferral may only be granted in accordance with paragraphs 4.5 to 4.7, above.

5.4 Students may only be permitted to intermit where the examination board is satisfied that there are sufficient mitigating circumstances to justify the deferral, which are supported by independent evidence from a relevant source, subject to paragraphs 4.2 to 4.7, above.

5.5 Institutions should provide for at least one in-course reassessment per annum for any failed or deferred assessments.

5.6 For students studying the GDL by part-time mode, providers may either stipulate that all first year assessments must have been successfully completed before the student can be admitted onto the second year of the course or may grant students the option of progressing onto the second year of the course where they have failed one or more assessments in the first year.

## 6. *Transfers*

6.1 Transfers are not normally permitted on the GDL. Students should normally complete the GDL at the institution where they originally enrolled on the course.

6.2 Students studying the GDL by part-time mode may normally only transfer to another GDL provider where the following criteria are satisfied:

- i) they have successfully completed all assessments on the first year of the course; and
- ii) there are genuine mitigating circumstances which justify the transfer; and they have obtained the permission of the Professional Regulatory Bodies.

6.3 Students studying the GDL by part-time mode who are unsuccessful in completing the first year of the course may not transfer onto the full-time course. Such students are not prevented from starting the full time course in accordance with paragraph 7.6 below.

6.4 Students studying the GDL by full-time mode may transfer onto the part-time mode where the following criteria are satisfied:

Either

- i) they are transferring onto the part-time mode at the same institution at which they have been studying the GDL by full-time mode;

Or

- i) there are genuine mitigating circumstances which justify the transfer; and
- ii) they have obtained the permission of the relevant Professional Regulatory Body to transfer

6.5 Mitigating circumstances justifying the transfer include the following:

- i) a relocation to a different part of the country or overseas for domestic or occupational reasons;
- ii) serious financial hardship, which necessitate the transfer;

- iii) illness or a disability of a nature which necessitates the transfer;
- iv) illness or disability of a dependent for whom the student is the primary carer which necessitate the transfer;
- v) a significant change in the student's circumstances, which is sufficiently beyond the control of the student, which necessitates the transfer

### Procedure:

The new (transferee) institution, which wishes to admit the student, must obtain the permission of the Professional Regulatory Bodies before it may admit the student onto the GDL. The institution must provide the complete academic profile of the student including details of the assessments, which the transferring student has successfully completed and for which the new institution intends to give credit; and details of those subjects, which the student will be required to complete at the new institution in order to be awarded the GDL. In addition, the institution must provide details of the mitigating circumstances, which justify the students' transfer.

## 7. Curriculum and Assessment

7.1 In order to obtain a Graduate Diploma in Law a student **must pass all coursework and examination assessments** in the 8 units of study, set out below at paragraph 7.3.

7.2 Students are required to undertake a programme of directed reading, prior to the time of enrolment, and to attend the Induction Course. **No student may proceed from the Induction Course to the substantive subjects unless they have obtained a pass mark of at least 40% in the assessment held at the conclusion of the Induction Course.** In the event of failure a further and final assessment will be held in the following week and a student who fails to obtain a pass mark will not be allowed to proceed.

7.3 Students are required to **pass each assessment** in the modules which together constitute the Foundations of Legal Knowledge and must also pass the assessment in Legal Research of another area of Law (see paragraph 8.2 below). The modules are as follows:

Contract	Foundation 1: Civil Obligations 1
Tort	Foundation 2: Civil Obligations 2
Criminal Law:	Foundation 3
Equity and Trusts:	Foundation 4: Equity and Trusts
EU Law:	Foundation 5: European Union Law.
Land Law:	Foundation 6: Property Law.
Public Law:	Foundation 7: Constitutional, Administrative and Human Rights
Legal Research Project on another area of law	

### 7.4 Number of Attempts

- i) Students are permitted **3 attempts** at any of the assessments on the GDL. This does not include the English Legal System assessment, for which **2 attempts** are permitted.
- ii) A student will not normally be offered a reassessment of a component if failure is due to plagiarism or any other disciplinary offence.

### 7.5 Compensation of marginal fails

- i) When the Examination Committee is meeting to determine a student's final GDL award, they may (but are not required to) compensate a maximum of **one marginal fail in a module**, where
  - a) the Examination Committee has considered **all** marks; and

- b) the student has obtained a **minimum of 35%** in **one and only one** module; and
- c) the Examination Committee is satisfied that there is, overall, strength elsewhere in the student's performance to justify compensation of the marginal fail.

ii) The Examination Committee is permitted to compensate a marginal fail of one element of an assessment at the end of the first year of a part-time course in accordance with paragraph 7.5.1 above but will not normally do so.

7.6 Where a student was previously admitted onto a GDL course but failed to complete the course, that student may only be admitted to a GDL course provided that the student:

- i) has formally withdrawn from the course on which they were originally enrolled [i.e. surrendered any rights to "resits" at the first institution]; and
- ii) applies to enrol on the course in the normal way; and
- iii) receives **no credit** for any assessment passed on the first course; and
- iv) will be treated as a new student and assessed in the normal way [i.e. be entitled to three attempts at the final assessment]; and
- v) is required to attend in the same manner as other students on that course

## 8. Methods of Assessment

8.1 The assessment of the Foundations of Legal Knowledge as set out in paragraph 7.3 above will be conducted through coursework and examination. Coursework will not comprise more than 30% of the total assessment or by such other proportion as the Board may require.

Assessment of the units which constitute the Foundations of Legal Knowledge, and the introductory English Legal System, is by the following methods and in the following terms:

Subject	Coursework	Term (submission)	Examination	Term
English Legal System (ELS)	N/A	N/A	2 hr (100%)	1 (Following the induction/ELS Course)
Public Law	<i>Formative only</i>	1 (November)	3 hr (100%)	1 (January)
Contract Law	N/A	N/A	2 hr (100%)	1 (January)
Land Law	N/A	N/A	2 hr (100%)	2 (April)
Criminal Law	15%	1 (November)	2 hr (85%)	2 (April)
European Union Law	N/A	N/A	3 hr (100%)	3 (May)
The Law of Tort	N/A	N/A	2 hr (100%)	3 (May)
Equity & Trusts	30%	2 (March)	2 hr (70%)	3 (May)
Legal Research Project	100%	3 (June)	N/A	N/A

The coursework required to be submitted for Legal Research in another area of law constitutes a further unit of assessment in addition to the assessment of the 7 Foundations of Legal Knowledge.

### 8.2 Legal Research in another area of law – Legal Research Project

Students are required to demonstrate competence in basic legal research by submitting a piece of coursework on another area of law. The topic studied must be one which has not been studied in substance as part of the Foundations of Legal Knowledge set out in paragraph 7.3 above.

The text of the coursework will be between **4,000 – 4,500 words**.

Footnotes indicating sources according to the practices of conventional English legal citation **are not included** in the word count. Credit will not be given for additional text provided in the footnotes. The specific skills associated with successful completion of the coursework are set out in the Student Guide to the Legal Research Project.

### 8.3 Assessment Criteria

Coursework and examination performance will be assessed on the basis of the criteria contained in the Student Handbook.

To obtain a pass in any coursework or examination a mark of **at least 40%** must be achieved.

To obtain a pass in any subject where there is coursework and examination **both components must achieve a mark of at least 40%**.

The banding of grades is based on the following classifications:

Distinction:	70% and above
Merit:	60% to 69% (inclusive)
Pass:	40% to 59% (inclusive)
Fail:	less than 40%

## 9. Regulations from Professional Regulatory Bodies

9.1 A student **must** be awarded a **distinction** where

- i) He/she has passed all elements of the assessments at the first attempt, without any subject being compensated, AND
- ii) He/she has obtained an overall average of at least 70%, calculated on the basis of his/her best 6 out of 8 module marks

9.2 A student **may** be awarded a **distinction** where

- a) He/She has passed all elements of the assessments at the first attempt, without any subject being compensated; AND
- b) He/She has obtained an overall average of at least 70% (calculated without any rounding up) in at least 4 of the 8 substantive (excluding ELS) modules; AND
- c) He/She has obtained an overall average of at least 67% calculated on the basis of his/her best 6 out of 8 module marks; AND
- d) the examination board considers that it is not inappropriate to award a distinction

9.3 A student **must not** otherwise be awarded a distinction

9.4 A student **must be** awarded a **merit** where

- i) He/she has passed all assessment at the first attempt, without any subject being compensated, AND
- ii) He/she has obtained an overall average of at least 60% in the assessments, calculated on the basis of his/her best 6 out of 8 module marks

9.5 A student **may be** awarded a **merit** where

- a) He/She has passed all elements of the assessment at the first attempt, without any subject being compensated, AND
- b) He/She has obtained an overall average of at least 60% (calculated without any rounding up) in at least 4 of the 8 substantive (excluding ELS) modules; AND
- c) He/She has obtained an overall average of at least 58% calculated on the basis of his/her best 6 out of 8 module marks; AND
- d) the examination board considers that it is not inappropriate to award a commendation

9.6 A student **must not** otherwise be awarded a merit.

9.7 A student must be awarded a pass where they have passed all assessments (at least 40% in each element of assessment), one element of which may have been compensated in accordance with the rules of the Professional Regulatory Bodies. A student must not otherwise be awarded a pass.

9.8 A student who fails an assessment and on resitting the assessment achieves a pass can only be awarded a **maximum of 40% for the resit** assessment.

9.9 An aegrotat pass is not permitted on the GDL.

9.10 Institutions **may not** require that students failing more than one assessment should be required to repeat not only that assessment (and any other assessment, which the student has failed), but also any additional assessments, which the student has successfully managed to complete. In other words, institutions may only require students to re-sit those assessments, which they have failed.

## 10. Diploma Examination Committee

10.1 The review of the assessments of GDL students is the responsibility of the GDL Examination Board.

10.2 The GDL Examination Board is responsible for the assessment of the courses comprising the Foundations and for considering student progress on those courses.

10.3 Membership of the GDL Examination Board comprises the following:

The Head of School (or his or her nominee), the GDL Examinations Chair (usually the GDL Subject Co-ordinator), the External Examiners responsible for the assessment of the subjects under consideration and the GDL Subject Co-ordinator (if not in the chair) and all internal examiners responsible for the assessment of the subjects under consideration.

## 11. External Examiners

11.1 External examiners are appointed, subject to the approval of the Professional Regulatory Bodies, by the Academic Board of the University for a period not normally exceeding four years. They are full members of the GDL Examination Board. In the event of disagreement between the external and internal examiners over a mark, assessment or examination result, the GDL Examination Board must accept the decision of the external examiners as final and binding. Examination papers are set by the internal examiners and submitted in draft with outline marking schemes, if appropriate, to the external examiners for approval and such amendment as they may deem necessary.

11.2 Examination scripts and project work are in the first instance marked by internal examiners and submitted with provisional marks for moderation to the External Examiners. External Examiners are given access to any coursework that counts towards the final assessment. External Examiners may elect to see a sample of the work being assessed.

11.3 The External Examiners shall submit to the University each year written reports on the assessment procedures and quality of the course.

These reports shall be made available to the Professional Regulatory Bodies.

11.4 The External Examiners may report in writing to the Professional Regulatory Bodies on any matter of serious concern arising from the conduct of the course or its assessment procedures.

## 12. Graduate Certificate in Law

The award of Graduate Certificate in Law (GCL) will be conferred for failure to successfully complete the Graduate Diploma in Law and where a student has successfully passed **five out of eight modules** (excluding the English Legal System course).

All regulations, including those for time limits for completion of the course and for award classification, will be the same as for the award of the Graduate Diploma in Law, save that students will not be permitted to transfer credit from another institution for this award and, since the Professional Regulatory Bodies is not required to validate this award, there is no need to address requests for exemption or other matters to that body.

The award of the Certificate does not satisfy the Professional Regulatory Bodies requirements for completion of the academic stage of training. Students who wish to qualify as legal professionals will, therefore, be required to pursue further academic study in order to complete the academic stage of their legal training.

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

#### Academic requirements:

Admission requirements are normally a 2:2 honours degree (or equivalent) and evidence of a commitment to the legal profession. Students who wish to enter the Bar Professional Training Course in England must also have been granted a Certificate of Academic Standing from the Bar Standards Board and must take the Bar Course Aptitude Test.

#### English language requirements:

You must have a good command in English language and may be required to provide evidence of proficiency (IELTS 7.0, including a minimum of 6.5 in each component). This is for all applicants whose first language is not English including those who may have a degree from the UK. Additionally students may be required to demonstrate a standard of written English deemed suitable by the Programme Leader or members of the Programme Team.

For further information on the GDL entry requirements, please see the following link:

<https://www.brookes.ac.uk/courses/postgraduate/law-gdl/>

### **6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED**

Not applicable.

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

As set out at Section 2 and Section 4.3, the programme has been designed to meet the academic stage requirements for admission to legal professional training courses in England and Wales.