

## **Programme Specification**

### **LLB/BA Hons Law**

Valid from: 1 September 2018

**Faculty of Humanities and Social Sciences**

#### **SECTION 1: GENERAL INFORMATION**

<b>Awarding body:</b>	Oxford Brookes University
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<b>Teaching institution and location:</b>	Oxford Brookes University, Headington Campus, Oxford, OX3 0BP UK
<b>Final awards:</b>	LLB, LLF, LLK, LLB (Criminal Justice), LLB (Commercial Law)
<b>Programme title:</b>	Law
<b>Interim exit awards and award titles:</b>	CertHE, DipHE, LLB, LLB (Hons),
<b>Brookes course code:</b>	LL, LLF, LLK, LJ and LQ
<b>UCAS code:</b>	M100 LLB/LL
<b>JACS code:</b>	M100
<b>HeCOS code:</b>	100485 (LLB), 100483 (LLB Criminal Justice), 100482 (LLB Commercial Law)
<b>Mode of delivery:</b>	Face to face
<b>Mode/s of study:</b>	Full time/Part time
<b>Language of study:</b>	English
<b>Relevant QAA subject benchmark statement/s:</b>	<a href="http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-law-15.pdf">http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-law-15.pdf</a>
<b>External accreditation/ recognition: (applicable to programmes with professional body approval)</b>	Law Society - <a href="http://www.lawsociety.org.uk/">http://www.lawsociety.org.uk/</a> Bar Standards Board - <a href="http://www.barstandardsboard.org.uk/">http://www.barstandardsboard.org.uk/</a>
<b>Faculty managing the programme:</b>	Faculty of Humanities and Social Sciences
<b>Date of production (or most recent revision) of specification:</b>	14 September 2018

## SECTION 2: OVERVIEW AND PROGRAMME AIMS

### Rationale For/Distinctiveness of the Programme

The Law Programme at Oxford Brookes University has a number of distinctive features and aims to provide the highest levels of student experience, whilst at the same time ensuring that students who graduate from the Programme are able to do so with a Qualifying Law Degree, which exempts them from the academic stage of training should they decide to pursue careers either as solicitors or barristers. Below are listed just some of the most distinctive features of the programme

- **Foundational Legal Skills:** this is a skills-based module, which aims to equip students right from the outset with the basic study skills required for successful completion of a law degree, as well as preparing them for a career in legal practice;
- **Advanced Legal Research:** this is an innovative module, which builds on the *Foundational Legal Skills* and *Legal Method* Modules, and offers students the opportunity to engage with the kind of 'hands on' legal research that they will be expected to undertake if they become a legal practitioner: for example, advising on the quantum of damages in a personal injury case. It also offers training in the kind of advanced legal research skills that will be required of students who wish to undertake the Dissertation module and/or to go on to postgraduate legal study;

- **Communication Skills for Lawyers:** this is another skills based module, but this time focusing on the practical advocacy skills and client-interviewing techniques needed by aspiring solicitors and barristers. The School of Law has dedicated client-interviewing suites as well as a dedicated Moot Court which can be used by students to refine their mooting skills;
- Many of our optional modules reflect the research interests of our staff. These include *Law and Religion in the 21<sup>st</sup> Century*, *Nationality, Immigration and Asylum Law*, and *Equality Law* which are taught by specialists with a national and international reputation in their fields;
- We offer two named LLBs, **Criminal Justice** and **Commercial Law**, which offer the opportunity for students to specialise in these fields and to advertise their specialism in these areas to prospective employers by graduating with a Criminal Justice or Commercial Law LLB;
- Flexible modes of assessment, which include coursework, dissertation, oral presentations and reflective diaries;
- The *Law and Religion in the 21<sup>st</sup> Century* module offers students who wish to take it the opportunity develop experience of distance learning over an electronic platform.

### **Aim/s of the programme**

This programme provides students with knowledge and understanding of the law in England and Wales and the opportunity to satisfy the external professional requirements for the academic stage of legal training. It enables students to develop a range of personal and professional skills and has both a strong academic and a vocational emphasis. We are committed to delivering a strong academic programme with special emphasis on the graduate attributes.

More specifically the programme aims are:

- To provide students with at least a basic knowledge and understanding of selected foundation subjects of English law;
- To provide students with at least a basic legal knowledge and understanding beyond selected foundations subjects;
- To provide students with the opportunity to satisfy the requirements set out by the Bar Standards Board and the Law Society for the academic stage of legal training;
- To enable students to identify, locate and critically appraise legal materials;
- To enable students to assimilate extensive documentary legal and some non-legal materials and to extract from them the material points;
- To enable students to develop the ability to work with, and recognise the potential of, information technology in the context of law and legal study;
- To enable students to apply the relevant principles of law and legal rules to solve and analyse practical problems and to reason logically, with reference to accepted authorities;
- To assist students to develop a capacity for the critical assessment of law;
- To provide students with the necessary intellectual and practical legal skills such as analysis, problem-solving, and legal reasoning, to enable them independently to achieve a basic understanding of any branch of English law, even when not previously studied;
- To provide students with the necessary personal and key skills to enable them to develop as independent, autonomous, and reflective individuals;
- To provide students with the opportunity to enhance and develop their written and communication skills;
- To prepare students for graduate employment by developing their transferable and problem-based learning skills;
- To enable students wishing to do so, to specialise in certain specific areas of legal practice, such as Criminal Justice and Commercial Law.

### **SECTION 3: PROGRAMME LEARNING OUTCOMES**

At the end of the programme the student will have achieved the following attributes as listed under the five headings below:

### **Academic Literacy**

- Demonstrate knowledge and understanding of the English legal system and processes;
- Demonstrate knowledge and understanding of a substantial range of legal concepts, values, principles and rules;
- Demonstrate that they have studied the substantive law subjects in their programme in depth;
- Be aware of and understand current developments in the areas of law studied;
- Demonstrate ability to apply his or her knowledge to complex problems and provide cogently reasoned conclusions supported by relevant legal authority;
- Synthesise and evaluate information from primary and secondary sources, relevant to the area of study;
- Recognise and rank legal issues in terms of relevance and importance;
- Analyse, evaluate and interpret statutes and law reports and other relevant materials;
- Understand and employ English legal terminology, both written and verbally, and to explain and convey complex information, including that arising from technical legal materials, in a way which is comprehensible to others and is directed at their concerns;
- Write succinctly and within strict word limits

### **Research Literacy**

- Demonstrate a good understanding of principles and techniques of research in English law;
- Identify, locate and retrieve standard legal materials in English law in paper and electronic form (also relevant to digital and information literacy);
- Critically evaluate the merits of the products of their research (Also relevant to academic literacy and digital information literacy);
- Undertake independent research with minimum guidance;
- Utilise problem-solving skills in theoretical or practical contexts.

### **Critical Self-awareness and Personal Literacy**

- Plan his or her work and to undertake assignments with minimum guidance;
- Work cooperatively and make an effective contribution when working in a group;
- Reflect on his or her learning and performance and to seek and make use of feedback;
- Take responsibility for his or her own learning and personal and professional development;
- Manage his or her time and prioritise tasks by working to strict deadlines.

### **Digital and Information Literacy**

- Utilise a range of electronic information management tools, including word processing, email, the world-wide web and some electronic retrieval systems for personal, academic and professional use.

### **Active Citizenship**

- Have an understanding of the social, economic, political, historical, philosophical, ethical and cultural contexts in which law operates (also relevant to academic literacy);
- 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.

## **SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM**

### **Programme Structure and Requirements:**

All students enrol for a general LLB, which comprises a mix of compulsory and optional subjects, and leads to an LLB which is also recognised by the legal professional bodies as a Qualifying Law Degree (QLD), thereby exempting students who wish to go on to do the Legal Practice Course (solicitors) or the Bar Professional Training Course (barristers) from the academic stage of training. Students who wish to do so may transfer to a Named LLB in year 2, either Commercial Law or Criminal Justice. In both cases, the general LLB and the named LLB will satisfy the requirements of a QLD.

A named LLB is identical to a general LLB in Stage I, but at Stage II consists of the QLD subjects (which are compulsory for both of the named LLBs), *Advanced Legal Method*, and 6 modules (to include the

requisite number of level 6 modules). Students registering for either of the named LLBs are also required to undertake a *Dissertation* in the named area, and then 4 modules (at least 2 at level 6) in the named area.

The following table outlines the modules that are available. Please note that U22193 is only available to Brickfields Asia College (LLF) students transferring to Oxford Brookes in Year 3 and U22180 is compulsory for Criminal Justice LLB, and both are only shown here for transparency. Some modules may not run every year depending on uptake or other operational reasons.

<b>Module Code</b>	<b>Name of Module</b>	<b>Level</b>	<b>Credit Value</b>	<b>Status: Optional Compulsory for Qualifying Law Degree (QLD) and Compulsory for Named LLB.</b>
U22102	Legal Method	4	15	<b>QLD</b>
U22105	Tort Law	4	30	<b>QLD</b>
U22106	Contract Law	4	30	<b>QLD</b>
U22107	Public Law	4	30	<b>QLD</b>
U22108	Foundational Legal Skills	4	15	<b>Compulsory</b>
U22127	Employment Law	5	15	Acceptable, <b>Compulsory for Commercial Law LLB</b>
U22132	Criminal Evidence	5	15	Acceptable, <b>Compulsory for Criminal Justice LLB</b>
U22135	Communication Skills for Lawyers	5	15	Acceptable, <b>Compulsory for Criminal Justice LLB</b>
U22140	Land Law	5	30	<b>QLD</b> , Acceptable
U22142	Commercial Law	5	15	Acceptable, <b>Compulsory for Commercial Law LLB</b>
U22144	Advanced Legal Research	5	15	<b>Alternative Compulsory for LLB and LLK. Compulsory for Criminal Justice LLB and Commercial Law LLB</b>
U22145	Criminal Law	5	30	<b>QLD</b> , Acceptable
U22146	European Union Law	5	30	<b>QLD</b> , Acceptable
U22170	International Law and Institutions	6	15	Acceptable
U22171	International Human Rights Law	6	15	Acceptable
U22172	Nationality, Immigration and Asylum	6	15	Acceptable
U22173	Law, Environmentalism and Society	6	15	Acceptable
U22175	Equality Law	6	15	Acceptable
U22176	Company Law / Business Associations	6	15	Acceptable, <b>Compulsory for Commercial Law LLB</b>
U22177	Medical Law	6	15	Acceptable
U22178	Legal Theory and Critique	6	15	Acceptable
U22179	Law and Religion in the 21 <sup>st</sup> Century	6	15	Acceptable
U22180	Criminal Law	6	30	<b>QLD, Compulsory for Criminal Justice LLB</b>
U22186	Computer Law and Intellectual Property	6	15	Acceptable
U22187	Equity and Trusts	6	30	<b>QLD, Alternative Compulsory for LLB and LLK. Compulsory for Criminal Justice LLB and Commercial Law LLB</b>
U22188	Independent Study Module	6	15	Acceptable
U22191	International Trade Law	6	15	Acceptable, <b>Compulsory for Commercial Law LLB</b>
U22192	Family Law	6	30	Acceptable

U22193	European Union Law	6	30	<b>QLD</b>
U22194	Understanding Criminal Justice	6	15	Acceptable, <b>Compulsory for Criminal Justice LLB</b>
U22195	Crime and Society	6	15	Acceptable, <b>Compulsory for Criminal Justice LLB</b>
U22196	Law in Action	6	30	Acceptable
U22199	Dissertation	6	15/30	Acceptable, <b>Compulsory for both Criminal Justice and Commercial Law LLBs</b>

**Stage I compulsories:** Legal Method, Contract Law, Foundational Legal Skills

**Stage II compulsories:**

For LLB, LLB Criminal Justice and LLB Commercial Law: *Advanced Legal Research*

For the Criminal Justice LLB: *Criminal Evidence, Crime and Society, Understanding Criminal Justice, Communication Skills for Lawyers, and Dissertation.*

For the Commercial Law LLB: *Commercial Law, Company Law / Business Associations, Employment Law, International Trade Law, and Dissertation.*

**Professional Requirements**

The Solicitors Regulatory Authority and the Bar Standards Board require students who wish to pursue, respectively, the Legal Practice Course or the Bar Professional Training Course to have successfully completed the following modules:

**Stage I**

*Legal Method  
Contract  
Tort  
Public Law*

**Stage II**

*European Union Law  
Criminal Law  
Land Law  
Equity and Trusts*

**SECTION 5: PROGRAMME DELIVERY**

**Teaching, Learning and Assessment**

The following describes the approaches to teaching and learning that will be employed to promote learning and enable students to meet the learning outcomes. Although there is some variation in emphasis, modules delivered by the School of Law combine four principal pedagogical tools:

- *Guided, Independent Study:* The emphasis throughout the programme is on students spending the overwhelming majority of their time on each course engaged in independent study – principally engaging with primary and secondary legal sources. Support for doing so is provided through two of the compulsory first year (Level 4) modules: *Foundational Legal Skills* and *Legal Method*. In addition, each topic within a module is covered by structured reading lists to guide independent study.
- *Lectures or other tutor-led sessions:* The emphasis in lectures is on providing students with an overview, stimulating further study, and providing awareness of very recent legal developments which will not have entered the student literature at the time of the course. Lectures also act as a guide to engaging with, and prioritising, relevant legal sources.
- *Seminars or group workshops where the tutor is responsible for guiding group discussion and activities:* Discussion is essential to allow the students to develop skills of legal argumentation, to

explore their understanding of the lecture and reading materials in a supportive environment, and to allow tutors to build upon the understanding emerging from the students' independent study.

- *Individual tutorial sessions*: All modules include entitlement to individual tutorial time with the seminar or workshop leader. This is of special value to students who are having difficulty with the level of discussion in seminars, or who wish to be proactive and seek guidance at a more advanced level of study.

Typically a student can expect to have a two-hour lecture followed by a one hour seminar the following week on that topic. This means that over the course of a typical week, a student will have 12 hours contact time. They will be expected to then undertake about 28 hours of independent study in addition to this.

Departures from these primary methods of teaching delivery are sometimes used. In *Legal Method* (Level 4), in addition to lectures, seminars and library training, students also have supporting ICT materials including interactive quizzes designed to reinforce the material covered in lectures. In addition, because many students have not previously studied law before coming to Brookes and because *Legal Method* is a compulsory module for Law Field students running in the first semester of the first year, intranet materials are provided to help prepare students for the assessed coursework and exam. The use of quizzes, announcement boards and other intranet material also provides a means of familiarising students with online learning. At Level 5, in *Communication Skills for Lawyers* for instance, a pattern of workshops rather than formal lectures and seminars is used. During a workshop session a number of activities take place. There is a short presentation by lecturers as well as student group work to discuss readings but the major part of each session involves interactive exercises by students. These exercises are designed to look at the micro-skills of interviewing and advocacy. The workshops will also involve the use of reflective video playback. At Level 6, *Law and Religion in the 21<sup>st</sup> Century* is delivered by off-campus distance learning, with Moodle based replacements for the four principle pedagogic tools being supplemented by additional Moodle based learning resources such as quizzes, polls, and sorting exercises.

Although assessment methods show some variation in our more specialised modules (see above), assessment in the law programme generally focuses on three principal methods:

- *Formal examination*: This method of assessment, favoured by our professional bodies, allows students to demonstrate their mastery of the content range of their topic and their ability to assimilate and retain information and deploy it effectively within tight time and resource constraints.
- *Coursework*: This method of assessment allows students to demonstrate their legal research skills, their ability to analyse a subject in depth, and the clarity and elegance of their written communication.
- *Oral presentations*: This method shares many of the advantages of coursework, but provides the students with the opportunity to demonstrate their skills in oral, rather than written work, and to demonstrate their ability to interact with an audience.

These modes of assessment can be combined - despite the broad headings used above, and can thus allow for considerable flexibility responsive to the needs of any particular module.

Exams and coursework remain the most popular form of assessment, but these can take on a number of guises, for example *Criminal Law* includes 10% Multiple Choice Questions and *Advanced Legal Research* and *Communication Skills for Lawyers* both include a reflective diary. In addition, students are assessed either formatively or summatively on their group work, presentation skills, research technique and numerical ability over the course of their three years.

### **Assessment Compact**

Below is a copy of the Undergraduate Assessment Strategy which has been directly informed by the Brookes Assessment Compact. The programme fully conforms to the University's Modular Programme Regulations. In addition to this, we publish online an Assessment Calendar for all students at the beginning of Semester 1 each year, giving them an outline of the assessment deadlines for that year.

Deadlines are planned with the intention that students do not have more than one piece of coursework to hand in on any one day.

### **Assessment Strategy**

Exams and coursework form the core of our assessment methods, but these are supplemented by a number of other assessment techniques. For example open book exams, multiple choice questions, presentations, client interviews, pleas in mitigation, reflective diaries, seminar attendance and group work. This ensures that a number of student skills are assessed and that students are given the opportunity to show their ability to perform across a number of skills sets. Traditional essay writing skills and problem solving skills which form a core part of legal training are assessed both by exam and by coursework.

The vast majority of our students (perhaps more than 95%) opt to study for the QLD (Qualifying Law Degree). This means that the first two years of their programme is prescribed by a combination of the University UMP rules and the Law Society requirements. This has enabled us to create a strategy that means assessment is spread across the year with a structured approach to formative and summative assessment to ensure that students receive feedback on written work at various stages of their programme. In their third year, students take mostly optional subjects which are assessed in a variety of ways

**Year 1 and 2:** Students undertake a number of QLD subjects in the first and second year along with *Foundational Legal Skills* in their first year, *Advanced Legal Method* in their second year, and a further optional module in Semester 2 of their second year.

**Year 3:** In their final year, most students (and all those wishing to graduate with a QLD) will take *Equity & Trusts* (double module). Those not registering for a named LLB will then take a further six optional modules – at least three of which are Level 6 modules. Students registering for either of the Named LLBs are also required to undertake a *Dissertation* in the named area, and then 5 modules (at least 2 at level 6) in the named area.

### **Graduate Attributes**

The Graduate Attributes are addressed in detail at module level (please see separate module descriptors to show how this is achieved), but overall, the graduate attributes are assessed as follows:

- *Academic Literacy:* This is assessed in all modules in every piece of assessment, whether that is an exam, coursework, a presentation etc.
- *Research Literacy:* This is taught and assessed throughout the programme.
- *Critical Self-awareness and personal literacy:* This is implicit in all our modules – students need to reach deadlines and to be organised in their approach to their work. Group work is assessed formatively in *Foundational Legal Skills* and *Legal Method*. Reflective diaries are used in *Advanced Legal Research* and *Communication Skills for Lawyers*
- *Digital and Information Literacy:* All modules require the student to use electronic search engines and legal databases to carry out their research. Students who wish to develop experience of distance learning over an electronic platform may choose to take *Law and Religion in the 21<sup>st</sup> Century*.
- *Active Citizenship:* The syllabuses of the core foundational subjects are prescribed to a great extent by the professional bodies and, by their very nature; their focus must be on the UK. However, all courses to a greater or lesser extent have to deal with some element of the Human Rights Act 1998 which has incorporated the European Convention on Human Rights into UK law. This means that some element of European Court of Human Rights jurisprudence is studied in most core subjects. *Public Law* introduces the international dimension of the UK legal system particularly with respect to the EU and the European Court of Human Rights. This is built upon in the EU module (a QLD subject taken by most of our students) which focuses exclusively on how the European Court of Justice and EU legislation affects UK law.

However, beyond those core subjects, many optional subjects have a very specific international focus – *International Human Rights Law*, *International Law and Institutions*, *International Trade Law*. In these subjects, an international dimension forms the very basis of the module and lecturers make an effort to

ensure that source material is internationally focussed. In *International Human Rights Law* for example, many books and materials are written by western authors and so the Module Leader often uses relevant cases and books from other regions such as Africa in order to ensure the course is more balanced.

Other subjects, whilst not international in nature will include material with an international dimension. For example, *Law and Religion in 21<sup>st</sup> Century* includes session on the US constitutional guarantees. A number of modules encourage students to engage with a range of international and national legal systems such as *Equality Law* and *Computer Law and Intellectual Property*.

In addition to the courses mentioned above, a number of other Law modules implicitly and explicitly promote the values and skills which will enable our students to work and live in a multicultural, global world. For example, *Nationality, Immigration and Asylum* promotes a view of British society as inclusive and does so in a positive light. *Equality Law*, *Employment Law* and *Public Law* teach students the legal basis by which respect for diversity can be promoted in all areas of society.

The very nature of Law is such that we teach students the skills they need in order to become responsible citizens. In subjects such as *Public Law* we provide students with a sound understanding of the political and legal dimension of our society and all other modules equip them with the necessary knowledge to exercise their rights as legal subjects in particular contexts, for themselves, and most importantly, on behalf of others. The moral and social implications of the law on the world around us are openly acknowledged on all modules and inform our discussions and analysis of individual subjects and topics. The skills students acquire studying Law can also be used to exercise responsible citizenship in other areas of life. For instance students are taught how to analyse and question texts and assess the validity of arguments they are confronted with in their day-to-day lives.

More specifically, we run modules on *Law, Environmentalism and Society*, *Nationality, Immigration and Asylum* and *Public Law* which directly address the issues of responsible citizenship from both local and global perspectives.

### **Linking Teaching with Research**

The School of Law seeks to exploit three potential linkages between research and teaching. First, the Department fosters a wider research culture in which the students can be encouraged to participate. This is facilitated by ensuring that staff teaching loads reflect, as far as possible, their specialist research interests, and through the provision of research-based seminars, including seminars led by guest speakers, in which students can participate. Secondly, as far as possible recent research results from the legal research community are incorporated in the content of modules, with students directed to the latest articles and research insights as part of their required reading for courses. Finally, there is training in advanced research methods and skills (both discipline-specific and generic) delivered through the *Advanced Legal Research* module. Three modules have been recently added to reflect the research interests of members of staff: *Nationality, Immigration and Asylum*, *Computer Law and Intellectual Property*, *Law and Religion in the 21<sup>st</sup> Century*. In addition to this, staff regularly make changes to the content of their modules in order to reflect their research interests. For instance, a section on legal accountability for human rights abuses has been introduced on the *International Human Rights Law* module; the Module Leader for *International Law and Institutions* has changed aspects of the introductory session in order to reflect their research interests; and *Equality Law* includes elements on age and religion which are directly linked to the Module Leader's research. Other opportunities for research embedded learning include the *Dissertation* and *Independent Study Modules* which are available to students who wish to develop and enhance their research skills. Furthermore, research embedded learning can be developed even further through Undergraduate Research Studentships supported by the Reinvention Centre.

## **SECTION 6: ADMISSIONS**

The entry criteria for the course may be found at [www.brookes.ac.uk/courses/undergraduate/law](http://www.brookes.ac.uk/courses/undergraduate/law).

General entry requirements are found at [www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements](http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements).

**DBS checks:** N/A

## SECTION 7: STUDENT SUPPORT AND GUIDANCE

Support and guidance for students are provided by the Subject Coordinator, Academic Adviser and Student Support Coordinator, supported by the Programme Administrator. Further details can be found in section 7 of the Programme Handbook.

**Subject Co-ordinator** – The Subject Coordinator helps with the running of the LLB course, and is a point of contact if an academic advisor or module leader is unable to help, and confidentially can assist if a student has a concern regarding any aspect of their studies and beyond.

**Academic Advisers** – The Academic Advisor's role is to offer you help and advice throughout your stay at the University. This relationship is an important one since, in addition to academic counselling, the Academic Advisor is one person to turn to if you wish to talk about a variety of other issues, for example illness, family problems and career possibilities.

**Student Support Coordinators** – The Student Support Coordinators (SSCs) in the Faculty of Humanities and Social Sciences provide academic and pastoral student support services for all students across the Faculty.

Details about all Student Services (careers advice, chaplaincy, counselling, dental and medical centre, disabled student advice, dyslexia support, housing, international students' advice, mature students advice) may be found at [www.brookes.ac.uk/students/support-services](http://www.brookes.ac.uk/students/support-services).

## SECTION 8: GRADUATE EMPLOYABILITY

Potential careers the programme leads to and/or what previous graduates have gone on to do:

- Solicitors
- Barristers
- Academics
- Policy advisors
- Public prosecutors/defenders
- Police
- Probation Service
- Government Legal Service
- Community worker
- Publishing
- In-house lawyer
- Civil servant

## SECTION 9: LINKS WITH EMPLOYERS

A number of matters are worthy of note in terms of the undergraduate law programme team's engagement with employers and the programmes focus on employability. Students have the opportunity to attend regular careers talks hosted by the School of Law, as well as events such as the Oxford Brookes Law Fair held each November in the Forum in John Henry Brookes Building. The law fair has previously been attended by major regional law firms such as Blake Morgan, Knights, Freeths, Irwin Mitchell, Pennington Manches and Shoosmiths. Students also have the opportunity to participate in the award-winning student pro bono scheme based in the School of Law, and to attend twice-yearly civil and criminal demonstration mock trials conducted by judges and barristers from 23 Essex Street and 2 King's Bench Walk.

There is also considerable emphasis placed on employer engagement and employability in the context of extra-curricular activity. Law students have the opportunity to participate in the undergraduate mooting competition, with the winners of the mooting final (judged by a judge or practicing lawyer) going on to represent the university in The OUP & ICCA National Mooting Competition. Law undergraduates

also have the opportunity to participate in the Brookes client interviewing competition, with the winners going on to represent the university in the Client Interviewing Competition of England and Wales.

## **SECTION 10: QUALITY MANAGEMENT**

### **Qualifying Law Degree**

Students can gain a Qualifying Law Degree from the LL, LLF or the LLK fields if they take designated modules. The majority of undergraduate students select a law programme that enables them to gain a QLD. Full details are to be found in section 3.3.

### **Oxford Brookes Quality Assurance**

Methods for evaluating the quality of provision on the programme include:

- Annual and Periodic Programme Reviews, which ensure consistent quality across all programmes at the University;
- Annual External Examiners' Reports, which provide feedback on all aspects of the programme structure, content and assessment procedures;
- Annual National Student Survey, which provides graduating students with the opportunity to feed back on their individual experience of the programme;
- Semesterly Module Evaluations, which provide students with the opportunity to comment on their experience of individual modules;
- Student meetings and focus groups, which allow students and staff to discuss ongoing development of the programme together.

### **Quality Assurance Agency for Higher Education**

The Quality Assurance Agency for Higher Education (QAA) assesses the academic standards and quality of UK higher education institutions. The following is a link to the QAA's benchmark statement for Law: [www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-law-15.pdf](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-law-15.pdf).

### **Student Representation and the Law Course Committee Meeting**

Students are elected to represent student interests and to give students the opportunity to contribute to matters relevant to the programme's current practice and policies and future development. The Course Committee provides a very effective forum for the airing of general grievances. If you have any comments to make you should contact your student representatives. Membership of the Law Course Committee consists of student representatives of each year from the Combined and Single Honours programmes, together with all the law staff, the law librarian and the Student Support Coordinator. The Committee is responsible for all academic and administrative aspects of the teaching of law on the Modular course and meets at least once per semester. Its duties include the detailed running of all courses, proposed changes and the planning of the overall structure of the courses. It is the most important forum in which student opinion can be brought to bear to influence present practice and future policy for undergraduate Law courses.