

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	Certificate of Higher Education in Law
Teaching Institution	Ruskin College
Awarding Institution	The Open University (OU)
Date of latest OU validation	March 2014
Next revalidation	2018-19
Credit points for the award	120 at level 4
UCAS Code	M100
Programme start date	September 2014
Underpinning QAA subject benchmark(s)	Law (2007)
Other external and internal reference points used to inform programme outcomes	The Framework for Higher Education Qualifications (FHEQ) (2008)
Professional/statutory recognition	None
Duration of the programme for each mode of study (P/T, FT,DL)	1 year full-time 2 years part-time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	June 2016

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 student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

2.1.1 The programme will enable students to acquire the necessary knowledge, understanding, and skills through teaching, learning and assessment to embark upon a law degree course with confidence and interest.

2.1.2 It will do this through following a programme of modules that will complement and incrementally build upon one another so that by the completion of all five, students will have been introduced to and then developed skills in legal method, research, problem solving and an understanding of studying a substantive area of law. This will be consolidated by and reflected in the assessment strategy.

2.1.3 Whilst this programme has been designed to incorporate the seven areas of performance for law as set out in the QAA Law Subject Benchmarking Statement it is recognised that as a one-year CertHE programme the extent to which some of these areas are met will reflect what is appropriate for a CertHE Level 4 programme.

2.1.4 In designing the programme the aim has been to introduce students to the study of law and legal method (including the study of substantive areas of law) and enable them to develop intellectual and key skills to a standard of at least first year undergraduate level. In some cases and for some students the level achieved will be considerably higher.

2.1.5 Students are expected to use and analyse statistical evidence in the Law Rights and the Body Module. The socio-legal topics lend themselves well to the inclusion of statistics in the summative assessment. Likewise, comparisons are made between EU member states in the EU law elements of the English legal System module, including analysis of the statistics from the European Commission .

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

2.2.1 The CertHE Law is a stand-alone level 4 programme.

2.2.2 Whilst the programme is a stand-alone programme, on successful completion of their studies, students may apply to enter level 5 of the College's BA (Hons) International Labour and Trade Union Studies. Students can also apply to enter the second year of the BA (Hons) in History with Social Sciences or the BA (Hons) Social and Political Studies within Ruskin.

2.2.3 Alternatively, the majority (e.g. 12 of the 18 Cert.H.E. Law Cohort 2012/13) go on to undertake an LLB in other institutions.

2.2.4 The programme is innovative and awakens people's interest in law. It is a distinctive Programme, for example, the inclusion of modules Law, Rights and the Body and Civil Liberties and Human Rights. This latter, new module has been developed to maintain currency with topical legal issues, as outlined in the Background document, paragraph 6.5. It enables accessibility onto a full law degree to those who would otherwise be ineligible for this pathway.

3. Programme outcomes

Learning outcomes: Upon completion of the CertHE students will:	
3A. Knowledge and understanding	Learning and teaching strategy / assessment methods
<p>A1 Possesses knowledge of the principal features of the legal system, including general familiarity with institutions and procedures.</p> <p>A2 Understand the relationship between areas of law and their significance.</p> <p>A3 Analyse research data and use, primary sources such as legislation, EU law, case law, and secondary source material such as government reports, white and green papers, and refereed journal articles.</p>	<p>Mixed teaching methods comprising:</p> <ul style="list-style-type: none"> - Formal style lectures - Seminars - Group work - Practical exercises (e.g. law library exercise) - Internet exercises - Debates - Guided individual study - Private study involving reading a variety of legal texts, cases, legislation and legal journals and writing essays, researching and problem question solving <p>Each module is examined in a number of ways. Across the six modules these include a variety of different summative assessment:</p> <ul style="list-style-type: none"> - Two hour unseen examination, - 2000 word assessment essay - 2000 word problem question - Seminar presentation - Skills exercises – e.g. a library or Internet exercise <p>In addition there are required pieces of coursework as formative assessment for each module. These include:</p> <ul style="list-style-type: none"> - Essays - Seminar presentations - Practical exercises - Internet exercises - Legal case studies - Tutorial reading, preparation and or exercises
3B. Cognitive skills	
<p>B1 Be able to discriminate between and evaluate differing theories and approaches.</p> <p>B2 Be able to synthesise data and information and interpret their findings and present such work in an appropriate form</p> <p>B3: Develop analytical and problem solving skills both in relation to broad legal concepts and particular case law examples</p>	
3C. Practical and professional skills	
<p>C1 an ability to present, evaluate and interpret models, concepts and theories and discuss them orally with their peer group in formal classes and tutorials</p> <p>C2: use appropriate analytical and problem solving techniques to enhance advocacy skills</p>	
3D. Key/transferable skills	
<p>D1 an ability to think logically and systematically in problem solving activities</p> <p>D2 Working in groups, actively participating in groupwork</p> <p>D3 To demonstrate/understand how to use IT as a vehicle for e-learning through work on the VLE and online resources</p> <p>D4 To write an essay with appropriate referencing that shows the ability to analyse and to construct a plausible, well-substantiated argument.</p> <p>D5 To show the ability to reflect on your learning through the module, and to present a piece of written work which has been revised in the light of feedback from your tutor</p>	

4. Programme Structure

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
Introduction to the English Legal System	30	[no optional modules are offered]	
Civil Liberties and Human Rights	30		
Employment Law	20		
Law, Rights and the Body	20		
Anti-discrimination Law	20		

Students will study two (30 credit) modules in semester 1 and three (20 credit) modules on the full-time route. On the part-time route over two years the students will undertake either one (30 credit) module or two (20 credit) modules in a semester.

Part-time study:

Those part-time students completing the programme over two years complete the modules as follows:

Year 1

SEMESTER 1: English Legal System 30 credits
SEMESTER 2: Anti-Discrimination Law 20 credits

Year 2

SEMESTER 1: Civil Liberties and Human Rights 30 credits
SEMESTER 2: Employment Law 20 credits
Law Rights and the Body 20 credits

Final award – on successful completion of all five modules, students will be awarded a **CertHE in Law and 120 credits at Level 4.**

5. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

The Programme has a strong track record for preparing students to be accepted onto LLB Programmes with 12 progressing from the 2012/13 cohort and 3 to other degree courses. Of the previous cohort 11 progressed to further law study.

This is in line with the College's mission and demonstrates the Programme prepares students have not succeeded in their application to law Programmes on their previous academic qualifications alone. This allied with the College's relatively small class size and intensive tutorial support provides the student with a highly effective educational experience.

The Ruskin tutorial system provides full time students with one hour- long tutorial per week in groups of 3 or 4, where they present the work for formative assessment and allows

individual reflection on the core class content to clarify understanding. These run alongside personal one to one tutorials, which give the students the opportunity to discuss issues of a more personal or sensitive nature.

At the beginning of the academic year an “integrated session” is timetabled giving the students opportunity to focus on their individual learning plans, meet with members of the learning development team and receive a study skills workshop.

This programme has been designed to incorporate the seven areas of performance for law as set out in the QAA Law Subject Benchmarking Statement it is recognised that as a one-year CertHE programme the extent to which some of these areas are met will be appropriate for the CertHE Level 4 programme. In particular, the number of areas of substantive law studied will be limited as will the depth to which subjects normally taught as a level 5 or 6 LLB subject (e.g. Employment Law) will be covered.

In designing the programme, the aim has been to introduce students to the study of law and legal method (including the study of substantive areas of law) and enable them to develop intellectual and key skills to a standard of at least first year undergraduate level.

In some cases and for some students the level achieved will be considerably higher.

Feedback from the External Examiner in her most recent Report praised the Programme for its excellent quality of teaching and variety of assessment. She also praised the content of the curriculum describing it as “varied, appropriate and nicely provocative to pique interest” which clearly engages students.

6. Support for students and their learning

6.1 Teaching on the programme is delivered in classes of approximately 20 students supported by tutorials with normally 3 students in a group. Additionally, every student at Ruskin is allocated a personal tutor from the course team monitoring the progress of students, providing advice and guidance and suggesting other forms of support as appropriate.

6.2 Learning support and study skills, encompassing study support for disabled students is an area of undoubted strength at Ruskin, with the Ruskin tutorial system and specialist learning support services adding up to comprehensive and highly individualised support for students. The Learning Development Team has been expanded to include a Learning Development Staff and an Adult Literacy and Numeracy Tutor. Every HE student at Ruskin undergoes an initial assessment of their basic skills and learning needs.

6.3 This is particularly important in view of the lack of formal educational qualifications and prevalence of past underachievement. Where a student is diagnosed as dyslexic, or as having another disability need, tutors are informed of the ways they can help support the student better (with their students consent). This dedicated and whole-College approach to support explains the success of some disabled students at Ruskin who had previously not achieved elsewhere.

6.4 The College Counsellor is introduced to students during induction. The confidential support offered encompasses short-term, focused individual work, as well as longer-term personal support. During their time at Ruskin, many students access the service to assist them to cope with the challenges of studying or of living in College, or with problems impinging from their outside or earlier lives. The College Counsellor meets students in their first term. The counselling service that the College provides has been taken up by older earners in the past and has provided an invaluable service in providing them with

strategies for managing stress and coping with living communally. Telephone counselling is also available for students who are not able to make an appointment in person.

6.5 The Academic Registrar offers advice to applicants and current students about financing their studies, meeting their accommodation and childcare needs, and coping with personal and social issues. Older learners may face additional funding difficulties when considering higher education beyond the CertHE level and the Academic Registrar is a valuable resource for advice and guidance, alongside Head Start, the adult careers advice service.

7. Criteria for admission

Applicants for programmes at Level 4 – 6 (Certificates of Higher Education, Foundation Degrees and BA) (from the College's Admissions Policy)

3.1 All Level Four applicants will be required to take a test to determine their literacy level. Students who achieve a literacy score below Level 3 will be required to work on their literacy in addition to their academic studies. Applicants who already hold the equivalent of GCSE English (Grades A* - C) or A or AS level English Language, English Literature, or English Language and Literature (Grades A – E) will not be required to sit a literacy test.

3.2 Ruskin College will request two references for all successful Level 4 - 6 students who have been given a conditional offer and will also require medical clearance. Ruskin College does not make unconditional offers. The two references and the medical clearance must be received before enrolment unless the College states otherwise. In exceptional circumstances, where both references and/or the medical clearance have not been received but enrolment has been allowed, all must be received no later than the end of the first term of study or the student's place on their programme of study may be withdrawn under the Probationary First Term Policy (see Learning and Support Handbook).

3.3 Additional conditions may be stipulated by the interviewing tutors and approved by the Academic Registrar.

3.4 Ruskin College will insist that enhanced Criminal Record Bureau checks are made on applicants to the BA Social Work and BA Youth and Community Work programmes. Certain convictions will lead to a refusal of a place on these programmes at the College's discretion and others will be carefully considered before a decision is made. Applicants to the Foundation Degree in Writing for Performance may also be asked to comply with an enhanced Criminal Record Bureau check and the outcome may limit the range of placements available during Level 5 of the programme.

3.5 Existing Ruskin College students applying to progress from Level 4 to Level 5 are required to meet the relevant criteria and to follow the internal progression admissions procedure.

8. Language of study

8.1 English

8.2 International learners are welcomed on the basis that their communication skills in English are demonstrated prior to enrolment (to a minimum level of IELTS 6.0 or TOEFL 550 – 600) and that previous qualifications gained can be equated to a United Kingdom

qualification.

9. Information about assessment regulations

9.1 Assessment regulations can be found in the Regulatory Framework

9.2 Module handbooks contain more detailed marking criteria for the range of assessments used.

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

10.1

- End of year meetings to compile the annual monitoring report
- Meeting/s with the external examiner at examination board
- End of module and end of year feedback from students via the module evaluations and cross College survey
- Drawing up action points arising both from annual report, external examiners' report and discrete modules that are monitored at the Law &ILTUS Programme Board.
- Input of academic reviewer installed by the CICP, as appropriate
- Tutor attendance at best practice sessions and other CPD events organised internally
- Tutors' participation in external CPD especially conferences, writing of papers /books, attendance at seminars, reviewing articles for journals etc.
- Effective peer observation of teaching and learning (OTL) scheme operating in the College
- Tutors bringing critical self-reflection gained from their work as external examiners in other institutions / experience of teaching in other institutions
- Monitoring of above through annual staff development report drafted by the General Secretary and discussed at AQSC with action points for implementation in following year.
- Teaching staff are expected to a member of IFL and encouraged to apply to become a Fellow of the HEA.
- Teaching staff are encouraged to complete PhD programmes in order to fulfil a specific research interest and enhance their own teaching practice.

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes												
		A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	D3	D4	D5
4	Introduction to the English Legal System	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	Law, Rights and the Body	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
	Employment Law	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	Civil Liberties and Human Rights	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
	Anti-discrimination Law	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.