

Template C4



Programme Specification

Title of Course: *LLB (Hons) Law and criminal justice*

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Version number	6
Faculty	Faculty of Business and Social Sciences
School	School of Law, Social and Behavioural Sciences
Department	Department of Criminology, Politics and Sociology
Delivery Institution	

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	LLB (Hons) Law and criminal justice
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Cert HE Law and Criminal Justice Ordinary degree Law and Criminal Justice Dip HE Law and Criminal Justice
Course Code <i>For each pathway and mode of delivery</i>	UPLCJ1LCJ20 UFLCJ1LCJ20
UCAS code <i>For each pathway</i>	N/A

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Full-time Part-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Full-time - 3 Part-time - 6 With Professional Placement - 4
Maximum period of registration:	Full-time - 6 Part-time - 12 With Professional Placement - 8
Entry Requirements:	The minimum entry qualifications for the programme are: From A levels: 112-128 UCAS tariff points BTEC National: DDM Access Diploma: Pass (60 credit courses. 45 out of 60 credits have to be at Level 3. In the Level 3 credits, 15 distinctions and 21 merits are required) A minimum IELTS score of 6.5 or equivalent, with a minimum of 6 in all components is required for those for whom English is not their first language. Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the Course team. Intake is normally in September.

	Applications for Recognition of Prior Learning may be made through the University Admissions Department and is at the discretion of the course team. For some optional modules on this course Disclosure and Barring Services (DBS) clearance may be required.
Programme Accredited by:	N/a
QAA Subject Benchmark Statements:	Law 2023 Criminal Justice does not have a separate subject benchmark. It is a subsection of both Criminology and Social Policy. Criminology 2022 and Social Policy 2019
Approved Variants:	Students may take up to four 15-credit modules at level 5 and 6 rather than the regulatory maximum of two 15-credit modules per level. This allows for the development of new modules reflecting staff specialisms and allows students greater choice across the curriculum and the ability to develop interests in a wider range of areas
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The LLB (Hons) Law and Criminal Justice programme provides a combination of the foundations of legal knowledge with specialism in the field of criminal justice. It is a comprehensive course designed for students interested in pursuing a career in the legal profession (the course covers the Foundations of Legal Knowledge which meets the requirements of the professional bodies for the academic stage of legal education) as well as in the Criminal Justice System (e.g., the police, prison or probation services) or associated areas (such as advocacy, youth work, private security or criminal justice policy-making).

Students on this programme will develop a comprehensive understanding of the institutions, processes, and legal foundations of the English Legal System in England and Wales as well as a critical understanding of the criminal justice system, criminal justice theories and debates and to make connections between theories of crime, victimization, and crime control.

An important feature of the course is its emphasis on the application of knowledge to real-world situations. Students engage in case studies, debates, research, and problem-solving exercises to develop practical skills relevant to the law and criminal justice field and future employers. The programme further aims to provide students, and graduates, with the self-determination they need to reach their goals, and the knowledge and skills that will serve them well in the future. It enables students to develop the general transferable employability skills which graduates should be able to apply in any situation. Therefore, the programme provides a wide range of career opportunities.

To give students the best platform for securing employment, there is a wide range of opportunities for students to become involved in real-world learning, through co-curricular and extra-curricular activities. Guest speakers from professional backgrounds provide valuable insights into the work of law professionals and criminal justice, enhancing students' understanding of the field. The course also takes advantage of the location of Kingston University, at the heart of a vibrant London Borough, to encourage students learning through field visits, internships, and placements. The Crown Court, prisons and police services are readily accessible from Kingston University; the area is also home to the local authority, as well as campaign groups and charities. In addition, students enjoy easy access to central London, and important legal institutions, such as the Supreme Court of England and Wales, the Houses of Parliament, the Royal Courts of Justice, and the Old Bailey, which are nine miles away.

Students have the option of studying abroad or working for a year between Levels 5 and 6. Students who attend a period of study abroad gain a great deal from the experience, particularly regarding diverse cultures and living in a different country. Students who do a year-long work placement gain invaluable experience, as well as the opportunity of developing employability skills, and to explore careers they may be interested in pursuing after graduation.

The programme prioritises inclusion and diversity, and students are provided with a high level of support so that they can achieve their potential.

Students also take part in the three tiers of the Future Skills Programme of Kingston University. As part of the university-wide strategy, Navigate, Explore and Apply are embedded within modules which scaffold the development students' skills, knowledge, and confidence that will make them sought-after students, as per the aim at the heart of the [Town House Strategy](#).

Key modules for Future Skills: English Legal System and Method, Exploring EU Law, Law in Context.

These modules offer students a chance to further develop skills for a professional working environment. The course thereby seeks to ensure students are well equipped to progress to graduate career opportunities in the professions.

The Bar Standards Board, in its current QAA Subject Benchmark Statement for Law, requires all applicants for the vocational component (the Bar Training Course) to have completed the seven foundations of legal knowledge as part of their law degree. The seven foundations of legal knowledge are: Criminal Law, Equity & Trusts, Law of the European Union, Obligations 1 & 2 (Contract and Tort), Property/Land Law, and Public Law (Constitutional Law, Administrative Law and Human Rights Law). Throughout the course, students progress through levels of study covering the seven foundations of legal knowledge.

These modules front the programme at Levels 4, and 5:

Future

Law of Contract (L4)

Public Law (4)

Law of Tort (L4)

Land Law (L5)

Criminal Law (L5)

Exploring EU Law (L5)

The programme expands at Level 5 and 6 to consider aspects of criminal justice, practice, and procedure.

At Level 5 students take the core module in CM5xxx Criminal Justice: Policing, Prison and Probation. This offers a critical look at two core institutions of the criminal justice system – the police service and the prison service.

At Level 6 students complete the final core module among the foundations of legal knowledge (Equity & Trusts). They also undertake an independent project on a topic of their choice related to criminal justice (Law in Context). As well as developing specialised knowledge, this module also builds student confidence in research skills, project management and the presentation of information. Level 6 affords a range of options that allow students to broaden their knowledge and understanding of criminal justice and law in specialised areas.

By the end of the course, students will have developed a comprehensive understanding of the English Legal System and the criminal justice system and will have acquired practical skills and experience relevant to real-world settings and employment.

Summary of Course Aims:

The LLB (Hons) Law and Criminal Justice programme has the following general aims:

- To prepare students for pursuing a career in the legal profession (the course covers the Foundations of Legal Knowledge which meets the requirements of the professional bodies for the academic stage of legal education) as well as in the Criminal Justice System (e.g., the police, prison or probation services) or associated areas (such as advocacy, youth work, private security or criminal justice policy-making).
- to enable students to develop a comprehensive understanding of the institutions, processes, and legal foundations of the English Legal System in England and Wales

- equip students with a comprehensive and critical understanding of the criminal justice system, criminal justice theories and debates, and them to make connections between theories of crime, victimization, and crime control.
- to support students in developing analytical skills that will enable them to describe and critically evaluate the development of the law, criminal justice policy and the administration of the law and criminal justice in national and international contexts.
- to enable students to develop the general transferable employability skills required to secure and excel in graduate-level employment, research, further study, and lifelong learning in line with the University strategy on Future Skills.
- to enhance students' ability to recognize, demonstrate, and effectively articulate their skills in the context of law, criminal justice, and other professions.
- to provide students with opportunities to acquire practical experience and professional connections relevant to the legal and criminal justice systems and beyond.
- to provide the opportunity for a period of study abroad or a year work placement.

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks indicated (Criminology 2022, Social Policy 2019, and Law 2023) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014). They relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the areas indicated below.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Understand the fundamental doctrines and principles which underpin the law of England and Wales; demonstrate a knowledge of the sources of that law, and how it is made and developed; communicate a comprehensive knowledge of the institutions, processes and legal foundations of the Criminal Justice System in England and Wales	B1	Describe and analyse information, data, and evidence to construct clear logical and critically informed arguments.	C1	Information, Communication and Technology <ul style="list-style-type: none"> • Use ICT to present text/numerical information and images. • Be able to make appropriate use of electronic communication. • Produce a document that incorporates and combines different types of information. • Search for, retrieve and store information using ICT resources • Use on-line communications systems, including the learning management system, to obtain and send information
A2	Understand the doctrines and principles which underpin the specialised areas of law and appreciate the social and other pressures that shape the development of the law, including societal problems associated with crime.	B2	Identify, contextualize, and critically evaluate problems, laws, and policies.	C2	Project management and problem solving <ul style="list-style-type: none"> • Collect information from primary and secondary sources selectively • Read, select, extract, and collate information from written, spoken, or other appropriate sources • Employ ethical sensitivity

					<ul style="list-style-type: none"> Evaluate and present information in suitable formats Be able to appreciate issues of selection, accuracy and uncertainty in the collection and analysis of information.
A3	Demonstrate a critical understanding of key concepts and theoretical approaches which have been developed in relation to law, crime, victimisation, and responses to crime through the criminal justice system.	B3	Deconstruct, explain, and critically evaluate theoretical concepts, ideas, and arguments.	C3	Deconstruct, explain, and critically evaluate theoretical concepts, ideas, and arguments.
A4	Acquire intellectual and practical skills needed to research on specific matters and to analyse both statute and case law and apply it to the solution of legal problems and criminal justice topics.	B4	Formulate questions, Undertake systematic management of empirical data and complex factual information and develop the capacity for abstract manipulation of complex ideas and appropriate problem-solving techniques.	C4	<p>Teamwork & Interpersonal Skills</p> <ul style="list-style-type: none"> Work effectively with others to achieve a goal Be an effective and communicative member of a team Work as part of a team Review and evaluate progress of groups and collective performance Identify ways of improving the performance of groups and their own contribution to groups.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

The outline programme structure for LLB (Hons) Law and Criminal Justice is set out in the table below. Full details of each module are provided in module descriptors and student module guides.

Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for several reasons, such as low student demand or staff changes, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these circumstances arise.

The optional modules at level 6 allow students to broaden their understanding of a range of issues relevant to law and the criminal justice system. The coherence of the course is maintained through the core modules, and all programme learning outcomes key skills and graduate attributes are developed through the core modules.

LLB (Hons) Law and criminal justice

Level 4							
LLB (Hons) Law and criminal justice							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
English Legal System and Methods	LL4301	30	4	TY13		1	1
Law of Contract	LL4302	30	4	TY13		1	1
Law of Tort	LL4304	30	4	TY13		1	1
Public Law	LL4303	30	4	TY13		1	1
Optional Modules							

Progression to Level 5

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Law and Criminal Justice.

Level 5							
LLB (Hons) Law and criminal justice							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Criminal Justice: Policing, Prison and Probation	AUG-24-07719	30	5	TY13		2	2
Criminal Law	LL5302	30	5	TY13		2	2
EU Law	LL5303	30	5	TY13		2	2
Land Law	LL5301	30	5	TY13		2	2
Optional Modules							

Progression to Level 6

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6.

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Law and Criminal Justice.

Sandwich programmes

The LLB Law and Criminal Justice offers the opportunity of a year-long placement or study abroad between Levels 5 and 6.

Level 6							
LLB (Hons) Law and criminal justice							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Equity and Trusts	LL6187	30	6	TY13		3	3
Law in Context (Apply)	AUG-25-07720	30	6	TY13		3	3
Optional Modules							
Alternative Dispute Resolution	LL6607	30	6	TY13		3	3
Applied Social Science	AUG-25-07724	30	6	TY13		3	3
Criminology and the Law	CM6008	15	6	TB1		3	3
Drugs and Criminal Justice	AUG-25-07726	15	6	TB1		3	3

Evidence and Miscarriages of Justice	AUG-25-07723	15	6	TB2		3	3
International Criminal and Human Rights Law	LL6603	30	6	TY13		3	3
Justice in Principles and Practice	AUG-25-07725	30	6	TY13		3	3
Migration in a Global Context	SO6036	15	6	TB2		3	3
Youth Justice	AUG-25-07722	15	6	TB1		3	3

Level 6 requires the completion of

Students exiting the programme at this point who have successfully completed 120 credits at level 5 and at least 60 credits at level 6 are eligible for the award of Ordinary degree in Law and Criminal Justice. Students exiting with 120 credits at level 6 will be eligible for the award of LLB (Hons) Law and Criminal Justice.

D. Principles of Teaching, Learning and Assessment

Our students come from diverse academic and social backgrounds and their learning and skills development needs vary accordingly. To reflect this, the Law and Criminal Justice programme has been designed around KU Curriculum Design principles and Inclusive Curriculum Framework. The programme's learning and teaching strategy has a wide range of methods of teaching but there is an overarching aim of creating for students a sense of active and productive participation in an academic community committed to the understanding of law and criminal justice.

The curriculum has been designed with a clear path of progression for academic skill development and application in critical reading, writing, presentations, digital literacy, research, reasoning, and independent study leading to an ability to produce new knowledge. Graduate attributes are also developed and refined in the process, especially but not exclusively through core modules. This means that upon completion of the course students should have skills in creative problem-solving, they should have a questioning mindset, be enterprising and able to work collaboratively. They should have digital competency; be adaptable, resilient, empathetic and self-aware.

A sense of cohort identity is developed and strengthened through fieldwork exercises in small teams, visits, group projects and tutor meetings. Real life applications of subject specialisms are built into the programme through practitioner engagement in teaching, academic staff's own research informed teaching, analysis of real-life case studies, live assessment briefs, and placements and internships.

Resources are aimed at encouraging students at the start of their studies to develop appropriate methods of working, including preparation, attendance and participation in sessions, and discussion with peers, and to make the best use of the learning resources available to them, which include library and electronic materials. In addition, to support success in the modules, guided independent study is supported by Canvas, the University's

virtual learning environment, and the Library. As students' progress through the Course, it is expected that they will become increasingly capable of managing their own learning.

Students on the Law and Criminal Justice programme are also encouraged to participate in the wider criminology disciplinary community undertake voluntary roles in law and criminal justice organizations, and attend extra-curricular activities such as research seminars and Departmental events.

Research Informed Teaching

Most of the course team are research active and/or are involved in policy and evaluation related professional activities, through Knowledge Transfer Partnerships or other direct involvement with government or third sector organisations. These activities play a major part in informing the course design and curriculum content. For example, several staff have knowledge transfer relations with police forces and their research has informed police practices. Other staff come from practitioner backgrounds including the probation service, NGOs, and legal services.

Staff also engage widely with the research and development of ideas in teaching and learning in Higher Education and into wider pedagogic issues which will then feed through to support student learning and engagement in the programme, both formal and extra-curricular.

The Personal Tutor Scheme

All students are assigned a personal tutor at the beginning of their first year with the intention that they will stay with the student throughout the degree.

The Personal Tutor Scheme has been designed to support students in the development of their academic skills by providing appropriate advice and guidance to students throughout their studies with the purpose of helping them become self-reliant and confident self-reflective learners. The individual relationship with a personal tutor is a key element in the monitoring of student progress and welfare across the course feedback is provided during scheduled and regular meetings. In the first-year personal tutors are particularly important in helping students make the transition to higher education and the demands of more independent learning by encouraging self-reliance and boosting confidence. Personal tutors play a key role in facilitating the delivery of the Future Skills programme at Level 4 by supporting the Navigate pathway. In the second and third year the personal tutor is there for students to guide them through their study programme choices, to work with them on making the best use of their feedback and to play an active role in planning their post-graduation future. This will be further extended through the Explore and Apply pathways of Future Skills.

Technology Enhanced Learning

Canvas virtual learning environment provides excellent opportunities for designing and delivering a wide range of innovative technology enhanced learning tools to enable students to link their 'personal' digital worlds to 'public' academic worlds. Links to online resources are frequently used – for example, to TED talks or Box of Broadcasts. Reading resources are made available to students on My Reading List and wherever possible resources are provided in electronic format as well as hard copy in the classroom. Additionally, staff use a variety of technologies such as Mentimeter and Padlet to enhance engagement; MS Teams is used for supporting contact with students and recording of support videos too. This enhances accessibility for students who wish to review classroom content. Accessibility is further enhanced with this technology where transcripts and captions are provided. Staff also keep abreast of innovations in technology – such as AI programmes – via the University's LTEC resources. The constant use, updating and teaching of a variety of technologies mean that students develop digital competence as a graduate outcome.

Assessment

The overall assessment regime for the course is designed to help students learn and to demonstrate that they have met the learning outcomes of the programme and of each level of study. A range of assessment strategies are used to encourage skills and to accommodate students' different learning styles throughout the programme. Learning outcomes to be assessed include knowledge and understanding, cognitive skills and key skills.

Methods include:

- Examinations (end-of-module, time-constrained assessments within a controlled setting), which may take a variety of forms, including unseen, open book, or pre-released papers
- Individual and group presentations
- Various forms of written assessments (individual and group), including portfolios
- A wide range of practical assessment

In line with the University strategy, where possible, assessments are directly relevant to employment and other 'real world' settings are used. Examples of authentic assessments include: report writing, case study reviews, policy documents, simulations of alternative dispute resolution methods, Hackathons, presentations and podcasts, which help students develop practice skills relevant to the workplace.

All assessments in the programme are reviewed by the course team to ensure level parity and prevent overlap or duplication prior to being sent to External Examiners for information.

The Assessment Co-ordinator ensures that assessment is spread throughout the year. Feedback is provided by module tutors in a variety of forms, including written, oral and peer led. Emphasis is also placed on feeding-forward, to ensure that undergraduates obtain feedback from both formative and summative assessments that they can carry forward to their next piece of work. Assessment continues throughout the Course, with undergraduates building up their knowledge and skills as they progress from year to year.

All modules provide explicit formative opportunities, including self-evaluation, for practice and constructive 'feed forward' which help students reach their full potential in summative assessment. Indicative examples of this include seminar and workshop sessions working through practice questions, peer critiquing drafts, reviewing 'model' answers and past essays.

Academic Skills

The development of academic skills is woven throughout the course and assessed both formatively and summatively. In the first year there is an emphasis is on developing basic research, information retrieval and study skills, and where necessary to provide additional support from the Faculty's Academic Skills Centre and the University' English for Academic and Professional Development programme, or other tailored support. At subsequent levels students strengthen their analytic, interpretative and communication skills and by graduation demonstrate the problem-solving, evaluative, and reflective skills intrinsic to the discipline and the graduate attributes needed for self-managed, lifelong learning.

E. Support for Students and their Learning

Students are supported by:

- Module leader for each module

- Personal tutor to advise on academic and non-academic issues. Personal tutors are a key point of contact for support on the Future Skills programme including the Navigate, Explore and Apply pathways
- Course Director to help students understand the programme structure
- Technical support to advise students on IT and the use of software
- Student Hub to help with administrative matters
- An induction programme at the beginning of the programme, and reinduction at the beginning of levels 5 and 6
- Course Representatives and Student Voice Committees to raise points of student concern at the course level
- Business and Social Science Academic Skills Centre
- University' English for Academic and Professional Development programme
- Canvas – a versatile online interactive intranet and learning environment.
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support, etc...
- Students with disability - student support
- The Students' Union
- Careers and Employability Service
- Placement Tutor and support team to meet with the students on a placement year
- Guest speakers to ground academic learning in real world contexts
- The Social Science Café which delivers a range of events to enhance community belonging and encourage graduate employment.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision.

These include:

- internal and external programme validation
- Internal and External examiners
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

Careers and employability are at the heart of this programme to help students into graduate jobs. Examples of graduate destinations include the legal professions (solicitor, barrister) and within the criminal justice system include the police, the prison and probation services, advocacy, youth work, and criminal justice policymaking. Beyond this, the degree sits with other social science programmes to give entry to further postgraduate study, including vocational qualifications such as social work or teaching; as well as other spheres of employment in areas such as human resources, civil service, local government and policymaking, social research, and other people related professions.

To help ensure students are aware of graduate jobs relevant to their degree a range of activities have been designed to inform and inspire students. For example, our Social Science Café offers Q&As with professions, sessions with alumni, and events on postgraduate studies. We have a Legal Advice Centre, an annual Law Fair, a general careers festival, arrange field visits to employers (such as law firms, courts and prisons), encourage students to participate in the Elevate and Beyond Barriers Mentoring Scheme and engage with the Kingston Award.

A unique feature of the programme compared with those in other institutions is the Future Skills strategy. We embed employability at the core of the curriculum. Level 4 students are introduced to the importance of graduate attributes at the first tier of Future Skills – Navigate. At this level the emphasis is on learning skills to define and research legal issues and to reflect on personal strengths and areas for development in relation to graduate attributes.

At Level 5 students build on Future Skills. The Explore learning outcomes are embedded in the Exploring EU Law module where students complete a Hackathon task, with the support of the Employability Team, and learn to analyse a complex issue, research different elements of this, and work collaboratively in a group to find solutions and present information. Additionally, students on this module draw on their research to present their ideas at an Academic Assessment Centre run through the Faculty. As part of the assessment for this module students reflect on this experience and their personal development.

At Level 6 students complete the Future Skills journey through the Law in Context module, which requires them to Apply their learning through research and a practical task (project) or a dissertation. Additionally, during this module students can also develop a strong basis on which to apply for graduate jobs after completing their course.

As well as these core modules, other modules further employability skills and graduate attributes. Modules frequently have guest speakers from our Alumni and professional practice who demonstrate the link between classroom learning and the practice of law and criminal justice activities. Students have an opportunity to undertake a year-long placement between Levels 5 and 6.

The LL6xxx Law in Context and SO6037 Applied Social Sciences encourage students to engage with real-life professional experience through individual projects, internships and placements – although it is the responsibility of individual students to source and secure such internships and placements, finding appropriate employers and organisations is supported by the Faculty Placement Team. Internships and placements allow students to reflect upon their personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Further activities such as involvement in the Legal Advice Centre and a cross-examination court exercise taking place in collaboration with Forensic Science also support such development.

Modules frequently have guest speakers from professional practice who demonstrate the link between classroom learning and employment. We also intend to have an Industry and Practitioner Reference Panel recruited to this programme to advise on future curriculum developments and foster placement activities.

Finally, we have a range of measures to prepare students at level 6 for transitioning into careers. Personal tutors meet with their tutees in teaching block one to discuss their plans and encourage students to sign up for the Graduate Community. Personal tutors provide academic references for potential employers. Students are also encouraged to engage with

the Graduate Internship Programme offered by KU's Placement and Partnership team, and to engage in Faculty and University employer-engagement events

Work-based learning, including sandwich courses and higher or degree apprenticeships

n/a

H. Other sources of information that you may wish to consult

The benchmark statements for this course are primarily situated in the benchmarks for Law 2023 and Criminology 2022. There is some overlap with Social Policy 2019 benchmarks too. Other sources of information include:

- [The course page on the KU website.](#)
- British Society of Criminology.
- Solicitors' Regulation Authority (SRA)
- Bar Standards Board (BSB)
- Kingston Law Department

J. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are summatively assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4				Level 5				Level 6												
	LL4304	LL4301	LL4302	LL4303	LL5302	LL5303	LL5301	AUG-24-07719	AUG-25-07720	AUG-25-07722	AUG-25-07723	CM6008	LL6187	LL6607	LL6603	SO6036	AUG-25-07724	AUG-25-07725	AUG-25-07726	AUG-25-07727	
Knowledge & Skills	S	S	S	S		S	S	S	S	S	S	S	S	S	S	S		S	S	S	S

Understanding	A2	S		S	S	S	S	S	S	S	S	S	S	S	S		S	S	S	S
	A3		S				S	S		S		S	S		S	S	S	S	S	S
	A4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Intellectual Skills	B1	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	B2	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	B3		S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	B4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Practical Skills	C1	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	C2	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	C3	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	C4		S			S	S		S	S	S						S			S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.