CILEx Regulation
Alternative Route to Advanced Practice Rights

Online Study from September 2022

Module Demands Document

June 2022

Introduction

This document is produced by The University of Law (the University) to provide information about the demands of the modules for prospective students. Detailed questions about the extent of adjustments which may be made for students with support requirements should be addressed to the Disability Support and Inclusion Service. This document may be made available to medical practitioners who may be asked to provide a professional judgement on the ability of an applicant to complete modules.

The information included is an indicative guide for the online delivery commencing in September 2022. Students who enrol on modules will be subject to the regulations in force at that time.

This document covers the requirements of the module/s.

Support for Students

University of Law Inclusion Plans (ULIPs)

The University has a dedicated Disability and Inclusion Service to assist students in accessing modules. We encourage students to share information about disabilities and health conditions with the University as early as possible and preferably prior to starting a module so that adjustments can be put in place as early as possible.

Medical and / or diagnostic evidence should be provided along with confirmation of any Disabled Students' Allowance (DSA) funding. Upon receipt of this information the Disability and Inclusion Service will create a University of Law Inclusion Plan which will detail any module and exam / assessment adjustments. These are then communicated to campus-based Disability Liaison Officers, tutors and assessment offices to implement the adjustments.

The University is able to provide diagnostic assessments with an Educational Psychologist for students suspecting a Specific Learning Difference (SpLD) for example: Dyslexia, Dyspraxia, and Dyscalculia. The student will incur a small contribution fee of £75. Once completed the Disability and Inclusion Service can put in place a University of Law Inclusion Plan detailing the relevant adjustments to module/s and assessments.

The Disability and Inclusion Service can advise you on how to obtain DSA, we recommend you apply as soon as possible. If you are eligible you can apply for Disabled Student's Allowance https://www.gov.uk/disabled-students-allowances-dsas.

For more information please visit our disability micro-site

http://www.law.ac.uk/disabilitysupport-service/ or contact disabilitysupportservice@law.ac.uk

Study Skills Support

All students can access the Skills4Study online resources via our interactive virtual learning environment, ELITE. Students can also access webinars and workshop sessions and individual one to one sessions with our Study Skills Advisors. For further information contact studyskills-online@law.ac.uk

Modes of Study

Online only. There is no on-campus delivery of any module.

Study Locations

Modules	Birmingham	Bristol	Chester	Exeter	Guilford	Leeds	Liverpool	London Bloomsbury	London Moorgate	Manchester	Newcastle	Norwich	Nottingham	Reading	Sheffield	Online
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Summary of Key Learning Outcomes

This is an additional route by which CILEx regulated Fellows can achieve authorisation to work in specialised areas.

This Module Demands Document provides for modules delivered in Civil Litigation, Conveyancing, Probate and Family Law, whether taken as a course of study with assessment, or assessment only.

Preliminary Knowledge

All applicants need to have been authorised as a Fellow of CILEx for a minimum of 5 years and, in relation to experience, they can either: a. demonstrate 2 years Qualifying Employment in the area of practice using the current Qualifying Employment process, or b. they can complete the accredited training in this scheme. CILEx will validate applicants' eligibility.

It is intended that this ULaw training would provide applicants with evidence for the Qualifying Employment part where the applicant has not been working in the area of practice for at least 2 years prior to applying for practice rights. Therefore, applicants who have been working in the area of practice for over 2 years can also elect to undertake the training in place of completing the Qualifying Employment application.

Each module is equivalent to a 20 credit module at Level 7 of the QAA Higher Education Framework for Degree Awarding bodies. This enables the University to award Master's level credit

for successful completion of each module and assure CILEx Regulation of the standard achieved. It would also enable progression for CILEx members from the Level 6 qualification attained as a Fellow and would give recognition to the 'specialisation' achieved through additional study, avoiding any suggestion of duplication in qualification.

It is unlikely that CILEx members will study more than two modules due to the specialised nature of their employment. However, assuming successful completion of two modules, a transcript would be issued recognising 40 credits which could form the basis of recognised learning towards a ULaw Masters programme. The 40 credits alone therefore would not lead to an award.

Pre-Module Demands

None, save for eligibility requirements as above. Delivery will commence with an induction period with recorded events introducing students to the learning methodology, assessment nature and also the wider support community within the University (full access to library, welfare and support services, membership of the Online Campus).

Learning Environment

For those students taking the course of study as well as the assessment, each module follows the University's learning and teaching strategy and provide a blend of learning activities to facilitate student learning. The basis will be the Prepare, Engage and Consolidate structure used commonly across the University's Online law programmes as a proven model of delivery.

Units are delivered asynchronously (i.e. not live-streamed) online and focus on the performance of activities and practical tasks, using proven elements to aid students' understanding and retention, and supported by regular feedback.

They are also supplemented by a programme of some recorded lectures (not weekly) (taken from LPC resource as appropriate).

To assist students to understand the learning process and to navigate the various elements of the learning cycle, a module guide is produced for each element of the curriculum.

Attendance requirements

None. The modules are delivered online only and assessed online.

Assessment Demands

If appropriate medical evidence is accepted (a minimum of four weeks prior to the start of any assessment period), we may be able to provide adjustments for assessments including re-scheduling assessments to avoid more than one on any one day. As part of the University's commitment to an inclusive learning environment, we anticipate the needs of our students and

design the coursework tasks to have sufficient time for most students, this includes students with SpLDs. A SpLD is generally not considered a sole justification for granting coursework extensions and coursework extensions are only granted in exceptional, evidenced circumstances.

The University operates a fit to sit policy, which means that students who attend an assessment are deeming themselves to be fit to sit that assessment. It is therefore not possible to submit a concession application for impaired performance for an assessment that has been sat, unless there was a procedural defect in the conduct of the assessment.

Professional Body Assessment Requirements

There is no expectation that the training would deliver the same outcomes as a sustained period of relevant practical experience in the practice area. Relevant experience will be assessed by CILEx Regulation through the application process. CILEx expects the training to focus on the core knowledge and skills required for competent and safe practice in the practice area and have the following outcomes which would be assessed in the assessment:

Level 7 knowledge of the law and practice in the specialist area; and

Competence in the relevant skills for the specialist practice area: client care, research, drafting, letter writing & interviewing and advising

Assessment and learning adjustments

If you have any queries regarding support or adjustments whilst studying at the University of Law please contact the Disability and Inclusion Service on disabilitysupportservice@law.ac.uk or 01483216657.

Time limits for Completion

5 years from module enrolment.

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Summary of Assessment Demands

There are two components to the assessment of each module:

(a) A 2 hour skills assessment comprising of a client interview followed by appropriate written communication to the client or other (e.g. dependent on case study, letter of advice or letter before claim, instructions to expert draft witness statement); and

(b) A 90 minute MCQ-only closed book assessment, invigilated online.

Assessment (a) is marked on a Competent/Not Yet Competent basis and Assessment (b) will result in a percentage mark.

Both assessment components must be passed to pass the module. The assessment components may be divided but there is no division within a component.

A formative assessment is provided for the skills component for students taking a course of study with the assessment. For the knowledge/MCQ component, Test Your Knowledge (Test & Feedback) exercises are built into the learning materials providing students with module-long formative assessment experience. For students taking the assessment only variant, they are provided with the formative assessment material to assist awareness of format and style, but they do not have a formative assessment appointment.

All assessment will be conducted online. The skills assessment will use Blackboard Ultra Collaborate for the oral skill and Turnitin for written submission. The MCQ element will use the Respondus lockdown browser or Zoom/equivalent for invigilation. The MCQ component only may be provided as a specific DIS adjustment as an on-campus sit.

Digital and technological resources and requirements

Introduction

For general computer hardware, students are recommended to have access to a computer which can access the latest browsers (see below). This will enable them to access wider institutional software, including Microsoft OneDrive, Blackboard Collaborate Conferencing System, Panopto Multimedia Player and the Library Systems. The computer (laptop or desktop) should be multimedia enabled with a webcam. Students are also recommended to have a headset with built-in microphone.

What is an illustrated (Minimum) specification?

Operating System
- Windows 10, macOS 10.13+

Processor
- Intel i3/AMD

RAM
- 8GB

Storage
- 256GB

Camera
- Minimum 640 x 360 resolution

Microphone
- Separate headphone set

Internet enabled
- Wifi 2.4GHz or 5GHz

Browsers
- Google Chrome Firefox Safari Microsoft Edge

Internet access

The learning model will require you to collaborate and interact online. Therefore, if you are using a laptop we would recommend that you are able to connect this to your Internet Router and use an Ethernet cable.

What software will I likely use at the University of Law?

At the University of Law we use a number of core learning technologies within our learning, teaching and assessment models. The following lists key systems with links to their required technologies:

Blackboard Learn Ultra

- https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support

Blackboard Collaborate Ultra

- https://help.blackboard.com/Collaborate/Ultra/Participant/Get_Started/Browser_Support

Respondus

- https://web.respondus.com/he/lockdownbrowser/resources/

Panopto

- https://support.panopto.com/s/article/Learn-About-Viewing-Requirements

ProctorU

- https://www.proctoru.com/proctoru-google-resouce-center

Can I use a Chromebook?

Currently, we do not recommend a Chromebook as these are not fully supported by all our Digital Assessment platforms.

Typing

To be able to effectively sit online assessments, it is expected that students have a typing speed of 30-40 words per minute, the average typing speed for adults. This will enable them to successfully complete the assessments within the given timeframe. If students are unsure as to the speed of their typing, they may wish to self-assess their typing speed by using the following online tool:

https://10fastfingers.com/typing-test/english

It is recommended that an external Bluetooth or wired keyboard should be utilised, as this provides a better typing position. Students may wish to investigate the use of ergonomic keyboards.