

## PROGRAMME SPECIFICATION

1.	<b>Awarding Institution:</b>	The University of Law
2.	<b>Final Award:</b>	Master of Arts in Law
3.	<b>Exit / Intermediate awards</b>	Postgraduate Diploma in Law (120 credits) Postgraduate Certificate in Law (60 credits)
4.	<b>Programme Title(s):</b>	MA Law (SQE1)
5.	<b>Accredited by:</b>	N/A
6.	<b>Total Credits:</b>	180
7.	<b>Level:</b>	FHEQ Level 7
8.	<b>Mode of Study:</b>	Blended Attendance and Online Full time and part time
9.	<b>Language of Study:</b>	English
10.	<b>Length of Programme:</b>	31 + 15 weeks full time and 68 + 29 weeks part time including induction, and breaks for part time study. There may be a gap between the two components of study- contingent on SQE1 dates
11.	<b>Criteria for admission:</b>	Applicants must have achieved a first degree Class 2:2 (or equivalent) and above.  International students whose first language is not English will be required to pass the IELTS test at 6.5 (6.0 in each of the four heads).
12.	<b>UCAS code (if relevant):</b>	N/A
13.	<b>HECOS codes (if relevant):</b>	100485 - Law
14.	<b>Date of Production/Revision:</b>	May 2021
<p><b>15. Aims and Rationale of the Programme</b></p> <p>The MA Law (SQE1) is designed to provide a comprehensive preparation for non-law graduates, for the Solicitors Regulation Authority's (SRA) centralised Solicitor Qualification Exam 1 (SQE1), described below. The MA Law(SQE1) focuses, first, on the academic component of Functioning Legal Knowledge (FLK), and second, on the more practical component of FLK.</p> <p>SQE1 assesses what the SRA terms Functioning Legal Knowledge- i.e. The knowledge of a solicitor on day 1 of qualification. SQE 1 comprises 360 multiple choice questions some of which will be single best answer questions.</p>		

The MA Law (SQE1) programme is relevant to students who have graduated in a discipline other than the law and have not undertaken any previous study of the law e.g. a law degree or conversion programme.

In particular, the programme aims are as follows:

- To develop knowledge and understanding of the key principles of law and practice underpinning Functioning Legal Knowledge (FLK) for the SRA SQE1 & 2 Assessment;
- To provide learners with a programme of study to enable them to meet the threshold standard required in the Statement of Solicitor Competence to enable successful completion of the SQE 1 prescribed by the SRA as a requirement to practise as a solicitor in England and Wales;
- To develop systematic and in-depth understanding of key principles of law;
- To deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data;
- To develop key skills and behaviours for future lawyers;
- To develop skills required for answering professional Single Best Answer-style questions ('SBAQs');
- To provide flexibility in delivery modes to increase learner access to the profession; and
- To cater for a range of learning preferences through a variety of learner-centred activities and using a range of learning opportunities.

## **16. Programme Outcomes**

Upon successful completion of the programme students should be able to:

### **A. Knowledge and Understanding**

For the academic Functioning Legal Knowledge (Conversion) Modules:

1. Demonstrate detailed, systematic and comprehensive knowledge, and an in-depth understanding of, principles in the foundational law of England & Wales as studied on the programme, and the context that shapes such principles;
2. Identify and apply legal principles within the foundational law of England & Wales as studied on the programme;
3. Develop an in-depth understanding of principles and values of law and justice, and of ethics; and
4. Understand the core principles required within the modules studied on the programme by the current Solicitors Regulatory Authority Solicitors Qualifying Examination 1 Assessment Specification.

For the practical Functioning Legal Knowledge modules:

5. Demonstrate a high level of knowledge and understanding at the forefront of the areas of law and practice studied.
6. Apply detailed and comprehensive knowledge of relevant law and legal practice to progress transactions or matters relevant to the area of professional practice studied in accordance with any rules of professional conduct or ethics.

## **B. Intellectual Skills**

For the academic Functioning Legal Knowledge (Conversion) Modules:

1. Critically analyse relevant sources of law and complex real or hypothetical problems, and evaluate a range of solutions in the light of the legal issues raised, making critical judgements on the merits of particular arguments, taking account of relevant legal, financial, commercial and practical considerations;
2. Critically evaluate legal concepts and the relationship between legal concepts, values, principles and the rule of law;
3. Demonstrate intellectual independence including the ability to ask and answer cogent questions about legal issues, identify gaps in and acquire knowledge, and engage in critical analysis and evaluation; and
4. Devise and sustain a legal argument, recognising ambiguity and using synthesis, employing tailored evidence both orally and in writing.

For the practical Functioning Legal Knowledge modules:

5. Analyse complex legal issues systematically, making sound judgements in the absence of complete data in complex situations.

## **C. General Transferable Skills**

For the academic Functioning Legal Knowledge (Conversion) Modules:

1. Use intellectual, practical and technological skills and techniques applicable to legal research, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in law, and apply these skills in order to retrieve and evaluate accurate, current and relevant information from a range of sources, making personal and reasoned judgments in the areas of law studied;
2. Communicate concepts and principles clearly, both orally and in writing, using a range of media, in a structured and professional manner;
3. Use language proficiently, presenting knowledge or opinions to others, succinctly, accurately, comprehensively and in a way that is grammatically correct;
4. Collaborate effectively within a group setting, demonstrating collaborative and mutually supportive teamwork, and the ability to achieve identified goals;
5. Develop transferable skills for employment requiring the exercise of initiative and personal responsibility, independent learning, and the exercise of initiative in complex and unpredictable situations;

For the practical Functioning Legal Knowledge modules:

6. Identify and address, where relevant, the ethical aspects of the areas of professional practice studied;
7. Where applicable demonstrate self-analysis and an ability to reflect on their learning; and

8. Assume responsibility for the continued development of their own learning.

**D. Professional Skills and Attributes**

1. Apply legal principles to provide structured responses in the context of academic and problem-based learning, in line with the requirements of the SRA/BSB, including the ability to successfully attempt Single Best Answer Questions as used in centralised professional qualification assessments;
2. Develop the attributes of self-management and self-reflection, including the assumption of personal responsibility for academic, personal and professional development, and the ability to learn from experiences and environments, making effective use of feedback and a willingness to acknowledge and correct errors; and
3. Engage with their own personal and professional development, and take responsibility for their academic integrity.

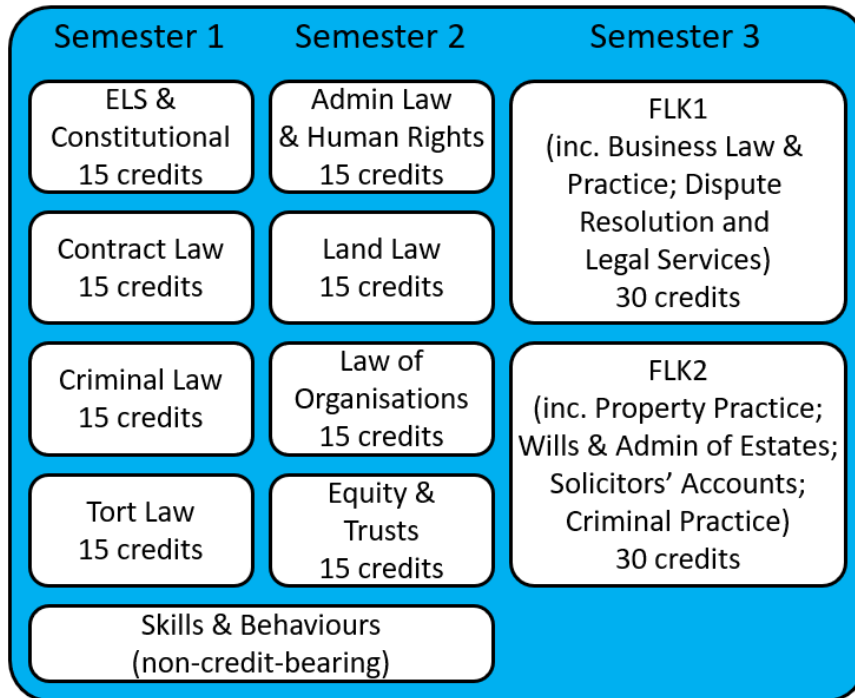
**Relevant Subject Benchmark Statements and other reference points to inform programme outcomes**

- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and
- Solicitors Regulatory Authority Solicitors Qualifying Examination 1 Assessment Specification.

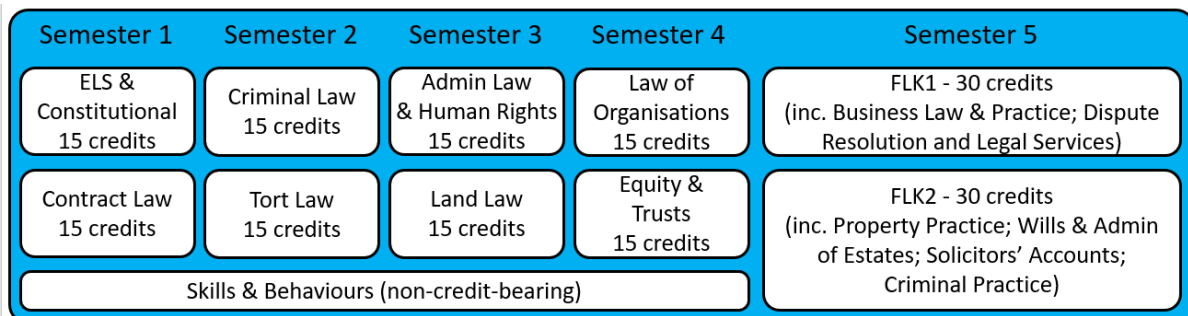
**17. Programme Structure, Levels, Modules and Credits**

The MA Law (SQE1) is offered for study by blended attendance at a University Campus either full-time over 12-15 months (depending on start date), or part-time over 24-27 months (again depending on start date). Students are entitled to undertake a month's Qualifying Work Experience, during breaks in tuition, or after completion of the programme. The programme is offered for study online for the same periods.

Full Time:



Part Time:



The programme consists of a short pre-course study (as preparation for the ELS & Constitutional Law Module) and induction, eight substantive modules, an additional non-credit bearing module – Skills & Behaviours.

The SQE1 Preparation part of the programme consists of two modules, subdivided as in the diagrams above.

All substantive modules are at FHEQ level 7 and are core to the award.

Summative Assessments are a mixture of University assessments- for the academic component, and Kaplan's SQE1 assessments for the remainder.

For the University Assessments, these are comprised of 40% Single Best Answer Questions. The other 60% varies between the modules. The modules, timing, respective credits and assessment modes are set out below.

Module	Semester FT	Semester PT	Credits	Assessment Mode
<b>Conversion component</b>				
<b>Contract Law</b>	S1	S1	15	SBAQs 20Q, 45m + Closed book exam* 1h45, 2 questions. One question (Critical Evaluation) with advance documentation
<b>ELS &amp; Constitutional Law</b>	S1	S1	15	SBAQs 20Q, 45m + Coursework, 2000 words
<b>Tort Law</b>	S1	S2	15	SBAQs 20Q, 45m + Closed book exam* 1h45, 2 questions. One question (Critical Evaluation) with advance documentation
<b>Criminal Law</b>	S1	S2	15	SBAQs 20Q, 45m + Oral (10 mins presentation + 10 mins Q&A)
<b>Land Law</b>	S2	S3	15	SBAQs 20Q, 45m + Closed book exam* 1h45, 2 questions. One question (Critical Evaluation) with advance documentation
<b>Admin Law &amp; HR</b>	S2	S3	15	SBAQs 20Q, 45m + Coursework, 2000 words
<b>Equity &amp; Trusts</b>	S2	S4	15	SBAQs 20Q, 45m + Closed book exam* 1h45, 2 questions. One question (Critical Evaluation) with advance documentation
<b>Law of Organisations</b>	S2	S4	15	SBAQs 20Q, 45m + Oral (10 mins presentation + 10 mins Q&A)
<b>Skills &amp; Behaviours</b>	1&2	1-4	0	None
<b>Practical component</b>				
<b>FLK1</b>	S3	S5	30	SBAQ Centralised SQE1 Assessment
<b>FLK2</b>	S3	S5	30	SBAQ Centralised SQE1 Assessment
			<b>180 total</b>	

Formative assessments will comprise a mock of 1 hour exam, 10 minute uploaded presentation or 1000 word coursework as appropriate. For the practical component of the programme, there will be weekly practice assessments.

Materials will be delivered online via ELITE. Students will receive physical copies of manuals for the academic component, and online SQE manuals for the practical component of the programme.

The learning model will be ULaw's Prepare, Engage, Consolidate.

Study materials will include:

- soft-copy Law Manuals;
- soft-copy SQE manual chapters;
- introductory videos for each module;
- additional preparatory online tutorials covering particular areas of complexity as necessary;
- short-answer preparatory activities to test the student's knowledge and understanding of key legal principles to enable success in SBAQs;
- longer-form prepare and engage activities;
- consolidate media;
- SBAQs delivered during the practical component of study via the Synap app; and

- Test Your Knowledge questions, approximately 7-10 per unit to develop the assessment skills required for sitting the SQE 1 assessment.

Engage activities will be delivered in person for blended attendance mode, and via asynchronous activities for the online mode.

## 18. Programme Outcomes, Learning & Teaching and Assessment Strategies

### A. Knowledge and Understanding

- Demonstrate detailed, systematic and comprehensive knowledge, and an in-depth understanding of, principles in the foundational law of England & Wales as studied on the programme, and the context that shapes such principles;
- Identify and apply legal principles within the foundational law of England & Wales as studied on the programme;
- Develop an in-depth understanding of principles and values of law and justice, and of ethics;
- Understand the core principles required within the modules studied on the programme by the current Solicitors Regulatory Authority Solicitors Qualifying Examination 1 Assessment Specification;
- Demonstrate a high level of knowledge and understanding at the forefront of the areas of law and practice studied; and
- Apply detailed and comprehensive knowledge of the relevant law and legal practice to progress transactions or matters relevant to the area of professional practice studied in accordance with any rules of professional conduct or ethics.

### Learning and Teaching Methods

For all modules, the learning model incorporates a blend of learner-centred activities. In addition to completing and receiving feedback on tasks, learners will be part of a community with many opportunities for peer learning including participation in discussion and provision of peer feedback as well as participation in teaching and, in the case of the online modules, real time tutor support sessions.

During the practical component of the programme, the revision of basic legal principles will be associated with the following practice areas;

Business: Contract  
Dispute Resolution: Tort  
Property Practice: Land Law  
Wills and the Admin of Estates: Trusts  
Legal Services: Legal System of E&W and Constitutional and Administrative law  
Criminal Practice: Crime

### Assessment Methods

Students will be assessed by a combination of part-unseen examinations, orals and written coursework assignments.

In each module students will have the benefit of a formative assessment aligned to the methodology of the particular summative assessment.

Additional formative assessment of knowledge and understanding will take place through the Tests and feedback received on Tasks.

For the practical component of the programme, assessment of the learning outcomes is through the SRA SQE 1 closed book assessments which comprise 180 questions for each assessment.

<p><b>B. Intellectual and General Transferable Skills</b></p> <ul style="list-style-type: none"> <li>• Critically analyse relevant sources of law and complex real or hypothetical problems, and evaluate a range of solutions in the light of the legal issues raised, making critical judgements on the merits of particular arguments, taking account of relevant legal, financial, commercial and practical considerations;</li> <li>• Analyse complex legal issues systematically, making sound judgements in the absence of complete data in complex situations</li> <li>• Critically evaluate legal concepts and the relationship between legal concepts, values, principles and the rule of law;</li> <li>• Demonstrate intellectual independence including the ability to ask and answer cogent questions about legal issues, identify gaps in and acquire knowledge, and engage in critical analysis and evaluation; and</li> <li>• Devise and sustain a legal argument, recognising ambiguity and using synthesis, employing tailored evidence both orally and in writing.</li> </ul>	<p><b>Learning and Teaching Methods</b></p> <p>Within the learning model outlined above, the intellectual skills will be primarily developed both in preparation for, and executing the tasks, whether this is in workshops or online.</p> <p>Many of the tasks will involve the performance of the intellectual skills of analysis, synthesis and the exercise of critical judgment.</p> <p>Students will receive feedback on each task. Substantial preparation and research will be required from primary and other sources.</p> <hr/> <p><b>Assessment Methods</b></p> <p>For the intellectual skills, these outcomes will be formatively assessed through the tasks and also via a formal formative assessment aligned to the methodology of the summative assessment.</p>
<p><b>C. General Transferable Skills</b></p> <ul style="list-style-type: none"> <li>• Use intellectual, practical and technological skills and techniques applicable to legal research, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in law, and apply these skills in order to retrieve and evaluate accurate, current and relevant information from a range of sources, making personal and reasoned judgments in the areas of law studied;</li> <li>• Communicate concepts and principles clearly, both orally and in writing, using a range of media, in a structured and professional manner;</li> </ul>	<p><b>Learning and Teaching Methods</b></p> <p>As for the intellectual skills above, within the established learning model the general transferable skills will be primarily developed both in preparation for, and through the tasks. In preparation for each task, students will be required to conduct comprehensive preparation often involving the undertaking of research accompanied by the evaluation of the data and its presentation as part of the task. The research will invariably involve the use of information technology and occasionally require the evaluation and presentation of numerical or statistical data.</p> <p>The practical ethos of the course means that students will be required to present accurate and precise conclusions.</p>



<ul style="list-style-type: none"> <li>• Use language proficiently, presenting knowledge or opinions to others, succinctly, accurately, comprehensively and in a way that is grammatically correct;</li> <li>• Collaborate effectively within a group setting, demonstrating collaborative and mutually supportive teamwork, and the ability to achieve identified goals; and</li> <li>• Develop transferable skills for employment requiring the exercise of initiative and personal responsibility, independent learning, and the exercise of initiative in complex and unpredictable situations.</li> <li>• Identify and address, where relevant, the ethical aspects of the areas of professional practice studied;</li> <li>• Where applicable demonstrate self-analysis and an ability to reflect on their learning</li> <li>• Assume responsibility for the continued development of their own learning</li> </ul>	<p>Students will complete both oral and written tasks and will receive specific feedback on their communication skills as well as the substantive content of the task.</p> <p><b>Assessment Methods</b></p> <p>The general transferable skills will generally be assessed within the formative and summative assessment methods outlined in paragraph A. above.</p> <p>The output of the skills (for example the product of the research, ability to formulate and communicate the results) will all feed through into the relevant assessment points, whether formative or summative.</p>
<p><b>D. Professional Skills and Attributes</b></p> <ul style="list-style-type: none"> <li>• Apply legal principles to provide structured responses in the context of academic and problem-based learning, in line with the requirements of the SRA/BSB, including the ability to successfully attempt Single Best Answer Questions as used in centralised professional qualification assessments;</li> <li>• Develop the attributes of self-management and self-reflection, including the assumption of personal responsibility for academic, personal and professional development, and the ability to learn from experiences and environments, making effective use of feedback and a willingness to acknowledge and correct errors; and</li> </ul>	<p><b>Learning and Teaching Methods</b></p> <p>The essence of the University’s student-centred approach to learning is that from the outset students will be expected to assume responsibility for their learning and develop self-analysis. The hallmarks of this approach are:</p> <ul style="list-style-type: none"> <li>• Learning arises from student activity rather than passivity</li> <li>• Students must assume increased responsibility and accountability for the learning, leading to an increased sense of autonomy</li> <li>• The development of a reflective approach to the learning process on the part of the student</li> <li>• The tutor acts as a facilitator not instructor.</li> </ul> <p>Comprehensive guidance will be given to students during induction and in the Student</p>

<ul style="list-style-type: none"> <li>Engage with their own personal and professional development, and take responsibility for their academic integrity.</li> </ul>	<p>Handbook on the student-centred learning model and what is expected of them.</p> <p>Students will be expected to complete all of the tasks and to act upon the comprehensive feedback received by identifying and working on areas of development.</p> <p>Particular emphasis is placed on students attempting Test Your Knowledge SBAQs and MCQs, and then on tutor feedback on such attempts.</p> <p><b>Assessment Methods</b></p> <p>The output of these skills will be assessed, both formatively and summatively, in the assessment methods outlined in A. above, particularly those requiring the production and submission of work through the self-management of the student.</p> <p>These skills will also be tracked through the contact with personal tutors.</p>
<p><b>19. Inclusive Considerations</b></p>	<p>Manuals designed with inclusivity in the brief. SBAQs by their nature are anonymised and neutral.</p> <p>Designers trained and briefed to follow Inclusivity guidelines.</p> <p>ULaw is committed to widening participation and diversity across all programmes and endorses the SRA's approach to accessibility and flexibility while maintaining academic standards.</p> <p>The exclusively online delivery model helps the University to meet the needs of students from the broadest possible range of backgrounds and enables students to engage in higher education who might not otherwise have that opportunity.</p>
<p><b>20. Prior Credits considered for RPL</b></p>	<p>Prior credit may be recognised up to 90 credits, and will be considered on a case by case basis, where syllabus and outcomes are substantially addressed at Level 7.</p>

**Version history:**

<b>Version</b>	<b>Amended by</b>	<b>Revision summary</b>	<b>Date</b>
V1.0	Head of Quality Assurance	First iteration, as per programme approval.	May 2021