

<b>Domain</b>	<b>Specialist (single subject)</b>	<b>Several disciplines (mixed degree)</b>	<b>Law as subsidiary</b>	<b>Vocational</b>
<b>SUBJECT- knowledge</b>	a) Students should have a complete concept map of the law, with general familiarity with its institutions and procedures; b) Know principles & values in wide range of topics extending beyond the core; c) some in-depth knowledge of specialist areas; d) able to demonstrate insider's understanding of how law fits together and operates	a) Students should have a concept map of the core areas of law, with a general familiarity with its institutions and procedures; b) Know principles in a range of core areas; c) Very little in-depth study expected; d) able to demonstrate insider's understanding of how law fits together and operates, but also able to discuss alternative perspectives	a) Students should have accurate knowledge of the rules and legal system in the specific areas which are relevant to their study; b) rules are stated with accuracy; c) In-depth study will probably not be in legal areas. d) Law understood essentially as data; able to discuss legal solutions from an external perspective as relates to their field of study.	a) Students should have a comprehensive knowledge of rules and principles in areas relating to professional practice; b) accurate knowledge of large range of substantive and procedural topics in terms of their rules and operational technicalities; c) broad detailed knowledge of practice and procedure in a wide range of subject areas; d) law studied as a range of technical rules and procedures which a student is expected to master.
<b>SUBJECT- application/ problem-solving</b>	Able to apply knowledge to situations which engage with doctrinal disputes; problems conceived as opportunities to demonstrate familiarity with doctrinal and conceptual difficulties and to provide own solution to unresolved debates. Able to demonstrate this application over a wide number of legal areas.	Able to apply knowledge to fairly standard situations which relate to doctrinal disputes; problems conceived as opportunities to demonstrate basic familiarity with doctrinal and conceptual difficulties and to provide own solution to unresolved debates.	Able to identify legal solution in straightforward situations; problems offer opportunities to classify situations in terms of rules learnt and to apply unproblematic solutions to them.	Able to bring together knowledge of law and procedure in complex technical situations. Problems offer opportunities to identify relevant legal and procedural issues from a large body of facts which are poorly differentiated. [This may take the form of a live legal clinic situation.]
<b>SUBJECT- sources and research</b>	Able to identify and use primary legal sources and journals relevant to topic under study; able to identify contemporary debates and engage with these while accurately reporting the law in an area.	Able to use primary legal sources as directed and to supplement these; independent research expected only to encompass a limited range of areas of law.	Able to work from secondary sources (textbooks) and to use these efficiently to identify appropriate rules of law.	Able to find technical solutions to complex problems with independence and accuracy from a wide range of professional texts and information retrieval systems; research working within a clearly defined framework.
<b>SUBJECT- professionalism [if this domain is to be included at all]</b>	Able to conform to academic conventions in law in relation to presentation, citation and relevance, as well as to academic standards on plagiarism etc.	Able to conform to academic conventions in law in relation to presentation, citation and relevance, as well as to academic standards on plagiarism etc	Able to conform to generic academic standards on plagiarism and presentation.	Familiar with appropriate legal professional approaches in standard situations (mooting, client interviewing etc); able to conform to basic standard professional forms of presentation.
<b>ANALYSIS &amp; SYNTHESIS</b>	Able to identify issues in terms of policy and doctrinal importance; able to produce clear doctrinal synthesis and summary of policy issues	Able to identify issues in terms of policy and doctrinal importance; able to produce doctrinal synthesis and summary of basic policy issues	Able to identify central features of the area of law studied; able to produce a coherent summary of material drawn from a variety of secondary sources	Able to identify issues in technical terms and to integrate new material
<b>EVALUATION &amp; CRITIQUE</b>	Able to evaluate law both independently in terms of doctrinal coherence and in relation to other policy perspectives which have been taught specifically. Able to create new or imaginative solutions through approaching a problem or using material in different ways.	Able to evaluate law in terms of doctrinal coherence within the framework of core subjects and in terms of policy perspectives from their other disciplines. Able to create new or imaginative solutions through approaching a problem or using material in different ways.	Able to offer reasoned criticism from own disciplinary background. Able to use this background to offer new or imaginative solutions or approaches to problems.	Able to evaluate in terms of doctrinal and practical coherence; able to present alternatives from a client's perspective. Able to create new or imaginative solutions through approaching a problem or using material in different ways.
<b>AUTONOMY</b>	Can act independently in planning and managing tasks with limited guidance in areas which they have studied; able to identify own resources; can reflect on own learning; can seek and make use of feedback	Can act independently in planning and managing tasks with limited guidance in areas which they have studied; able to identify own resources; can reflect on own learning; can seek and make use of feedback	Works within a strongly directed framework; self-motivated; can reflect on own learning; can seek and make use of feedback and guidance.	Can act independently in planning and managing complex tasks with limited guidance within a defined framework; able to identify own resources; Can reflect on own learning; can seek and make use of feedback

<b>COMMUNICATION &amp; LITERACY</b>	Can engage in academic debate in a professional manner; able to use a range of formats, mainly written, to present specialist material. Able to write fluent and complex prose, using legal terminology correctly; able to read a range of complex works within and about law and to summarise their arguments accurately	Can engage in academic debate in a professional manner; able to use a range of formats, mainly written, to present specialist material. Able to write fluent and complex prose, using legal terminology correctly; able to read a range of complex works within and about law and to summarise their arguments accurately	Conforms to general academic standards in professional manner; able to present knowledge clearly and accurately. Able to write fluent and complex prose, using basic legal terminology with reasonable accuracy; able to read basic legal texts and to summarise accurately.	Able to present knowledge with range of professional presentation skills (oral and written) demonstrated; Able to write fluent and technically sophisticated prose, using legal terminology accurately; able to read a range of complex works within and about law and to summarise their arguments accurately
<b>TEAM-WORKING</b>	Able to work in groups as a participant who contributes effectively to the group's task (low priority area)	Able to work in groups as a participant who contributes effectively to the group's task (low priority area)	Able to work in groups as a participant who contributes effectively to the group's task (low priority area)	Able to take initiative in team as a member or leader; able to set deadlines and identify resources others will needs; able to perform team role recognizing the roles and responsibilities of others
<b>KEY SKILLS</b>	Proficient use of word-processing; standard library and information retrieval systems, and WWW resources. Able to specify technological tools needed for personal support. Can identify and collate relevant statistical or numerical information and use in a report.	Proficient use of word-processing; standard library and information retrieval systems, and WWW resources. Able to specify technological tools needed for personal support. Can identify and collate relevant statistical or numerical information and use in a report.	Proficient use of word-processing; standard library and information retrieval systems, and WWW resources, and CAL packages. Able to specify technological tools needed for personal support. Can identify and collate relevant statistical or numerical information and use in a report.	Proficient use of word-processing; standard library and specialist information retrieval systems, and WWW resources; familiarity with spreadsheets. Able to specify technological tools needed for personal support in a professional environment. Can identify and collate relevant statistical or numerical information and use in a report.