

**LLB (Hons) Law**  
**LLB (Hons) Business Law**

**Programme Handbook**  
**Cohort D1, September 2013**

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**FOREWORD****Welcome by the Dean of the Law School**

It's a pleasure to welcome you to the BPP Law School.

The aim of our law programmes is to help prepare you for your chosen career. To do this, you need to understand that learning of the highest calibre is a collaborative activity in which all students must engage.

Our tutors and support staff are committed to enabling you to maximise the value of your time at BPP but the main drive must come from you. We welcome feedback; both good and bad, to help us continually improve our courses. As I said, learning is a collaborative activity – we look forward to collaborating with you to deliver high quality legal education.

Let's have a great time together!

Good luck with your education and your future.

Peter Crisp

Dean of the Law School

**Welcome by Director of Programmes**

I am delighted that you have chosen to study your LLB Law degree with BPP Law School.

At BPP Law School we have designed and developed our LLB Law degrees to:

- Provide you with essential knowledge and skills to equip you for the vocational stage of training and ultimately for practice as a legal professional.
- Provide the most flexible learning environment you will ever have experienced, through a flexible teaching and learning strategy fully supported by electronic and online media which you can access from anywhere in the world.
- Prepare you for our rigorous assessment programme through first class teaching supported by the latest cutting edge technology.
- Introduce you to legal theory in a practical, commercial context, so that whether you end up in practice as a solicitor or barrister or working in a different sector outside the law, your LLB Law degree will further your vocational goals and prospects.

In addition, the programme is supported by an award-winning Pro Bono Centre, a specialist Careers Service and a pastoral tutoring system.

The LLB Law programmes are constantly evolving in consultation with many law firms and leading academics.

The tutors and support staff are committed to offering you a friendly and professional service and look forward to welcoming you to BPP Law School.

I wish you luck with your LLB studies and hope that you enjoy your time with us.

With best wishes

**Julian Davies**  
**Director of LLB and GDL Programmes**

## INTRODUCTION TO THE PROGRAMME

### *Details*

Programme Titles	LLB (Hons) Law /Business Law/Law with Psychology
Qualification(s)	Bachelor of Laws (Honours) Law
Awarding Body	BPP University College of Professional Studies

### *Overview of Programme*

BPP's LLB Law degree is recognised by the Joint Academic Stage Board, the Solicitors Regulation Authority and the Bar Standards Board as a Qualifying Law Degree. The LLB programme consists of three pathways: the general LLB and the LLB Business Law and LLB Law with Psychology.

Each pathway covers the seven common core subjects, as prescribed by the professional bodies. In addition to these compulsory subjects, and as an institution, BPP Law School has made English Legal System and Reasoning, Legal Skills and Legal and Professional Ethics core modules from September 2012. This reflects the importance of skills and ethics training within all the undergraduate degree programmes. Alongside the common core modules there are numerous electives that students can select. However, with the Business Law pathway, the choice of electives is restricted to those that would support practice within a commercial sphere.

The programme has been designed to allow a high degree of flexibility in both the mode of study, e.g. full time or part time classes, face to face contact or via online provisions such as Wimba classes; and the study time for completion (the degree can be completed between 2 – 6 years). The two year accelerated programme is studied over 6 consecutive semesters (There are three semester in an academic year, commencing in September, January and May). The standard three year programme involves students studying in the first two semesters in an academic year, with the third semester free for vocational placements, employment, etc. Part time students study between 4 and 6 years depending upon their employment, lifestyle, commitments etc. Most students study in the classroom over two evenings per week or via the on-line provisions. The entire LLB programme can be studied on-line (or Distance Learning) utilising recorded lectures, electronic tutorials and interactive, synchronised tutorials (known as Wimba classes). In addition, students can 'blend' their studies depending upon their own individual circumstances, e.g. moving between the different modes.

The programme is studied over three levels (4, 5 and 6 representing the standards set by the National Qualification Framework (NQF)). These academic modules become progressively more challenging as a student progresses through the levels. Each module is worth either 15 or 30 credits depending upon the notional number of study hours needed to successfully complete the course, e.g. a 15 credit module equates to 150 notional study hours.

The LLB programmes have been specifically designed to provide both a solid grounding in the academic study of law and the development of legal skills students may require in practice. The overarching philosophy of the LLB Team is the desire to intertwine the study of law, as a discipline, within a vocational and applied setting. Essentially, the students do not just know; they can do. Enhancing the employability of our students is the course *raison d'être*.

## LLB (Hons) Law – Programme Visual

### Compulsory

English Legal System and Reasoning  
(15 Credits)

Law of Tort  
(30 Credits)

Law of Contracts  
(30 Credits)

Legal Skills  
(15 Credits)

### Compulsory

Constitutional Law  
(30 Credits)

Criminal Law  
(30 Credits)

EU Law  
(15 Credits)

### Compulsory

Land Law  
(30 Credits)

Law of Equity and Trusts  
(30 Credits)

Legal and Professional Ethics  
(15 Credits)\*

### Elective

*Plus 30 Credits of Law Electives:*  
Family Law (15 Credits)  
Introduction to Business Law (15 credits)  
Extra Credit Project (15 Credits)  
Introduction to International Legal Systems (15 Credits)\*  
Mandarin (15 Credits)

### Elective

*Plus 45 Credits of Law Electives:*  
International Trade and Commercial Law 1 (15 Credits)  
Medical Law 1 (15 Credits)  
Employment Law 1 (15 Credits)  
Employment Law 2 (15 Credits)  
Consumer Law (15 Credits)  
Extra Credit Project (15 Credits)  
Child Law (15 Credits)  
Public International Law (15 Credits)  
Principles of Taxation (15 credits)\*

### Elective

*Plus 30 Credits of Electives:*  
Intellectual Property Law 1 (15 Credits)  
Intellectual Property Law 2 (15 Credits)  
International trade and Commercial Law 2 (15 Credits)  
Company Law 1 (15 Credits)  
Company Law 2 (15 Credits)  
Research Module (30 Credits)  
Property Tax (15 Credits)  
Extra Credit Project (15 Credits)  
Armed Conflict (15 Credits)  
Media Law (15 Credits)  
Law of Evidence (15 Credits)  
Jurisprudence (15 Credits)  
Landlord and Tenant (15 Credits)

**LLB (Hons) Business Law – Programme Visual****Compulsory**

English Legal System and Reasoning  
(15 Credits)

Law of Tort  
(30 Credits)

Law of Contracts  
(30 Credits)

Legal Skills  
(15 Credits)

Introduction to Business Law  
(15 Credits)

**Compulsory**

Constitutional Law  
(30 Credits)

Criminal Law  
(30 Credits)

EU Law  
(15 Credits)

International Trade and Commercial Law  
(15 Credits)

**Compulsory**

Land Law  
(30 Credits)

Law of Equity and Trusts  
(30 Credits)

Legal and Professional Ethics  
(15 Credits)\*

Company Law 1  
(15 Credits)\*

Company Law 2  
(15 Credits)\*

**Elective***Plus 15 Credits of Law Electives:*

Family Law (15 Credits)

Extra Credit Project (15 Credits)

Introduction to International Legal Systems (15 Credits)\*

Mandarin (15 Credits)

**Elective***Plus at least one Module from:*

Consumer Law (15 Credits)

Employment Law 1 (15 Credits)

*Plus 15 Credits of Law Electives:*

Medical Law 1 (15 Credits)

Employment Law 2 (15 Credits)

Extra Credit Project (15 Credits)

Child Law (15 Credits)

Public International Law (15 Credits)

Principles of Taxation (15 credits)\*

**Elective***Plus 15 Credits of Electives:*

Intellectual Property Law 1 (15 Credits)

Intellectual Property Law 2 (15 Credits)

International trade and Commercial Law 2 (15 Credits)

Research Module (30 Credits)

Property Tax (15 Credits)

Extra Credit Project (15 Credits)

Armed Conflict (15 Credits)

Media Law (15 Credits)

Law of Evidence (15 Credits)

Jurisprudence (15 Credits)

Landlord and Tenant (15 Credits)

## PROGRAMME AIMS AND LEARNING OUTCOMES

### Programme Aims

The aim of the LLB programme is to develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education. The major focus of the programme is on law; the programme fulfils the requirements of the Joint Academic Stage Board for a qualifying law degree. Therefore, as a graduate of the LLB Law programme you will be prepared for entry onto the vocational stage of legal training.

The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, whilst covering the principal elements of legal theory.

In particular, the law modules on this programme aim to:

- Develop in students a knowledge and understanding of the English legal system, key areas within that system (specifically the Foundations of Legal Knowledge (as set out in the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training) and the relevant social, economic, political, historical, philosophical, ethical and cultural contexts in which law operates;
- Develop in students the foundations of the cognitive and practical skills necessary for practice as a lawyer, including analysis, evaluation, synthesis, problem-solving and research skills;
- Develop in students the transferable skills of communication, team work and autonomous learning;
- Develop in students the professional attitudes necessary for practice at the Bar and in the solicitors' profession;
- Equip students with a qualification which satisfies the requirements of the academic stage of training as prescribed by the Solicitors Regulation Authority and Bar Standards Board.

These aims are developed through a carefully structured programme using tailored pedagogic techniques, designed to give students a fair and appropriate opportunity to meet the learning outcomes set. These will include traditional lectures (giving an overview of relevant knowledge areas), IS (to focus on analysis and evaluation of the law in relation to Client Information Packs) and IS (providing an interactive forum to develop critical thinking and the distillation of the knowledge, understanding and cognitive skills generated through this process). These aims are demonstrated in more detail in the learning outcomes, teaching and learning methods and assessment instruments detailed below.



## ***Programme Learning Outcomes***

Learning outcomes describe what you should know and be able to do if you make full use of the opportunities for learning that the Programme provides. If you successfully complete the Programme:

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Knowledge and understanding of the English legal system – its sources, governing principles, processes, rules, institutions and context
K2	Understanding of and ability to apply the Foundations of Legal Knowledge to problems faced in practice (as set out in Schedule Two of the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training) – Public (Constitutional and Administrative) Law; the Law of the European Union; Criminal Law; Obligations (Contract and Tort); Property (Land) Law; and the Law of Equity and Trusts
K3	Knowledge and understanding of areas of law outside of the Foundation subjects
K4	knowledge and understanding of the relevant social, economic, political, historical, philosophical, ethical and cultural contexts in which law operates and an ability to draw relevant comparisons with other legal jurisdictions
K5	An ability to explain the policy underlying the basic principles of law

### Cognitive Skills

Ref	B. Students should be able to:
C1	Demonstrate an ability to analyse primary and secondary legal source material, derive appropriate conclusions and make critical judgments on the merits of particular arguments
C2	Demonstrate an ability to analyse practical problem scenarios and apply relevant legal knowledge
C3	Demonstrate an ability to process large quantities of information and produce a synthesis of relevant issues, ranked in order of relevance and importance
C4	Demonstrate the capacity to listen effectively, assimilating complex data and asking questions where appropriate

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Coherently and accurately discuss the law with relevance to the given problem
P2	Coherently and critically discuss the state of the law in a particular area with reference to possible developments through Parliament and in the courts
P3	Cogently and persuasively argue how the relevant law should be applied to the resolution of a given problem
P4	Communicate legal information empathetically and effectively both orally and in writing
P5	Assume responsibility for the continuing development of their own legal education and competence

P6	Identify, find and use a range of sources of legal information, using information technology where appropriate, to assist in legal research and to extract the essential points from the data surveyed
P7	Carry out legal research which is thorough and precise
P8	Analyse a case and a statute, written with technical and specialist language, to derive appropriate conclusions concerning the state of the law and how it applies in the context of practical problems
P9	Analyse a cross-disciplinary practical problem and identify the relevant issues of fact and law

### General Transferable Skills

Ref	D. Students should be able to:
T1	Demonstrate an ability to approach a problem logically, analyse complex factual situations and evaluate a range of solutions in the light of the legal issues raised
T2	Demonstrate an understanding of and ability to use the English language proficiently in legal matters and present knowledge or an argument in a way which is comprehensible to others, both orally and in writing
T3	Demonstrate the capacity to discuss pertinent issues in relation to a problem cogently and respond appropriately to questions
T4	Demonstrate the ability to conduct independent research into unfamiliar areas – including the ability to pinpoint areas requiring research and retrieve relevant data - using a variety of primary and secondary legal sources, both hard copy and online
T4	Engage effectively in debate utilising a prudent and professional manner across a variety of professional settings
T5	Demonstrate the ability to work co-operatively and constructively in a group / team as well as competitively
T6	Demonstrate the capacity to evaluate the strengths and weaknesses of their own arguments, as well as others' arguments
T7	Demonstrate time management skills

These Learning Outcomes reflect those that will be achieved for the LLB Law and the LLB Business Law award. Exceptionally, if a student exits earlier in the programme, they may be awarded a Certificate in Higher Education (Legal Studies) or a Diploma in Higher Education (Legal Studies) depending on their achievement. In each case, students will have achieved the learning outcomes as listed for that award.

## PROGRAMME STAGES

### STAGE ONE

#### Certificate in Higher Education (Legal Studies)

#### Introduction

This one year general qualification caters for students who want to:

- Develop a knowledge and understanding of the English legal system, 2 key areas within that system (specifically 2 of the Foundations of Legal Knowledge (as set out in the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training) and the relevant social, economic, political, historical, philosophical, ethical and cultural contexts in which law operates;
- Develop the foundations of the cognitive and practical skills necessary for practice as a lawyer, including analysis, evaluation, synthesis, problem-solving and research skills;
- Develop an ability to argue logically based on empirical evidence;
- Develop the transferable skills of communication, team work and autonomous learning;
- Develop the professional attitudes necessary for practice at the Bar and in the solicitors' profession.

This qualification achieves the above by providing grounding in the knowledge of the core concepts, principles and key skills associated within the generic curriculum area of law.

The modules and elements described below are subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the programme.

In some instances information regarding content of a module is indicative, and actual module content will be determined according to considerations (for example, regarding opportunities for work with specific external partners or developments in the field) which are taken into account closer to the point of delivery.

Module	Requirement	Credits
English Legal System and Reasoning	Compulsory	15 Credits
Legal Skills	Compulsory	15 Credits
Tort Law	Compulsory	30 Credits
Contract Law	Compulsory	30 Credits
<i>Plus 15 credits of electives from:</i>		
Family Law	Elective	15 Credits
Introduction to International Legal Systems*	Elective	15 Credits
Mandarin	Elective	15 Credits
Extra Credit Project	Elective	15 Credits
Introduction to Business Law	Elective	15 Credits

## Educational Aims

### Certificate in Higher Education (Legal Studies)

#### Introduction

The Certificate in Higher Education (Legal Studies) is designed to develop the students' understanding and skills that are required for successful employment or progression within the academic or professional community.

#### Learning Outcomes

##### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Knowledge and understanding of the English legal system – its sources, governing principles, processes, rules, institutions and context
K2	Understanding of and ability to apply 2 of the Foundations of Legal Knowledge to problems faced in practice (as set out in Schedule Two of the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training) – Public (Constitutional and Administrative) Law; the Law of the European Union; Criminal Law; Obligations (Contract and Tort); Property (Land) Law; and the Law of Equity and Trusts
K2	Competent understanding of research paradigms and methods
K3	Knowledge and understanding of one area of law outside of the Foundation subjects
K4	A knowledge of the existence of the relevant contexts in which law operates and an ability to see comparisons with other legal jurisdictions
K5	An awareness of the existence of policy underlying the basic principles of law in the areas studied

##### Cognitive Skills

Ref	B. Students should be able to:
C1	Demonstrate an ability to analyse primary and secondary legal source material, derive appropriate conclusions and make judgments as to the merits of particular arguments
C1	Analyse and evaluate arguments
C2	Demonstrate an ability to analyse practical problem scenarios and apply legal knowledge
C3	Demonstrate the ability to process information and produce a synthesis of relevant issues
C4	Demonstrate the capacity to listen effectively, assimilating complex data and asking questions where appropriate
C4	Develop a logical argument expressing solutions based on evidence

##### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Coherently and accurately discuss the law relevant to a given problem
P1	Develop and maintain effective work relationships for an efficient and effective work

	environment
P2	Coherently and critically discuss the state of the law in a particular area with reference to possible developments through Parliament and in the courts
P2	Cogently argue how the relevant law should be applied to the resolution of a given problem
P3	Use their knowledge of the law to enhance the ability to solve problems and start to develop an ability to think critically
P4	Communicate legal information empathetically and effectively both orally and in writing
P4	Breakdown complex actions into manageable units and prioritise effectively
P5	Understand their responsibility for the continuing development of their own legal education and competence
P6	Identify, find and use a range of sources of legal information, using information technology where appropriate, to assist in legal research and to extract the essential points from the data surveyed
P7	Carry out legal research
P8	Analyse a case and a statute, written in technical and complex language, and derive appropriate conclusions concerning the state of the law and how it applies in the context of practical problems
P9	Analyse a cross-disciplinary practical problem and identify the relevant issues of fact and law

### General Transferable Skills

Ref	D. Students should be able to:
T1	Demonstrate an ability to approach a problem logically, analyse factual situations and evaluate a range of solutions in the light of the legal issues raised
T1	Engage in goal-oriented behaviour such as the ability to plan and execute a goal
T2	Demonstrate an understanding of and ability to use the English language proficiently in legal matters, and present knowledge or an argument in a way which is comprehensible to others, both orally and in writing
T2	Use Inductive and Deductive reasoning
T3	Demonstrate the capacity to recognise pertinent issues in relation to a problem cogently and respond appropriately to questions
T4	Demonstrate knowledge of how to conduct simple independent research into unfamiliar areas using a variety of sources both hard copy and online
T4	Engage effectively in debate in a prudent and professional manner across a variety of professional settings
T5	Demonstrate the ability to work co-operatively and constructively in a group / team as well as competitively
T6	Recognise the capacity to evaluate the strengths and weaknesses of their own arguments, as well as others' arguments
T7	Recognise the importance of time management skills

## STAGE TWO

### Diploma in Higher Education (Legal Studies)

#### Introduction

This is a two year general law qualification that caters for students who want/wish to:

- Develop a knowledge and understanding of the English legal system, the 5 key areas within that system (specifically 5 of the Foundations of Legal Knowledge (as set out in the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training) and the relevant social, economic, political, historical, philosophical, ethical and cultural contexts in which law operates;
- Develop the foundations of the cognitive and practical skills necessary for practice as a lawyer, including analysis, evaluation, synthesis, problem-solving and research skills;
- Develop an ability to analyse and evaluate arguments succinctly;
- Develop the transferable skills of communication, team work and autonomous learning;
- Develop the professional attitudes necessary for practice at the Bar and in the solicitors' profession.

The modules and elements described below are subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the programme. In some instances information regarding content of a module is indicative, and actual module content will be determined according to considerations (for example, regarding opportunities for work with specific external partners or developments in the field) which are taken into account closer to the point of delivery.

Module	Requirement	Credits
English Legal System and Reasoning	Compulsory	15 Credits
Legal Skills	Compulsory	15 Credits
Tort Law	Compulsory	30 Credits
Contract Law	Compulsory	30 Credits
<i>Plus 15 Credits from the following list</i>		
Introduction to International Legal Systems	Elective	15 Credits
Family Law	Elective	15 Credits
Introduction to Business Law	Elective	15 Credits
ECP	Elective	15 Credits
Mandarin	Elective	15 Credits
<b>Interim Exit Award: Certificate in Higher Education (Legal Studies)</b>		
Constitutional and Administrative Law	Compulsory	30 Credits
Criminal Law	Compulsory	30 Credits
EU Law	Compulsory	30 Credits
<i>Plus 30 Credits from the following list:</i>		
Medical Law 1	Elective	15 Credits

Child Law	Elective	15 credits
Employment Law I	Elective	15 Credits
International Trade and Commercial Contracts 1	Elective	15 Credits
Employment Law 1	Elective	15 Credits
Employment Law 2	Elective	15 Credits
Public and International Law	Elective	15 Credits
Principles of Taxation*	Elective	15 Credits
ECP	Elective	15 Credits
<b>Interim Exit Award: Diploma in Higher Education (Legal Studies)</b>		

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Knowledge and understanding of the English legal system – its sources, governing principles, processes, rules, institutions and context
K2	Understanding of and ability to apply 5 of the Foundations of Legal Knowledge to problems faced in practice (5 of the following as set out in Schedule Two of the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training) – Public (Constitutional and Administrative) Law; the Law of the European Union; Criminal Law; Obligations (Contract and Tort); Property (Land) Law; and the Law of Equity and Trusts
K3	Knowledge and understanding of 2 areas of law outside of the Foundation subjects
K4	Knowledge and understanding of the relevant social, economic, political, historical, philosophical, ethical and cultural contexts in which law operates and an ability to draw relevant comparisons with other legal jurisdictions
K5	An ability explain the policy underlying the basic principles of law

### Cognitive Skills

Ref	B. Students should be able to:
C1	Demonstrate an ability to analyse primary and secondary legal source material, derive appropriate conclusions and make appropriate judgments on the merits of particular arguments
C1	Compare, contrast, analyse and evaluate arguments in a concise and succinct manner
C2	Demonstrate an ability to analyse practical problem scenarios and apply relevant legal knowledge
C2	Access and synthesise information from a variety of disciplines
C3	Demonstrate an ability to process information and produce a list of relevant issues, ranked in order of relevance and importance
C3	Develop an ability to evaluate data and construct a logical argument
C4	Demonstrate the capacity to listen effectively, assimilating data and asking questions where appropriate

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Coherently and accurately discuss the law relevant to a given problem
P1	Demonstrate an understanding of the issues involved when working with others and to be able to act appropriately to achieve successful outcomes.
P2	Coherently discuss the state of the law in a particular area with reference to possible developments through Parliament and in the courts
P3	Cogently argue how the relevant law should be applied to the resolution of a given problem
P3	Use knowledge to enhance the ability to solve problems and <u>start</u> to develop an ability to think critically
P4	Communicate legal information empathetically and effectively both orally and in writing
P4	Breakdown complex actions into manageable units and prioritise effectively
P5	Assume responsibility for the continuing development of their own legal education and competence
P6	Identify, find and use a range of sources of legal information, using information technology where appropriate, to assist in legal research and to extract the essential points from the data surveyed
P7	Carry out legal research which is thorough and precise
P8	Analyse a case and a statute, written in technical and complex language, and derive appropriate conclusions concerning the state of the law and how it applies in the context of practical problems
P9	Analyse a cross-disciplinary practical problem and identify the relevant issues of fact and law

General Transferable Skills

Ref	D. Students should be able to:
T1	Demonstrate an ability to approach a problem logically, analyse factual situations and evaluate a range of solutions in the light of the legal issues raised
T2	Demonstrate an understanding of and ability to use the English language proficiently in legal matters and present knowledge or an argument in a way which is comprehensible to others, both orally and in writing
T3	Use inductive and deductive reasoning addressed to real-world problems
T3	Demonstrate the capacity to discuss pertinent issues in relation to a problem cogently and respond appropriately to questions
T4	Demonstrate the ability to conduct independent research into unfamiliar areas – including the ability to pinpoint areas requiring research and retrieve relevant data - using a variety of primary and secondary legal sources both hard copy and online
T4	Engage in debate in a prudent and professional manner
T5	Demonstrate the ability to work co-operatively and constructively in a group / team as well as competitively
T6	Develop the capacity to critically evaluate the strengths and weaknesses of their own, as well as others', arguments
7	Demonstrate time management skills



## STAGE THREE

### LLB Law/Business Law

#### Introduction

The purpose of this programme is to provide an integrated academic and professional training environment that has been conceived and structured to enable students to gain the knowledge, understanding and skills to pursue and sustain careers in private, public and voluntary sector organisations. It seeks to develop skills appropriate, but not restricted to, graduate careers in law.

The modules and elements described below are subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the programme.

In some instances information regarding content of a module is indicative, and actual module content will be determined according to considerations (for example, regarding opportunities for work with specific external partners or developments in the field) which are taken into account closer to the point of delivery.

Module	Requirement	Credits
English Legal System and Reasoning	Compulsory	15 Credits
Legal Skills	Compulsory	15 Credits
Tort Law	Compulsory	30 Credits
Contract Law	Compulsory	30 Credits
<i>Plus 15 Credits from the following list</i>		
Introduction to International Legal Systems*	Elective	15 Credits
Family Law	Elective	15 Credits
Introduction to Business Law	Elective	15 Credits
ECP	Elective	15 Credits
Mandarin	Elective	15 Credits
<b>Interim Exit Award: Certificate in Higher Education (Legal Studies)</b>		
Constitutional and Administrative Law	Compulsory	30 Credits
Criminal Law	Compulsory	30 Credits
EU Law	Compulsory	30 Credits
<i>Plus 45 Credits from the following list:</i>		
Medical Law 1	Elective	15 Credits
Child Law	Elective	15 credits
Consumer Law	Elective	15 Credits
International Trade and Commercial Contracts 1	Elective	15 Credits
Employment Law 1	Elective	15 Credits
Employment Law 2	Elective	15 Credits
Public and International Law	Elective	15 Credits
Principles of Taxation*	Elective	15 Credits
ECP	Elective	15 Credits

Module	Requirement	Credits
Equity and Trusts	Compulsory	30 Credits
Land Law	Compulsory	30 Credits
Legal and Professional Ethics*	Compulsory	15 Credits
<i>Electives to the value of 45 credits from the following list:</i>		
Intellectual Property Law 1	Elective	15 Credits
Intellectual Property Law 2	Elective	15 Credits
Company Law 1	Elective	30 Credits
Company Law 2	Elective	30 Credits
Legal Research	Elective	30 Credits
Property Tax	Elective	15 Credits
ECP	Elective	15 Credits
Media Law	Elective	15 Credits
Armed Conflict	Elective	15 Credits
Jurisprudence	Elective	15 Credits
Law of Evidence	Elective	15 Credits
International Trade and Commercial Contracts 2	Elective	15 Credits
<b>Exit Award: LLB (Hons)</b>		

## Diagram of Outcomes Leading to Award

### Stage One (Certificate in Higher Education)

LLB Law [360 Credits] [120 @ Level 4, 120 @ Level 5 and 120 @ Level 6]		Assessment		
Module	Credit Rating	Work for Assessment	Requirement for Award	Weighting for Classification
English Legal System and Reasoning	15 Credits [Level 4]	<i>Formative</i> 1. Practice Written Assessment  <i>Summative</i> 1. Written Examination (2 hours) [100% of Module Grade]	Compulsory	12.5 % Certificate in Higher Education 6.25 % Diploma in Higher Education
Legal Skills	15 Credits [Level 4]	<i>Formative</i> 1. Practice Case Analysis Test (CAT) 2. Practice Statute Analysis Test (SAT) and Grammar MCT  <i>Summative</i> 1. Case Analysis Test (CAT) [35% of Module Grade] 2. Statute Analysis Test (SAT) and Grammar MCT [65% of Module Grade]	Elective	12.5 % Certificate in Higher Education 6.25 % Diploma in Higher Education
Contract Law	30 Credits [Level 4]	<i>Formative</i> 1. Practice Coursework Assessment 2. Practice Written Assessment  <i>Summative</i> 1. Coursework Assessment [30% of Module Grade] 2. Written Examination [70% of Module Grade]	Compulsory	25 % Certificate in Higher Education 12.5 % Diploma in Higher Education
Tort Law	30 Credits [Level 4]	<i>Formative</i> 1. Practice Coursework Assessment 2. Practice Written Assessment  <i>Summative</i> 1. Coursework Assessment [30% of Module Grade] 2. Written Examination [70% of Module Grade]	Compulsory	25 % Certificate in Higher Education 12.5 % Diploma in Higher Education

Family Law	15 Credits [Level 4]	<i>Formative</i> 1. Practice Coursework 2. Practice MCT or Written Assessment <i>Summative</i> 1. Coursework [30% of Module Grade] 2. MCT [70% of Module Grade] OR Written Assessment [100% of Module Grade]	Elective	12.5 % Certificate in Higher Education 6.25 % Diploma in Higher Education
Introduction to Business Law	15 Credits [Level 4]	<i>Formative</i> 1. Practice Essay question 2. Practice Problem question <i>Summative</i> 1. Exam [100% of Module Grade]	Elective	12.5 % Certificate in Higher Education 6.25 % Diploma in Higher Education
Introduction to Mandarin and Chinese Law and Business	15 Credits [Level 4]	<i>Formative</i> 1. Group work and oral presentation – Mandarin 2. Extended reading – Chinese Law and business <i>Summative</i> 1. Oral assessment - [50% of Module Grade] 2. Coursework – [50% of Module grade]	Elective	12.5 % Certificate in Higher Education 6.25 % Diploma in Higher Education
Extra Credit Project (ECP)	15 Credits [Level 4]	<i>Formative</i> 1. Meetings with Personal Tutors for guidance and progress. Supply of draft portfolio for feedback. <i>Summative</i> 1. Written Portfolio	Elective	12.5 % Certificate in Higher Education 6.25 % Diploma in Higher Education

## Diagram of Outcomes Leading to Award

### Stage Two (Diploma in Higher Education)

LLB Law [360 Credits] [120 @ Level 4, 120 @ Level 5 and 120 @ Level 6]		Assessment		
Module	Credit Rating	Work for Assessment	Requirement for Award	Weighting for Classification
Constitutional and Administrative Law	30 Credits [Level 5]	<i>Formative</i> 1. Practice Examination 2. Practice Assessment <i>Summative</i> 1. Written Examination [70% of Module Grade] 2. Coursework Assessment [30% of Module Grade]	Compulsory	12.5 % Diploma in Higher Education 8.33 % Honour's Degree
Criminal Law	30 Credits [Level 5]	<i>Formative</i> 1. Practice Examination 2. Practice Assessment <i>Summative</i> 1. Written Examination [70% of Module Grade] 2. Coursework Assessment [30% of Module Grade]	Compulsory	12.5 % Diploma in Higher Education 8.33 % Honour's Degree
EU Law	15 Credits [Level 5]	<i>Formative</i> 1. Practice Assessment 2. Practice MCT <i>Summative</i> 1. Coursework Assessment [70% of Module Grade] 2. MCT [30% of Module Grade]	Compulsory	6.25 % Diploma in Higher Education 4.17 % Honour's Degree
Consumer Law	15 Credits [Level 5]	<i>Formative</i> 1. Practice Coursework 2. Practice MCT or Written Assessment <i>Summative</i> 1. Coursework Assessment [50% of Module Grade] 2. MCT or Written Assessment [50% of Module Grade]	Elective	6.25 % Diploma in Higher Education 4.17 % Honour's Degree

Child Law	15 credits [Level 5]	<i>Formative</i> 1. Mock Questions 2. Student Presentations <i>Summative</i> 1. Written Assessment [100% of Module Grade]	Elective	6.25 % Diploma in Higher Education 4.17 % Honours Degree
Employment Law 1	15 Credits [Level 5]	<i>Formative</i> 1. Practice Written Assessment <i>Summative</i> 1. Written Assessment [100% of Module Grade]	Elective	6.25 % Diploma in Higher Education 4.17 % Honours Degree
Employment Law 2	15 Credits [Level 5]	<i>Formative</i> 1. Practice Written Assessment 2. Practice Client Information Pack <i>Summative</i> 1. Written Assessment [100% of Module Grade]	Elective	6.25 % Diploma in Higher Education 4.17 % Honours Degree
International Trade and Commerce 1	15 Credits [Level 5]	<i>Formative</i> 1. Practice Written Assessment <i>Summative</i> 1. Written Assessment [100% of Module Grade]	Elective	6.25 % Diploma in Higher Education 4.17 % Honours Degree
Medical Law	15 Credits [Level 5]	<i>Formative</i> 1. Practice Written Assessment <i>Summative</i> 1. Written Assessment [100% of Module Grade]	Elective	6.25 % Diploma in Higher Education 4.17 % Honours Degree
Public International Law	15 Credits [Level 5]	<i>Formative</i> 1. Practice Written Assessment <i>Summative</i> 1. Written assessment [100% of Module Grade]	Elective	6.25 % Diploma in Higher Education 4.17 % Honour's Degree
Extra Credit Project (ECP)	15 Credits	<i>Formative</i> 1. Meetings with Personal Tutors for guidance and progress. Supply of draft portfolio for feedback. <i>Summative</i> 1. Written Portfolio	Elective	6.25 % Diploma in Higher Education 4.17 % Honour's Degree

## Diagram of Outcomes Leading to Award

## Stage Three (Honour's Degree)

LLB Law [360 Credits] [120 @ Level 4, 120 @ Level 5 and 120 @ Level 6]		Assessment		
Module	Credit Rating	Work for Assessment	Requirement for Award	Weighting for Classification
Law of Equity and Trusts	30 Credits [Level 6]	<i>Formative</i> 1. Practice Written Assessment 2. Practice Coursework Assessment <i>Summative</i> 1. Written Assessment [70% of Module Grade] 2. Coursework Assessment [30% of Module Grade]	Compulsory	8.33 % Honours Degree
Land Law	30 Credits [Level 6]	<i>Formative</i> 1. Practice Coursework Assessment 2. Practice Written Examination <i>Summative: Semesters D1-present</i> 1. Coursework Assessment [30% of Module Grade] 2. Written Examination [70% of Module Grade]	Compulsory	8.33 % Honours Degree
Plus 30 Credits of any combination of modules from the following list:				
Armed Conflict Law	15 Credits [Level 6]	<i>Formative</i> 1. Tutorial Questions 2. Mock Assessment <i>Summative</i> 1. Coursework Assessment [70% of Module Grade] 2. MCT Assessment [30% of Module Grade]	Elective	4.17% Honours Degree
Company Law 1	15 Credits [Level 6]	<i>Formative</i> 1. Practice Coursework 2. Practice MCT <i>Summative</i> 1. Coursework [70% of Module Grade]	Elective	4.17% Honours Degree

		2. MCT [30% of Module Grade]		
Company Law 2	15 Credits [Level 6]	<i>Formative</i> 1. Practice Coursework 2. Practice MCT <i>Summative</i> 1. Coursework [70% of Module Grade] 2. MCT [30% of Module Grade]	Elective	4.17% Honours Degree
Law of Evidence	15 Credits [Level 6]	<i>Formative</i> 1. Practice MCT 2. Practice Coursework <i>Summative</i> 1. MCT [30% of Module Grade] 2. Coursework [70% of Module Grade]	Elective	4.17% Honours Degree
Landlord and Tenant	15 Credits [Level 6]	<i>Formative</i> 1. Practice Written Examination <i>Summative</i> 1. 100% Written Examination	Elective	4.17% Honours Degree
Intellectual Property 1	15 Credits [Level 6]	<i>Formative</i> 1. Practice Written Examination <i>Summative</i> 1. 100% Written Examination	Elective	4.17% Honours Degree
Intellectual Property 2	15 Credits [Level 6]	<i>Formative</i> 1. Practice Written Examination <i>Summative</i> 1. 100% Written Examination	Elective	4.17% Honours Degree
Intellectual Trade and Commercial Law	15 Credits [Level 6]	<i>Formative</i> 1. Practice Written Assessment 2. Practice Coursework <i>Summative</i> 1. Written Assessment [50% of Module Grade] 2. Coursework [50% of Module Grade]	Elective	4.17% Honours Degree
Jurisprudence	15 Credits	<i>Formative</i>	Elective	4.17% Honours Degree



	[Level 6]	1. Mock Examination <i>Summative</i> 1. Written Examination [100% of Module Grade]		
Media Law	15 Credits [Level 6]	<i>Formative</i> 1. Practice Written Assessment <i>Summative</i> 1. Written Assessment [100% of Module Grade]	Elective	4.17 % Honours Degree
Property Tax Law	15 Credits [Level 6]	<i>Formative</i> 1. Practice Written Assessment <i>Summative</i> 1. Written Assessment [100% of Module Grade]	Elective	4.17% Honours Degree
Research Module	30 Credits [Level 6]	<i>Summative</i> 1. 100% VIVA	Elective	8.33 % Honours Degree
<b>Students who successfully complete 360 credits (120 at level 4, 120 at level 5 and 120 at level 6) will be awarded LLB Law</b>				

## **Learning and Teaching Strategy**

This section provides a short description of how learning will occur on the Programme.

## **Assessment Strategy**

This section provides a short description of the assessment and feedback on the Programme. Should you have any further queries about assessment or feedback (following reading the entire programme handbook), please contact the appropriate module or programme tutor.

## **Modules**

The Programme is composed of modules, and these modules are linked to different levels of the National Framework for Higher Education Qualifications set by the Quality Assurance Agency for Higher Education. This document provides a module outline for every module undertaken during the Programme. To identify which modules are taken in each year please see the Diagram of Outcomes Leading to Award.

Each module will consist of aims, learning outcomes, and modes of assessment. These components relate to how you will receive from and give feedback to the Programme team during your degree.

## **Aims**

The LLB has explicit aims. Aims are the learning intention of each module, section or entire programme – knowledge, understandings and skills that we intend to cover in delivering the programme. You will be given opportunities to feedback on how the Programme team and visiting lectures deliver this content.

## **Learning Outcomes**

A learning outcome is a statement of what you are expected to know, understand or be able to do at the end of the module, section or entire programme.

## **Modes of Assessment**

As BPP's programmes are specifically student-centred and professionally oriented, we seek to accommodate a variety of learning styles and prior educational experiences, through the selection assessment strategy focusing on:

Criterion-referenced Assessment, where your performance is assessed against some fixed, set, or 'objective' standard which is not affected by the number of people who reach it. Criterion-referencing is particularly important in subjects which involve vocational competence.

Norm-referenced Assessment, where your performance is assessed by creating a comparison to others in your peer group employing a range of assessment tools, producing for example a rank order (first, second, third, etc.) regardless of the absolute level you have achieved. Norm-referencing is particularly important in subjects involving complex activities or performance.

Self-referenced Assessment, where your progress and achievement is assessed against your past performance (e.g. progress made, value-added) or some estimate of future potential (e.g. could do better/reached your ceiling). Self-referencing is particularly important

in subjects which promote the notion of the critical reflective practitioner (such as personal and professional development planning).

In practice, the Programme and its modules typically involve a mixture of the above modes of assessment. After each assessment (except for final examinations), you can expect to receive feedback on your performance.

### **Specific Learning and Teaching Strategy**

The learning and teaching strategy of the undergraduate degree programme will address the paradigm shift within Higher Education away from content-based towards skills-based methodologies where practically possible.

Methodologies will include tutor-led presentations, including, as an example, the application of audio visual material; student led sessions and discussions; small group work and student presentations, as well as independent learning and project work which will utilise online facilities as appropriate.

Acquiring key skills is integral to all activities within the programme. You will develop skills in the use of collecting, analysing and applying information. Seminar sessions will provide a means of developing all key skills, with a particular emphasis on communication skills and working with others. These skills, especially working with others, will be essential elements that are required throughout the programme.

The key skills of application, research methodology and problem solving will be emphasised throughout the course, with specific emphasis on these areas in the various modules where they are taught and/ or applied.

The programme provides you with a thorough grounding in law prior to further development of this through more intellectually demanding and integrated modules.

Throughout the programme, there will be an emphasis on exploratory learning, student-led seminars, and group work activities outside the normal 'taught' sessions. You will therefore be expected to develop responsibility for your own development and not only for what is learnt but more particularly for how it is learnt.

This opportunity to organise your learning is intended to develop attainment of the professional and transferable skills which are expected of graduates, for example, time management, group work and individual scholarship.

Through peer and tutor led formative assessments and formative feedback, the programme teaching team will encourage, facilitate and offer guidance to you to assist in your development.

Small Group Sessions are a key component of the programme and aim to help you to analyse and evaluate the components that form the generic term 'Law' and their elements prior to, as they develop, synthesising these to allow greater understanding of the complexity and integrative nature of law.

At the same time, you will be given ample tutor-guided support in your development of knowledge and understanding and related skills.

Throughout individual modules there will be an emphasis upon participation and student interaction. The lecturer is a learning facilitator and, therefore, you will be expected to arrive

with questions/ideas, to have prepared with prior readings, and to lead parts of the session. It is through this method that ideas can best be examined, defended, justified and reflected upon.

The programme is designed to allow students to participate full time, part time or online and interact through weekly seminars. Interaction of students with other students and their tutors does not therefore always necessarily have to occur in a traditional classroom format.

In our typical taught modules, the seminars can be experienced in three ways. As a student you can choose the method that best suits you. Whichever method you choose, you are expected to prepare thoroughly, to attend and participate, and to consolidate your learning afterwards.

Firstly, we have the traditional face to face class in a classroom where tutors and students attend at the same time and in the same place. You will have a regular set of classmates and tutor for each module. These will be timetabled each week in a particular classroom. You will need to be able to travel to a BPP campus where the classes have been scheduled.

Secondly, we have online classrooms where students and tutors attend at the same time in weekly timetabled slots, but may be physically located anywhere. These are known as integrative, synchronous or real-time online classes. Depending on the software used participants can speak with and hear each other, see each other and/or the tutor, use instant messaging, share documents and visuals, work in groups, and archive the class. If you choose this method you will have a timetabled class each week, but you can attend from home or work, or anywhere where you have a computer and reliable internet access. Again you will have a regular set of classmates and a tutor for each module. Because you do not have to come into a BPP campus, this is a more flexible approach. However, you will still need to attend your weekly seminars at specifically timetabled times and locations. Please note that students studying in the UK on a Tier 4 Visa are not able to choose this online option.

Thirdly we have asynchronous online classes which students and tutors attend to integrate. This still means that you have a regular group of classmates and tutor for each module, but you do not all have to attend at exactly the same time. Instead these online seminars are typically open for 5 days each week, and you will be expected to participate in the learning activity at times which best suit you. This is the most flexible version of seminar attendance and is especially good for students who cannot attend the timetabled classes for any reason.

Please note that full preparation, attendance, and participation is expected for our online programmes just as it is for full and part time programmes. A number of software programmes will be used for this interaction including discussion boards, sound boards, wikis and blogs. You will receive instruction on this at the start of each module.

Full time, part time and online delivery are designed to operate in tandem i.e. in any given week face to face students will be working through the same learning outcomes and activities as the real time students and as the asynchronous students. This allows students to switch between them when necessary, giving BPP students a significant advantage in terms of flexibility.

You will be asked to sign up to one method for each module, but if at any time your circumstances change, or you simply find you would prefer another method then you could switch with no loss of progress. You can also select different options for each module, allowing you to mix online and face to face learning in the way that suits you over the programme.

The three methods are equivalent in that they all:

- Are designed to achieve identical learning outcomes
- Have the same online learning resources which provide the guidance and support for the programme
- Have online tutor support provided daily via discussion boards and Q&A sessions
- Have the same opportunities for feedback
- Sit the same assessments

Overall the learning and teaching strategies aim to encourage the skills and culture of independent learning and actively discourage learner dependence. To achieve this, development of student based activity will build the students' confidence and assist in their development as independent learners with diminishing levels of supervision over their period of study.

A range of subject specific learning strategies will be deployed to achieve this with the main approaches to teaching and learning on the programme being summarised as:

- An emphasis on the role of learners in acquiring knowledge and understanding
- The need to move from content towards skills-based methodologies specifically the skills of self-managed learning
- A recognition of the role of progression (evidence) through subject integration

A feature of the learning and teaching strategy of the programme will be the use of 'real world' activities to provide a student-centred approach which will engage students in problem solving activities in a business context.

### **Defining BPP's virtual classroom**

Considering the recent advancements in e-learning computer assisted technology both on-line and on-campus, students can experience the same real-time face-to-face contact hours with lecturers, tutors and other students. On-campus this is facilitated in the traditional brick and mortar classroom and on-line it is facilitated in the virtual classroom. The virtual classroom is accessed via a computer and audio communication is established using a headset equipped with a microphone. Just like the on-campus classroom the virtual classroom takes place in real time, meaning that the class takes place at set times and dates with attendance being recorded. Therefore, students can interact directly with other students and tutors to enhance their learning experience. Lectures and tutors have access to e-learning tools to facilitate power point presentations, show videos, link directly to on-line resources, provide "breakout rooms" for students to work cooperatively in small groups, access interactive whiteboards and conduct whole class problem based learning experiences. In other words, anything that occurs in the brick and mortar classroom can occur in the virtual classroom ensuring the same rich learning experience for all students regardless of geographical location. The additional advantage of the virtual learning classroom is its convenience and flexibility; opening access to those who may not have access to the brick and mortar classroom for any variety of reasons. This provides access to anyone anywhere in the world who has access to the internet and a computer.

Another advantage to facilitating learning through the use of embedded e-technology is that students have the ability to review parts of the programme even after it has completed. By having pre-recorded lectures, recorded classrooms (virtual or on-campus) and other on-line material students can access module content to review and reinforce their knowledge and understanding or to revise for examinations. Additionally, with material being accessible

during study time and for up to one year following completion of the module students have the ability to revisit the material in its entirety or in short sections where the student may need to revise for follow-on modules.

### **Assessment Strategy**

The Assessment Strategy for the LLB Law has been designed to provide students with a variety of challenges appropriate to students on a vocationally-oriented academic undergraduate programme.

Thus care will be taken to include formative and summative assessments which:

- Provide opportunities for students to work in groups and be assessed informally in order to develop group skills and interpersonal skills
- Encourage the development of academic skills of wider reading and research
- Build a body of knowledge and understanding which can be levered with relevance, confidence and sound judgement to aid analysis and decision-making
- Provide a range of opportunities to undertake more 'practical' assessments relevant to, and requiring interface with, the real world of legal employment and employment generally in terms of the nature and context of, the task set
- Focus on legal issues appropriate to the practice of law

Students will get feedback in written and/ or verbal form with staff using other relevant exercises to provide additional formative feedback.

Assessment will therefore be both formative (non assessed and developmental) and summative (contributing to the module grade but also developmental).

## **PERSONAL AND PROFESSIONAL DEVELOPMENT PLANNING [PDP]**

The processes and mechanisms described below are, usually, subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the Programme.

### **What is it?**

Personal and Professional Development Planning [PDP] is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan their personal, educational and career development.

### **Why do it?**

The primary objective for PDP on the programme is to improve your capacity to understand what and how you are learning, and to review, plan and take personal responsibility for your own learning and career development, helping you to:

- Articulate personal goals and evaluate progress towards your achievement
- Become more effective, independent and confident self-directed learners
- Understand how you are learning and relate your learning to a wider context
- Improve your general skills for study, career management and marketability to potential employers
- Take a positive attitude to learning throughout life, educational and career development

### **How does it work?**

Personal development planning is essentially a process of:

- Thinking about where you are now, reflecting on your strengths and improvements you would like to achieve
- Planning where you want to get to, what skills and knowledge you will need to develop and how you will acquire them via the learning opportunities open to you
- Doing – putting your action plan into practice; recording the development you make; identifying when you have reached a goal
- Reflecting on your learning and achievement and, in the light of this, where you want to go next (and so the cycle begins again)

### **When do opportunities for PDP occur?**

There are many opportunities for you to engage in PDP activities during the three years of your study, in taught modules, self-directed study and tutor-led PDP supervision tutorials.

### **Who is responsible for co-ordinating PDP?**

As PDP is designed to promote autonomy and purposeful learning you are solely responsible for the planning and review of your progress through the Programme.

### Benefits of Personal and Professional Development Plans

Personal and Professional development planning brings potential benefits for students, academic staff and institutions, with student learning and development lying at its heart.

#### *Benefits to students:*

- Integrates personal and academic development, including work experience or other activities outside the curriculum, improving their capacity to plan their own learning
- Promotes reflective practice, effective monitoring and recording achievement
- Encourages learning from experience, including mistakes
- Promotes deeper learning by increasing awareness of what students are learning, how and to what level
- Requires explicit recognition of strengths and required improvements
- Provides mechanism for monitoring career-related capabilities
- Establishes lifelong learning habits, encompassing continuing professional development

#### *Benefits to staff:*

- Helps students be more independent and purposeful learners
- Serves as a focus for PDP Supervision
- Provides help in writing future references
- Promotes student understanding of learning outcomes, programme specifications and teaching and learning strategies

#### *Benefits to departments and institutions:*

- Facilitates more effective monitoring of student progress
- Results in more effective academic and non-academic support and guidance systems
- Enhances capacity to demonstrate quality of student support mechanisms during external and internal review (adapted from Jackson, 2001a, pp. 8-10)

### Background Reading

This is an indicative list of background reading. Students are encouraged to explore all media to supplement learning derived from the set text and other learning activities. Further reading may be suggested during the module.

Boud, D., Keogh, R., and Walker, D. (1985). *Reflection: Turning Experience into Learning*, Kogan Page, London.

Jackson, N. (2001). *Personal Development Planning: What Does it Mean?*, PDP Working Paper 1, Learning and Teaching Support Network Generic Centre.

Moon, J. (2001). *Reflection in Higher Education Learning*, PDP Working Paper, Learning and Teaching Support Network Generic Centre.

Schön, D. (1983.) *The Reflective Practitioner*, London: Basic Books.

Schön, D. (1988). *Educating the Reflective Practitioner*, London: Jossey-Bass Publishers,

Shaw, M., Malik, A., and Cronshaw, S. (2000). *Key Skills in Higher Education*, University of Central Lancashire and Department for Education and Employment.



## **Employability as core element of the Programme**

Employability can be defined as '*enabling students to acquire the knowledge, personal and professional skills and encouraging the attitudes that will support their future development*' by specifying curriculum features that, together, develop student employability.

Embedding employability ([www.enhancingemployability.org.uk](http://www.enhancingemployability.org.uk)) is integral to the culture of the programme course and attempts to reflect the research on the attributes of graduates that have been identified as being sought by employers. These attributes are flexibility, self-aware lifelong learners with communication, interactive and team working skills that can add value to and transform organisations ([www.prospects.ac.uk](http://www.prospects.ac.uk)).

To achieve this, the programme will provide:

- a student-centred approach to support and guidance
- an emphasis on Personal Development Planning (PDP)
- an innovative approach to learning, teaching and assessment
- a strategic and collaborative approach to curriculum design with programme management building on relationships with our extensive Law School Careers Service, employers and external advisors

The essentials of a framework to achieve this are:

- progressive development of autonomy
- Personal Development Planning (PDP)
- inclusion of activities similar to those required in external environments i.e. 'the real world' (to encourage transfer)
- reflection on the use of knowledge and skills (to encourage transfer)
- encouragement of career management skills

## **Reflection on the use of knowledge and skills**

PDP, as previously stated, will run throughout the programme and includes reflective activities (some of which may be assessed).

Some examples:

Phase 1 Example: students will conduct presentations on the art of presenting, followed by small group exercises on 'presenting in challenging situations'.

Phase 2 Example: students present to the class on an aspect of the systematic learning and development cycle. They will be encouraged to concentrate on critically analysing the impact for both the individual learner and the organisation. Students will also have the opportunity to further develop a learning log.

Phase 3 Example: Linked to practical activity simulation.

## **Encouragement of career management skills**

The programme will have a strong career management focus from the start, and in each year. Employers are encouraged to participate with the Careers and Employment Service.

## **CODE OF CONDUCT**

### **As an individual I will:**

- Strive for excellence at all times
- Exemplify the highest standards of behaviour and performance
- Remain accountable for my actions
- Take personal responsibility for my development
- Strive to keep up to date with best practice and ongoing developments within my fields of study
- Safeguard any confidentiality I am exposed to and not seek personal advantage from these
- Act reasonably and justifiably in identifying and resolving conflicts of values, including those of an ethical nature

### **In my relationship with others I will:**

- Treat other students on an equitable basis, without discrimination, recognising their specific needs, pressures and problems
- Support other students to understand fully their responsibilities
- Seek to develop the skills and qualities within any teams you are involved with and recognise individual achievements within these
- Foster a culture of openness and transparency, where issues may be addressed in a frank and timely manner
- Encourage and assist other students to develop their skills and progress their education, valuing the contribution which each may make
- Respect matters of faith, conscience and diversity in their widest sense
- Communicate clearly, effectively and openly with all people I encounter within the Law School

### **For the Law School where it is within my power, authority or influence to do so, I will:**

- Uphold its policies and practices
- Identify, support and communicate relevant policies, practices and information as appropriate
- Be accountable for achieving the objectives, projects and tasks that I undertake to deliver
- Safeguard the reputation and assets of the Law School
- Exhaust all available internal remedies for dealing with matters I perceive to be improper before resorting to public disclosure
- Uphold its integrity and good standing, and refrain from conduct which detracts from its reputation
- Promote its professional image and standing
- Observe the standards of conduct and practice as set out in this Code, as they may be reviewed and reissued from time to time

**For the wider community I will:**

- Ensure that I am aware of, and comply with, all relevant legislation and regulations
- Be honest, open and truthful in all external communications
- Respect the customs, practices and reasonable ambitions of others, where these may differ from my own

**MODULE OUTLINES - Introduction**

The modules and elements described below are subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the programme. In some instances information regarding content of a module is indicative. Actual module content will be determined according to considerations (for example, regarding opportunities for work with specific external partners or developments in the field or contemporaneous events) which are taken into account closer to the point of delivery.

**BPP University College of Professional Studies****English Legal System and Reasoning (ELSR)****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>English Legal System and Reasoning (ELSR)</b>			
Module Replaces (if appropriate)		<b>English Legal System (ELS)</b>			
Level	<b>4</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introductory lecture, 10 x 1 hour substantive lectures, 5 x 1 hour small groups sessions (SGSs), 5 x 1 hour Harvard-style seminars (HSSs), 5 x 1 hour consolidation classes, 2 x 1 hour revision lectures.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (C)			
Intended Start Date(s)		September 2012			
Related Modules	Pre-requisites	None			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		All LLB locations Waterloo, Leeds, Manchester, Bristol, Birmingham, Swindon (New College), Cambridge			
Module Proposer		Tom Bennett (currently ML for ELS)			
Date Approved within School			Signature of the Dean		

Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>This module will give students the basic substantive and theoretical knowledge of the key institutions of the English legal system and their functions; needed to pursue further study on the LLB with a view to legal practice. To this end, students will be introduced to the functions of key legal institutions and constitutional concepts. Students will study the various ways in which law can be classified into different branches and how this reflects the purposes of law and of a legal system. Students will be introduced to some basic legal philosophical concepts in order to gain an insight into legal reasoning techniques. Ultimately, this will give students the foundations upon which to build up their ability to analyse the law as they progress through their LLB studies. Students will study controversial cases and judgments, seeking to identify basic reasoning concepts and appreciate how these methods of reasoning have impacted upon the outcome of particular cases. This basic introduction to legal philosophy will be closely linked to the study of key legal institutions. By the end of the module, students will have a detailed understanding of the technicalities of key legal institutions (i.e., the court structure, the role of Parliament). Students will also have gained an appreciation of how the technicalities of legal institutions and their functions reflect the purposes of law.</p> <ol style="list-style-type: none"> <li>1. To teach students the roles and key features of key legal institutions</li> <li>2. To teach students the basic features of the UK constitution</li> <li>3. To introduce students to key concepts of legal reasoning and give students a focused, basic introduction to relevant aspects of legal philosophy</li> <li>4. To encourage students to think about, and begin to form their own opinions on, the underlying purposes of law (in general) and the English legal system (in particular)</li> <li>5. To give students sufficient substantive knowledge of legal institutions, and a sufficient theoretical knowledge of aspects of legal reasoning, to provide a solid foundation for their future studies and practice</li> </ol> <p style="text-align: center;"><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LLB is:</b> To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a</p>
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	<p>practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <ol style="list-style-type: none"> <li><b>1. An academically rigorous programme of legal education</b></li> </ol> <p>This module aims to develop in students a detailed knowledge and understanding of the legal framework, principles and concepts which underline and inform the key institutions of the English legal system and to introduce students to theories relevant to the understanding of the reasoning underpinning legal judgments.</p> <ol style="list-style-type: none"> <li><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></li> </ol> <p>The module will assist students in developing legal skills which are necessary for successful completion of both the academic and vocational courses. These skills include: the ability to analyse and evaluate legal materials, the application of basic theoretical concepts to 'hard' law, writing, and presentational skills.</p> <ol style="list-style-type: none"> <li><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></li> </ol> <p>The module will develop both written and oral communication skills. It will also help provide the foundations for the development of analytical / critical thinking skills and research skills (at Levels 5 &amp; 6), which are necessary for practice as a lawyer.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	<p>Various external subject matter experts have been consulted in establishing the need for the module. The need to replace the existing English Legal System module results from the decision to introduce a Skills module at Level 4. It has become clear that a Skills module is required in order to assist in the development of students' study skills early in the programme. The legal skills component of the old ELS module has become surplus to requirements.</p> <p>In order to ensure that the remaining aspects of the ELS module could be delivered in a coherent fashion, making best use of the teaching time and resources available, it was suggested by the ML, and approved by the PL, that a new module be designed outright. ELSR will deliver additional substantive content to that which was delivered in the old ELS module, as well as introducing students to additional theoretical concepts relevant to legal reasoning.</p>



	This will ensure that students are equipped to gain analytic purchase on legal materials. It will also ensure that some basic jurisprudential concepts continue to be delivered at Level 4, despite (as it is understood) the Jurisprudence module being revalidated for Level 6.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• The QAA Law Benchmark statements</li> <li>• Textbooks</li> <li>• National Qualifications Framework for Higher Education</li> <li>• Course descriptors for similar modules provided by other universities</li> </ul>
What are the intended teaching methods (e.g. lecture, seminar, SGS, workshops) and what is the ratio between them?	<p>28 contact hours comprising:</p> <p>1 x 1 hour introductory lecture</p> <p>10 x 1 hour substantive lectures</p> <p>5 x 1 hour SGSs (Tutorials)</p> <p>5 x 1 hour HSSs ('Harvard-Style' Seminars)</p> <p>5 x 1 hour consolidation classes</p> <p>2 x 1 hour revision lectures</p> <ul style="list-style-type: none"> <li>• There will be one "Induction" (introductory) session for students to understand the sources and ambit of the ELSR module.</li> <li>• There will be 10 x 1 hour lectures. These will both provide an overview, as well as a more detailed exposition of core areas of substantive law and of legal institutions. These will also introduce and explain in an appropriate level of detail the various theoretical concepts contained in the course.</li> <li>• There will be 5 x 1 hour HSSs which will deal principally with an aspect of ELSR appropriate for discussion and debate. It is hoped that expert external contributors such as practitioners and other academics will contribute to some of these sessions in future.</li> <li>• There will be 5 x 1 hour SGSs. These will be in groups of no more than 20 students. They will be used to develop the student skills of application, evaluation and problem-solving, developing argument and analysis of, as well as engagement with, legal issues.</li> </ul>
How will the module be assessed?	<p>Examination – Written exam (2 hours)</p> <p>Formative assessment will take place regularly within SGSs, alongside a formal mock assessment set midway through the module.</p>
If there is more than one assessment component how will the marks be combined?	100% written examination.

**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	Tom Bennett (ML)  Other staff TBC.
Is any special training required for staff in preparation to teach the module?	No. Staff member is technically expert in the subject discipline and experienced in designing/delivering the module's predecessor. ML has undergone relevant training / continues to receive ongoing professional development organised by the Director of Staff Training and Development (DSTD).
Does the module require any special arrangements for it to be externally examined?	An external examiner will need to be appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b><u>Textbooks</u></b></p> <p>Darbyshire, <i>Darbyshire on the English Legal System</i>, (10th Edn) (London, Sweet &amp; Maxwell: 2011)</p> <p>Partington, <i>Introduction to the English Legal System</i> (2012-2013 Edn) (Oxford, OUP: 2012)</p> <p>McLeod, <i>Legal Method</i>, (8th Edn) (Basingstoke, Palgrave MacMillan: 2011)</p> <p>Elliott &amp; Quinn, <i>English Legal System</i>, (12th Edn) (Harlow, Pearson: 2011)</p> <p>Gillespie, <i>The English Legal System</i>, (3rd Edn) (Oxford, OUP: 2011)</p> <p>Honoré, <i>About Law</i>, (Oxford, OUP: 1995)</p> <p>Veitch, Christodoulidis &amp; Farmer, <i>Jurisprudence: Themes and Concepts</i> (2nd Edn), (London, Routledge: 2012)</p> <p>Slapper &amp; Kelly, <i>The English Legal System</i>, (13th Edn) (London, Routledge: 2012)</p> <p>Cownie, Bradney &amp; Burton, <i>English Legal System in Context</i>, (5th Edn) (Oxford, OUP: 2010)</p> <p>Harris, <i>An Introduction to Law</i> (7th Edn), (Cambridge, CUP: 2007)</p> <p>Finch &amp; Fafinski, <i>Legal Skills</i> (3rd Edn), (Oxford, OUP: 2011)</p>

	<p>(Library, and – preferably – electronic copies of all of the above will need to be purchased if they are not already available. Copies will need to be provided in all regional centres.)</p> <p><b><u>Casebooks</u></b> There is no specific casebook for ELSR.</p> <p><b><u>Statute Books</u></b> Students will use the generic BPP statutes for the LLB.</p> <p><b><u>Journals / periodicals / loose-leaf</u></b>          Law Quarterly Review          Modern Law Review          Cambridge Law Journal          Oxford Journal of Legal Studies          Northern Ireland Legal Quarterly          Legal Studies          Public Law          Journal of Law and Society          Harvard Law Review          New Law Journal          Criminal Law Review          European Human Rights Law Review          The Journal Jurisprudence          Law Society Gazette</p>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond SGS rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. webcasts, DVDs, online teaching)?	The module has no special accommodation requirements beyond SGS rooms and the Lecture Theatre. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Be able to name and define the role of key English legal institutions, law-making bodies and the courts	<p>Lectures will introduce students to the facts of the structure of legal institutions and give an overview of their functions. Core reading will supplement this. Seminars and tutorials will involve discussions that build up from establishing an understanding of the basic facts of the structure of legal institutions and their role before engaging in more wide-ranging discussion.</p> <p>Students will be directed to the e-learning websites associated with core textbooks and encouraged to utilise their MCTs in order to assess their own learning and to consolidate knowledge.</p>	<p><b>Summative</b> Written Assessment</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of mock examination paper.</p> <p>Students' understanding will also be informally formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
2	Understand key, basic features of the English/UK constitution and constitutional concept	<p>Lecture 2 is devoted to introducing key constitutional concepts. The first tutorial (SGS) will also be based around this. Constitutional concepts are pervasive and students will be reminded of their importance in later topics. (E.g. the relevance of Parliamentary sovereignty to judicial interpretation of statutes and the development of the common law.) These are returned to in subsequent lectures and seminars/SGSs.</p>	<p><b>Summative</b> Written Assessment</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of mock examination paper.</p> <p>Students' understanding will also be informally formatively assessed throughout the module. This will primarily occur within GS sessions.</p>
3	Have a basic understanding of key concepts within legal reasoning, and be able to recognise these within case law	<p>Two lectures on classification of law/different branches of law will set the scene for students in this regard. Students will be introduced to the need to understand legal reasoning, and appreciate that different factors influence judicial decisions in different branches of the law. (E.g. public policy concerns in aspects of tort law, the need for clarity/certainty in criminal law.)</p> <p>Subsequently, two lectures are devoted to the exposition of basic concepts within legal philosophy, which at all times will be linked to actual cases and</p>	<p><b>Summative</b> Written Assessment</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of mock examination paper.</p> <p>Students' understanding will also be informally formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>

		examples in order to ensure, so far as is possible, the students' understanding. Students will thereby be able to see that even theoretical legal issues are not wholly abstract but have real, practical application and significance.	
4	Be able to form an informed opinion as to the purpose of law generally and the English legal system and its institutions in particular	Throughout the programme of HSSs, students will be encouraged to give their own, informed opinions in response to questions set and the debates/discussions that arise. Tutors will encourage students to give reasons for their opinion, and, where possible/appropriate, ground their opinions in the material they have studied (both primary and secondary sources).	<p><b>Summative</b> Written Assessment</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of mock examination paper.</p> <p>Students' understanding will also be informally formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>

**B. Subject Specific Professional Skills and Attitudes**

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Define, with some degree of precision and a sufficient degree of accuracy, the roles of key legal institutions	<p>HSS and SGS sessions will tend to start with basic questions being asked by the tutor of the students to establish that a basic understanding of key institutions has been achieved to a sufficient degree of accuracy. Students will also be able to attend consolidation sessions and will be directed to external websites affiliated with core textbooks where self-assessment MCTs are available. Core reading will cover this material in detail.</p> <p>There are a number of ways in which this skill will be developed including participation in class debates and the submission of reasoned argument. Students will prepare in advance for discussions within the SGS / HSS, where they will be asked to present their answers either individually or in groups.</p>	Please see A1 above
2	Recognise and identify different aspects of legal reasoning evident in the law	<p>This skill will be developed throughout the module. SGSs will regularly require students to demonstrate both their ability to read primary and secondary legal sources and to recognise factors that have informed judicial/academic development of/comment upon the law. Students will be encouraged to link this to overarching, basic principles of legal philosophy.</p> <p>Through debates in HSSs, students will be able to discuss the aspects of legal reasoning evident in the materials they have read and learn from each other.</p>	Please see A1 above
3	Form and express in writing informed opinions on case studies and legal institutions	<p>See B.2, above.</p> <p>Students will have the opportunity to practise a mock written assessment mid-way through the course.</p> <p>In the SGSs and HSSs, students will, throughout the course, be encouraged to express their own opinions in the materials they have studied. As the course progresses, students will be challenged to refine their opinions and to give reasons for them, ultimately grounding them in the work</p>	Please see A1 above

		of others that they have studied. They will also be encouraged to link their opinions to an overarching view of law's purpose.	
4	<p>Summarise the key features of legal cases succinctly and accurately</p> <p>Conduct legal research by identifying and retrieving up-to-date relevant legal information using a variety of different paper and electronic sources</p>	<p>Students' reading will be heavily directed by a comprehensive reading list for each topic. Students will have some discretion/choice as to some of the reading material, which will lead to a variety of opinions being expressed in class debates. Reference will be made to an array of materials including: textbooks, academic journals, other academic books (including collections of essays) and primary sources of law. Students will be required to locate the reading materials specified themselves, making use of hardcopy and electronic sources.</p> <p>VLE announcements will be made flagging up any major developments as and when these occur.</p> <p>Students will practise synthesising these materials into a cohesive argument by preparing, in writing, for SGSs and HSSs and presenting their work (in whole or in part) to the class.</p>	Please see A1 above
5	Discuss, not necessarily critically, the merits of different aspects of legal philosophy relevant to legal reasoning	<p>Students will be encouraged to contribute orally to class discussion of the philosophical issues they have been introduced to and their application in controversial cases. The case studies the students will be set will be controversial and thought-provoking, with the aim that students will respond to them at a personal level.</p> <p>See B2, above.</p>	Please see A1 above
6	<p>Engage in autonomous learning by:</p> <p>i) acting independently in planning and undertaking tasks in areas of law which they have already studied;</p> <p>ii) undertaking independent research in areas of law which they have not previously studied starting from standard legal information sources</p>	This will be achieved throughout the module specifically by research and preparation for both SGS and HSS questions, presentations and debates.	<p><b>Formative</b></p> <p>Students will be given feedback on the research they have undertaken in preparation for SGS questions.</p>
7	Reflecting on their learning and seeking and making use of feedback.	This will be developed by providing students with feedback on their oral presentations, and participation, in SGSs, by watching their	<p><b>Formative</b></p> <p>Students will receive written feedback on the</p>

		peers receive feedback and by feedback received on both formative and summative assessments. In addition, tutors will operate an open door policy in which students are encouraged to consult staff on their performance throughout the module.	mock assessment made available mid-way through the module, and oral feedback on presentations that they give in class.
8	Using appropriate technical and complex language, demonstrate the ability to <b>orally</b> present a coherent, logical and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, and to engage effectively in debate	Students will be expected to participate in both SGSs and HSSs in a variety of formats, including: responding to direct questions, presentations, debates, and both small and large group discussions with tutors and their peers.	<p><b>Summative</b> Not summatively assessed</p> <p><b>Formative</b> This skill will be formatively assessed in SGSs throughout the module</p>
9	Using appropriate technical and complex language, demonstrate the ability to present a coherent, logical and well-structured <b>written</b> essay in a way that is comprehensible to others and which is relevant to their concerns	<p>Students will be expected to prepare in writing for SGSs and HSSs. Feedback on this written work will be obtained by asking students to present their arguments based on their written material and providing appropriate oral feedback. Students will also benefit from feedback provided by their peers.</p> <p>Feedback on the formative written assessment will also play an important role in developing this skill.</p>	<p><b>Summative</b> Written Assessment</p> <p><b>Formative</b> A formative assessment will be made available in week 5 for completion over Reading Week. It will consist of a mock examination.</p> <p>This skill will also be formatively assessed in SGSs throughout the module.</p>



**C. General Transferable Skills**

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Bring together information from a variety of different sources and to synthesise this information in the construction of reasoned arguments	Please see B 2, 3, 4 and 5 above	<b>Summative</b> Written Assessment  <b>Formative</b> As above
2	Develop a basic understanding of concepts within legal philosophy that will enable students to gain analytic purchase on the various legal materials they will encounter during their LLB studies.	Please see B 2, 3, 4 and 5 above	<b>Summative</b> Written Assessment  <b>Formative</b> As above

**D. Cognitive Skills**

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of some complexity and limited predictability requiring application of a range of techniques	This skill will be developed through the discussion of problem scenarios in SGSs, where tutors will moot alternate circumstances within those scenarios, requiring students to think on their feet and react to new situations they will not have had time to prepare. The skill will also be developed through the debates conducted in HSSs.	<b>Summative</b> Written assessment  <b>Formative</b> This skill will be narratively assessed through tutor assessment of student performance in SGSs.

# BPP University College of Professional Studies

## Legal Skills

### Module Proposal Form

#### SECTION 1: GENERAL INFORMATION

School/Department		Law			
Module Title		Legal Skills			
Module Replaces (if appropriate)		N/A			
Level	4	Credit Value	15	Contact Hours	21 hours comprising: 7x 1 hour lectures, 4x 1 hour seminars and 10 x 1 hour tutorials.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (C)			
Intended Start Date(s)		September 2012			
Related Modules	Pre-requisites	None			
	Co-Requisites	English Legal System and Reasoning			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/Manchester/ Waterloo)		All locations for the LLB.			
Module Proposer		Katharine Matheson			
Date Approved within School		Signature of the Dean			
Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

**SECTION 2: RATIONALE & DELIVERY**

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>This course aims to develop the students':</p> <ol style="list-style-type: none"> <li>1. ability to conduct legal research: to use a law library, to be able to look up cases, statutes and journals in both hard copy and online,</li> <li>2. ability to understand what constitutes plagiarism and to avoid its use,</li> <li>3. ability to write in good English,</li> <li>4. essay writing skills and ability to answer legal problems,</li> <li>5. confidence in addressing a tutorial or seminar group and increase his or her contributions to such sessions,</li> <li>6. ability to work in a team to problem solve,</li> <li>7. ability to interpret statutes, utilising different methods of statutory interpretation,</li> <li>8. ability to apply a statute,</li> <li>9. ability to analyse a case including being able to understand the history of the action, to understand how it could be used as a precedent and to evaluate the quality of the judgements/decisions in that case,</li> <li>10. ability to apply legal judgements.</li> </ol> <p><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LL.B is to:</b>  Develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <ol style="list-style-type: none"> <li><b>1. An academically rigorous programme of legal education</b></li> </ol> <p>This module aims to give students some of the core pervasive skills necessary for a law student. These skills will allow them to gain a better knowledge and understanding of the substantive legal subjects they will cover on the course and an increased ability to apply that law.</p>
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	<p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></p> <p>This module will assist students in developing legal skills which are necessary for successful completion of the vocational courses. These skills include: the ability to analyse and evaluate legal materials; writing, and presentation skills.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop research, analytical and problem-solving skills, which are necessary for practice as a lawyer.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	<p>The Joint Statement by the Bar Council and Law Society on Completion of the Academic Stage of Training.</p> <p>Legal employers have noted that students lack skills in statutory interpretation and case analysis.</p> <p>Employers in general note the poor quality of students' written English.</p>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• The QAA Law Benchmark statements</li> <li>• National Qualifications Framework for Higher Education</li> <li>• The Legal Method and Advanced Legal Method Courses at Oxford Brookes University.</li> <li>• The Legal Skills component of the LLB at Reading University.</li> <li>• The Legal Skills course at Buckingham University</li> <li>• The Legal Skills course at the University of Essex.</li> </ul>
What are the intended teaching methods (e.g. lecture, seminar, SGS, workshops) and what is the ratio between them?	<p>21 hours comprising:  7 x 1 hour lectures  4 x 1 hour seminars  10 x 1 hour tutorials</p> <p>The tutorials will include group work, group presentations and moots. The seminar will include a quiz.</p>
How will the module be assessed?	<p>There will be a 2 hour long multiple choice examination under exam conditions on a statute. Students will be given the statute on which the examination is based 10 days in advance.</p> <p>There will be a 1 hour long multiple choice examination under exam conditions on spelling and grammar.</p> <p>There will be a piece of coursework which will consist of a case analysis test. This will be marked for both content and written English.</p>

	Students will be required to make oral contribution to tutorials to pass this module. This requirement will be assessed on a pass/fail basis.	
If there is more than one assessment component how will the marks be combined?	Written coursework on case analysis	35%
	MCQ examination on statute analysis	35%
	MCQ examination on grammar and spelling	30%

**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	<p>David Percik and the library staff will be required for the library lecture and tutorial in Waterloo. The library staff will be required at other sites for the library lecture and tutorial.</p> <p>Paul Evans (pathway course) is providing an expert on grammar for the lecture on good English. This lecture may be delivered by members of the LLB staff outside London. His department is also drafting material on grammar for the VLE and will assist in the drafting of the tutorial and seminar on this topic.</p> <p>Existing staff will give the other lectures and all LLB teaching staff will be capable of taking the tutorials and seminars.</p>
Is any special training required for staff in preparation to teach the module?	All staff will be required to familiarise themselves with the rules of grammar and punctuation in both the recommended text books and on the VLE. For teaching purposes, all staff will have undergone relevant training and will continue to receive ongoing professional development organised by the Director of Staff Training and Development (DSTD) to enable them to fully utilise effective face to face and distance learning tools and techniques.
Does the module require any special arrangements for it to be externally examined?	An external examiner will be appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	Further copies will be required at all sites of Fitch and Fafinski 'Legal Skills' and copies of Lynne Truss, 'Eats shoots and leaves' as books which will be recommended as a backup to the core texts.
What additional IT and database resources will the module require?	The module will use Questionmark for which the students will have to be registered and then scheduled for the practice tests. Administrative support will be required to do this. (Students will only need to be registered once and will then be covered for all their courses.)
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond SGS rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources	The module has no special accommodation requirements, beyond SGS rooms and the Lecture Theatre. All appropriate resources are already in place

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required (e.g. webcasts, DVDs, online teaching)?	through the operation of the Graduate Diploma in Law e.g. the technology to facilitate the recording and streaming of lectures. WIMBA classes will also be utilised.
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## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	A knowledge of where to find material for legal research.	<p>Lecture 1 and tutorial 1 will be on how to use a law library and online legal material.</p> <p>There will be further online activities linked to the core text.</p>	<p><b>Summative</b> None</p> <p><b>Formative</b> There will be activities with feedback which can be accessed on line via the core text.</p>
2	A knowledge of how to reference and what constitutes plagiarism	<p>Lecture 4 will be on referencing and plagiarism.</p> <p>In tutorial 9 students will have to evaluate answers to a case analysis question. One of these answers will be plagiarised. Students will be required to improve the referencing on other answers.</p> <p>There will be further online activities linked to the core text.</p>	<p><b>Summative</b> None</p> <p><b>Formative</b> Activities with feedback which can be accessed on line via core text.</p>
3	A knowledge and understanding of what constitutes good written English: grammar, punctuation, and spelling.	<p>Lecture 3 will be on grammar, punctuation and good English.</p> <p>In tutorial 4 students will answer questions on grammar, punctuation and spelling.</p> <p>In tutorial 9 students will be required to correct the English of suggested answers.</p> <p>Seminar 1 will take the form of a quiz on grammar, spelling and punctuation.</p> <p>In seminar 6 students will consider multiple choice questions on grammar, spelling and punctuation.</p> <p>The evaluation of the decisions of House of Lords judges and of suggested answers to problems will enhance the student's ability to recognise and write good English and to write coherently. The reading of case law will develop the ability to understand and write good English.</p>	<p><b>Summative</b> There will be a 1 hour multiple choice question examination on grammar, punctuation and spelling. Written English will also be assessed in the coursework.</p> <p><b>Formative</b> Practice multiple choice tests on grammar, punctuation and spelling will be available on the VLE. These will give feedback. Further tests with feedback will be available online via the core text</p> <p>Students' understanding will also be formatively assessed in the tutorials and seminars and feedback will be given.</p>



		<p>There will be multiple choice tests on the VLE.</p> <p>There will be further online activities linked to the core text.</p>	
4	A knowledge and understanding of how to structure essays and answers to problem questions.	<p>Lecture 5 will be on essay writing skills and answering problem questions.</p> <p>Tutorials 3, 6, 7 and 9 and seminars 2 and 4 will require students to construct answers to short problem questions.</p> <p>There are further online activities linked to the core text.</p>	<p><b>Summative</b> The course work will assess this to a limited extent.</p> <p><b>Formative</b> Students' understanding of how to answer a problem question will be formatively assessed throughout the module in the seminars and tutorials on case analysis and statutory interpretation.</p> <p>There will also be activities with feedback on both essay writing and answering problem questions which can be accessed on line via the core text.</p>
5	To be able to recognise the situations in which linguistic presumptions could be used to interpret words or phrases in statutes. To know the various methods of statutory interpretation and how they can be used to produce differing results.	<p>Lecture 1 will be on this topic.</p> <p>Tutorials 2 and 3 will specifically deal with examples of linguistic presumptions and situations where different methods of statutory interpretation produce differing results.</p> <p>There may also be opportunities to employ linguistic presumptions and different methods of statutory interpretation in tutorials 7 and 8 and seminars 2 and 3.</p> <p>There will be multiple choice tests on the VLE.</p> <p>There will be further online activities linked to the core text.</p>	<p><b>Summative</b> The exam will consist of a multiple choice examination on statutory interpretation, which will require the students to recognise at least one area where a linguistic presumption could operate.</p> <p><b>Formative</b> Practice multiple choice tests will be available on statutory interpretation on the VLE. These will require students to recognise linguistic presumptions. There will be feedback on these tests.</p> <p>Further tests with feedback will be available online via the core text</p> <p>Students' understanding will also be formatively assessed throughout the</p>

			module in the six tutorials and seminars on statutory interpretation.
6	To know what is capable of constituting part of the ratio decidendi of a case and what would have to be obiter dicta. To know which facts are material and which are not material. To understand the history of the action as it progresses through the courts.	<p>Lecture 3 will be on this topic.</p> <p>Tutorial 5 and 10 and seminars 4 and 5 on case analysis will require students to search for the ratio decidendi, to identify material facts, to recognise what is obiter dicta, and to be able to describe the passage of the action through the courts.</p> <p>There will be multiple choice tests on the VLE.</p> <p>There will be further online activities linked to the core text.</p>	<p><b>Summative</b> The coursework will be a case analysis test. There will be questions which will require students to identify a possible ratio decidendi and the material facts of the case. There will be questions on the history of the case.</p> <p><b>Formative</b> Practice tests will be available on the VLE. These will require students to recognise the ratio decidendi, obiter dicta and material facts. There will be feedback on these tests.</p> <p>Further tests with feedback will be available online via the core text</p> <p>Students' understanding will also be formatively assessed throughout the tutorials and seminars on case analysis.</p>

## B. Subject Specific Professional Skills and Attitudes

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Conduct legal research, both in a law library and online.	See A1 above.	See A1 above
2	Produce properly referenced essays which are not plagiarised.	See A2 above.	See A2 above.
3	Write in good English.	See A3 above.	See A3 above.
4	Write well-structured essays and well-structured answers to problem questions	See A4 above.	See A4 above.
5	Be confident in making an oral contribution to tutorials and seminars.	<p>Students will have the opportunity to make an oral contribution in all tutorials and seminars.</p> <p>However, in tutorials 3,7 and 10 they will be required to take part in a mini moot in which the case or the statute is applied to problem scenarios. They will also be required to present the conclusions of their group, following small group discussions in other tutorials, for example in tutorial 4.</p> <p>Many students are happy to contribute to tutorials, but there are others who find this difficult. Presenting the views of their group will be less intimidating than presenting their own views because there will be collective responsibility if a wrong answer is given. Each experience of speaking to their tutorial group will make subsequent contributions seem less daunting. Hopefully, being required to make an oral contribution in this module will lead to students having the confidence to make a contribution to other tutorials on the LLB and each time they do so they should find it easier.</p> <p>Students will be required to read chapters from the core and recommended texts on contributing to tutorials and making presentations.</p>	<p><b>Summative</b> There will be an assessment of each student's oral contribution to tutorials on a pass/fail basis.</p> <p><b>Formative</b> This skill will be formatively assessed in tutorials throughout the module.</p>
6	Interpret words and phrases in statutes, where necessary using the various linguistic presumptions and using different methods of statutory interpretation to produce different results.	<p>This will be the subject of lecture 2, tutorials 2, 3, 7 and 8, and seminars 2 and 3.</p> <p>There will be further multiple choice tests on the VLE and there will be online activities linked to the core text.</p>	<p><b>Summative</b> A multiple choice test on statutory interpretation for the exam will include questions requiring the use of linguistic presumptions and the application of certain</p>

			<p>methods of statutory interpretation.</p> <p><b>Formative</b> Students will be given feedback on the work they have undertaken in preparation for the tutorials and seminars.</p> <p>There will be practice multiple choice tests on statutory interpretation which will have feedback. These will include questions requiring the use of linguistic presumptions and the application of certain methods of statutory interpretation.</p> <p>There will be further online tests with feedback linked to the core text.</p>
7	Analyse a factual scenario and apply a statute to that scenario.	This skill will be developed throughout the module, particularly in tutorials 3, 7 and 8 and in seminars 2 and 3 which will require students to demonstrate their ability to apply a statute to a scenario. The factual content of scenarios will be frequently changed within the tutorials and seminars to encourage adaptability and flexibility in formulating a conclusion. Further practice will be available in a multiple choice format on the VLE and online linked to the core text.	<p><b>Summative</b> The multiple choice test on statutory interpretation for the exam will include questions requiring the statute to be applied to factual scenarios.</p> <p><b>Formative</b> There will be practice multiple choice tests on statutory interpretation which will have feedback. These will include questions requiring the statute to be applied to factual scenarios. There are further online tests with feedback linked to the core text.</p>
8	Analyse a case, understand its history and identify how it could be used as a precedent.	See A6 above.	See A6 above.
9	Analyse a factual scenario and discuss how a case could be applied to that scenario.	This skill will be developed by tutorials 6, 9 and 10 and by seminars 4 and 5. The reading of full law reports in which judges are applying cases to factual scenarios will develop the student's own skill in doing this.	See A6 above.

10	Identify relevant and irrelevant issues in a case or factual problem and thus analyse and solve problems. Evaluate the strengths and weaknesses in their own and in others arguments.	<p>Students will be required to identify relevant facts and issues and to analyse and solve problems on a regular basis in their preparation for the tutorials and seminars on case analysis and statutory interpretation. During seminars and tutorials they will be encouraged to enter into discursive debates on the problems they have been given. On occasions they will do this in small groups and may learn from methods employed by other members of that group. With practice they will be able to evaluate the strengths and weaknesses in a particular argument.</p> <p>By reading law reports of cases in full students will see judges using analytical skills: noting relevant and irrelevant facts and identifying key issues. They will see how the judges solve the problems under consideration. This will help students to develop these skills in themselves. They will be able to compare conflicting arguments and form opinions on which are the stronger. They will do this as they read cases throughout the course, but specifically in tutorial 6 in which they will be asked to comment on the clarity and coherence of the judges' decisions.</p> <p>They will also be analysing and solving problems when practising for their summative assessments.</p>	<p><b>Summative</b> This skill will be assessed in both the summative assessments on case and statute analysis.</p> <p><b>Formative</b> This skill will be formatively assessed in tutorials and seminars throughout the module.</p> <p>It will also be assessed in the multiple choice tests on the VLE and the online activities connected to the core text.</p>
11	Using appropriate language, demonstrate the ability to present a coherent, logical and well-structured written legal argument in a way that is comprehensible to others and which is relevant to their concerns.	<p>Students will be expected to prepare in writing for their tutorials and seminars. Feedback on this written work will be obtained by asking students to present their arguments based on their written material and providing appropriate feedback. Students will also benefit from feedback provided by their peers.</p> <p>The reading of full law reports and the evaluation of the judgements and decisions of the judges therein will develop the student's own skill to argue a legal case, both in writing and orally.</p>	None.
12	Using appropriate language, demonstrate the ability to orally present a coherent, logical and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns and to engage effectively in debate	Students will be expected to participate in tutorials and seminars in a variety of formats including responding to direct questions, presentations, debates, moots, discussions with the tutors and their peers.	<p><b>Summative</b> Students' oral contributions to tutorials will be assessed by their tutors on a pass/fail basis.</p> <p><b>Formative</b> This skill will be</p>

			formatively assessed in tutorials throughout the module
13	Reflect on their learning. Seek and make use of feedback.	<p>There will be feedback in all the tutorials and seminars.</p> <p>Feedback will be given to the students on the formative assessment on the VLE and those linked to the core text.</p> <p>Full feedback both oral and written will be given to students with regards to their performance in the summative assessment.</p> <p>In addition, tutors will operate an open door policy in which students are encouraged to consult staff on their performance throughout the module.</p>	Not formally assessed.
14	Listen effectively, assimilating complex data and asking questions where appropriate	This skill will be developed through participation in lectures, seminars and tutorials.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an on-going basis.
15	Work effectively with others as members of a group and proactively lead a team or support leadership in others as appropriate.	A number of tutorials will require students to work as part of a small group. For example tutorial 4 on grammar will require students to answer problems in small groups and then present their conclusions. Other tutorials will take the form of a series of moots. Students will have to discuss the strengths and weaknesses of their case in a team and then work together with a coherent strategy and lead representatives to present their case.	<p><b>Formative</b></p> <p>This will be formatively assessed on an on-going basis in the relevant tutorials.</p>

**C. General Transferable Skills**

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Speak more confidently and proficiently in formal situations, thereby enhancing an ability to impress at an interview, to report to a superior or other colleague, to address a meeting or to give a presentation.	See B5 above.	<b>Summative</b> Students' oral contributions to tutorials will be assessed by their tutors on a pass/fail basis.  <b>Formative</b> This skill will be formatively assessed in tutorials throughout the module.
2	Use and understand written English proficiently.	See A3 above.	See A3 above.
3	Undertake the professional ability to work autonomously with minimal supervision and to operate in predictable environments requiring the application of specified techniques. To time manage and to meet deadlines.	Students will be required to study cases and statutes in advance of the tutorials and seminars.  They will be working independently to practice their skills by doing the tests on the VLE and the online tests linked to the core text.  Students will be required to manage their work to complete the coursework on time. They will have to gain an understanding of a case in advance of the exam on that case.	<b>Summative</b> The examinations on statute interpretation and grammar and the course work on case analysis.  <b>Formative</b> This skill will also be formatively assessed in seminars and tutorials throughout the module, where it will be noted if students are not properly prepared for the session in question.
4	Use the World Wide Web and e-mail.	E-mail will be used to communicate with students about the module. All announcements and course information and e-learning tutorials will be disseminated via the VLE which they access through the internet. The exam will be by computer based test. This, together with the practice tests, will be delivered by	<b>Summative</b> None.  <b>Formative</b> Practice multiple choice tests found through Questionmark on the VLE and the internet.

		Questionmark which is accessed through the internet. There will be further online tests linked to the core text.	
5	Analyse problems by identifying the relevant and the irrelevant issues. Evaluate the strengths and weaknesses in their own and in others arguments. Solve problems.	See B10	See B10
6	Listen effectively, assimilating complex data and asking questions where appropriate.	See B14	See B14
7	Work as part of a team.	See B15	See B15



**BPP University College of Professional Studies****Law of Contract****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>Contract Law</b>			
Module Replaces (if appropriate)		<b>N/A</b>			
Level	<b>4</b>	Credit Value	<b>30</b>	Contact Hours	<b>54 hours</b> comprised of 20 x lectures of 1 hour, 10 x SGSs of 1 hour, 10 x IS of 1 hour, 10 x Consolidation of 1 hour, 4 x Revision Lectures of 1 hour.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (C)			
Intended Start Date(s)		Current			
Related Modules	Pre-requisites	None			
	Co-Requisites	English Legal System and Reasoning			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		JASB approval necessary for the module to count towards an LL.B with QLD status			
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo			
Module Proposer		Julian Davies			
Date Approved within School			Signature of the Dean		
Date of Receipt by Director QAE			Signature of Director, QAE		

Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

**SECTION 2: RATIONALE & DELIVERY**

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of the module are to develop in students:</p> <ul style="list-style-type: none"> <li>• A knowledge of the fundamental principles and concepts which underpin contract law and the underlying policy considerations;</li> <li>• An awareness of the ethical and commercial issues which arise within contract law e.g. the question of the applicability of restitutionary damages to contractual problems, and the ability to debate these issues in relation to personal beliefs and values;</li> <li>• A knowledge and critical understanding of the development of contract law and the ability to identify areas for and means of reform, looking at international comparisons where relevant;</li> <li>• The cognitive skills of analysis; application; synthesis and evaluation;</li> <li>• The transferable skills of communication (written and oral) team work and autonomous learning;</li> <li>• The professional capacity to work autonomously with limited supervision and operate in an predictable environment requiring the application of standard techniques</li> </ul> <p><b>The relationship between the module aims and the rationale of the LLB as a whole</b></p> <p><b>The rationale of the LLB is:</b> To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <ol style="list-style-type: none"> <li><b>1. An academically rigorous programme of legal education.</b></li> </ol> <p>This module will introduce students to the basic principles of contract law and the skills necessary to interpret primary and secondary sources.</p> <ol style="list-style-type: none"> <li><b>2. Preparation for entry onto the vocational stage</b></li> </ol>
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	<p><b>of legal training and, ultimately, for practice as a legal professional.</b></p> <p>The contract module will introduce students to the research, analytical and presentational skills necessary to join and succeed on the professional courses. These skills will be developed throughout the module.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>This module will introduce students to research, analytical and problem solving skills required in practice as a lawyer. This module will also develop the written and spoken communication skills of students.</p>
What external sources have been consulted in establishing the need for the module? (e.g. H.E. agencies, employers, current & former students).	This module is one of the Foundations of Legal Knowledge, as set out in Schedule Two of the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training by Obtaining an Undergraduate Degree.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<p>Law Benchmark statements</p> <p>Texts including: Poole – Textbook and Casebook on contract law. McKendrick – Text, Cases and Materials on contract law</p> <p>Course descriptors for similar modules in other universities including: University of London, London Metropolitan University, Warwick, Liverpool, City and Exeter Universities.</p> <p>David Watson (head of BLP on the LPC) and David Ball (head of litigation on the LPC) were both consulted.</p>
What are the intended teaching methods (e.g. lecture, IS, SGS, workshop) and what is the ratio between them?	<p>50.6 hours [comprised of 20 x 1 hour long lectures, 10 x 1 hour and 20 minutes long SGSs, 10 x 1 hour and 20 minutes long IS, 4 x 1 hour long Revision Lectures]</p> <p>The ratio of SGS:IS:Lecture is 1.3:1.3:2.</p>
How will the module be assessed?	Coursework Examination
If there is more than one assessment component how will the marks be combined?	<p>Written Assessment [70% of Module Total]</p> <p>Coursework assessment (max. 2,500 words) [30% of Module Total]</p>

**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	LLB Contract Team
Is any special training required for staff in preparation to teach the module?	No.
Does the module require any special arrangements for it to be externally examined?	No, External Examiner is appointed.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b><u>Provided</u></b></p> <p><b>Text:</b> Textbook on Contract Law, Poole, OUP  <b>Casebook:</b> Casebook on Contract Law, Poole, OUP  <b>Statute Book:</b> Blackstones Statutes on Contract, Tort and Restitution</p> <p><b><u>Recommended</u></b></p> <p><i>The Law of Contract, Treitel, Sweet &amp; Maxwell</i>  <i>Contract Law, Palgrave, McKendrick</i>  <i>Contract Law – Text, Cases and Materials, McKendrick, OUP</i>  <i>Understanding Contract Law, Adams &amp; Brownsword, OUP</i>  <i>Contract Law, Elliott and Quinn, Pearson Education</i></p> <p><b><u>Further reading</u></b></p> <p><i>Contract Theory, Smith, Clarendon</i>  <i>Law of Contract, Cheshire, Fifoot and Furmston, OUP</i>  <i>The Sale of Goods, Atiyah et al, Pearson Education</i>  <i>Law of Contract, O’Sullivan, OUP</i>  <i>Remedies in Contract and Tort, Harris et al, Cambridge.</i>  <i>Remedies for torts and breach of contract, Burrows, OUP</i>  <i>Contract Theory, Smith, OUP</i>  <i>Law of Restitution, Barry, OUP</i>  <i>The modern law of contract, Stone, Pearson</i>  <i>Interpretation of contracts, Mitchell, Pearson</i>  <i>Contract law in perspective, Mulcahy and Tillotson, Pearson</i></p> <p>Cambridge Law Journal  Journal of Contract Law  Law Quarterly Review</p>

	<p>Modern Law Review New Law Journal Journal of Business Law</p> <p><i>Chitty on Contract, Sweet &amp; Maxwell</i> <i>Misrepresentation, Mistake and Non-disclosure, Cartwright, Sweet &amp; Maxwell</i> <i>McGregor on Damages, Sweet &amp; Maxwell</i></p>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond SGS rooms and the Lecture Theatre.
Is there any special distance learning or other learning support resources required (e.g. web casts, DVDs, online teaching)?	No, all appropriate resources are already in place through the operation of the Graduate Diploma in Law e.g. the technology to facilitate the recording and streaming of lectures.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Knowledge of the fundamental principles and concepts which underpin contract law the underlying policy considerations.	<p>The majority of topics will be taught via a combination of lectures, SGSs and ISs.</p> <p>The lectures will be used to explain difficult points of law that students will have picked up from their reading. The lectures will provide reference points from which students can explore their understanding through further independent reading and preparation of SGS and IS work.</p> <p>A variety of methods of delivery will be used for SGSs. The most pervasive tool will be the Client Information Pack (CIP) through which students will be presented with realistic problem scenarios in a form which they may encounter in practice as a lawyer. SGSs will be highly interactive and student-centred, with group discussion and debate a key pedagogic tool which will be used in a formal and informal way throughout the module.</p> <p>The aim of the IS will be to bring together the black letter law distilled from students' reading and the lecture with the factual analysis of the SGS, with a focus on arriving at concrete conclusions or advice.</p> <p>Independent learning exercises will also be used to develop research skills in particular areas.</p> <p>The theoretical underpinnings of contract law will be studied from the outset, giving students a good understanding of how contract law has developed. These underpinnings will be reinforced throughout the modules.</p> <p>Students' critical understanding will be developed through directed reading of texts and cases. They will be encouraged to evaluate conflicting case law, dissenting judgments and academic argument. For example in preparation for the consideration sessions, students will be required to read judgments from <i>Williams v Roffey</i> and look</p>	<p><b>Summative</b> Final written examination</p> <p><b>Formative</b> There will be four opportunities spread over the course of the module to undertake practise assessments. Students will receive both written and oral feedback on these assessments.</p> <p>Students will be given feedback on their presentations, skills and participation during SGSs.</p> <p>Online MCTs will allow students to receive feedback on their substantive knowledge.</p>

		at it critically to see how the law has developed in this area. This will be developed further in the sessions on the doctrine of promissory estoppel. Students will be asked to comment and present critically in both SGSs and ISs.	
2	An awareness of the ethical and commercial issues which arise within contract law e.g. the question of the applicability of restitutionary damages to contractual problems, and the ability to debate these issues in relation to personal beliefs and values;	<p>The ethical / commercial dimension of contract law will pervade the entire module. The introductory lecture will set the tone here, setting out the political / philosophical justifications of the law of contract in the context of the free market v collectivist debate.</p> <p>Lectures and directed reading will always seek to contextualise the black letter law within a socio-ethical and commercial framework, drawing attention to key debates within the area. These will be further explored in SGSs and IS where relevant.</p>	<p><b>Summative</b> Final written examination</p> <p><b>Formative</b> See A1 above for details of the practise and narrative assessment schemes.</p>
3	Knowledge of the requirements that need to be satisfied in order for a contract to come into existence and be enforced.	<p>This area will be covered through CIPs and more traditional question formats during lectures, SGSs and ISs.</p> <p>During the evaluation of the doctrine of consideration and promissory estoppel, students will be introduced to the approach in other jurisdictions, notably Australasia and north America.</p> <p>Duress will also be looked at the end of this section because of its linkage with the topics of consideration and promissory estoppel. Students will be alerted to the fact that this is essentially a vitiating factor – the rest of which will be explored later in the module.</p>	<p><b>Summative</b> Final written examination</p> <p><b>Formative</b> The first practise assessment will focus on this area.</p> <p>Students will be given feedback on their presentations, skills and participation during SGSs.</p> <p>Online MCTs</p>
4	The ability to determine the express and implied terms of a contract and to distinguish terms from representations	This area will be covered by in a lecture and corresponding SGS and IS through a CIP.	See A1 above for details of the formative and summative assessment regime.
5	An understanding of the relative importance of contractual terms and the ability to assess an innocent party's rights where a breach of contract occurs.	<p>This area will be introduced at the midway point of the module and effectively recapped and elaborated upon at the end of the module when the focus shifts to discharge and remedies.</p> <p>Students will be told that this question will be re-opened later on in the module and encouraged to revise the earlier material before the relevant later sessions.</p>	See A1 above for details of the formative and summative assessment regime.
6	Knowledge of the common law and statutory controls upon clauses which seek to exclude or limit liability for	<p>This area will be covered in some detail, reflecting its complexity and importance.</p> <p>Lectures will set the legal framework, starting with the common law and moving</p>	See A1 above for details of the formative and summative assessment regime.



	breach of contract.	<p>onto the relevant statutory provisions.</p> <p>This black letter law will be contextualised through a CIP, to be introduced in the SGS and discussed in further detail in the IS.</p>	The second practise assessment will focus on this area.
7	A knowledge of the vitiating factors which the law recognises as undermining a contract.	<p>Lectures, SGSs and IS will here focus upon misrepresentation, contracts against public policy and mistake.</p> <p>Contracts against public policy will be explored through an independent research exercise.</p>	<p>See A1 above for details of the formative and summative assessment regime.</p> <p>The third practise assessment will focus on this area.</p>
8	An understanding of the ways in which a contract may be discharged.	<p>This area will provide the opportunity to recap earlier material on agreement and breach as well as introduce the new area of frustration.</p> <p>Students will be directed to revise earlier material in preparation for the relevant SGS and IS.</p> <p>The CIP methodology will be employed here.</p>	See A1 above for details of the formative and summative assessment regime.
9	The ability to analyse the remedies available where a contractual agreement has been breached	<p>This area will bring together several themes explored across the module, including terms, breach, exemption of liability and discharge.</p> <p>The CIP methodology will be employed, with a wide-ranging portfolio encompassing all of the above issues.</p>	<p>See A1 above for details of the formative and summative assessment regime.</p> <p>The final practise assessment will focus upon this area.</p>
10	A knowledge and critical understanding of the development of contract law and the ability to identify areas for and means of reform.	This knowledge and understanding will be developed across the module, with pre-directed reading and the lecture as the principal tools of delivery, followed up by debate and discussion within SGSs and IS where appropriate.	See A1 above for details of the formative and summative assessment regime.

**B. Cognitive / Intellectual skills**

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1.	Analyse, with guidance, a contract law problem, using classifications and principles e.g. analyse misleading statements using the different categories of misrepresentation	This skill will be developed chiefly through the medium of CIPs in SGSs and ISs. Analysis of problem questions involving the black letter law introduced in the lecture and pre-directed reading will be the central purpose of subsequent contact sessions.	<b>Summative</b> Final written examination  <b>Formative</b> For details of the formative and narrative assessment regime, please see A1 above.
2	Apply given tools / methods accurately and carefully to a well defined problem e.g. the calculation of the appropriate measure of loss in a case of breach of contract.	This skill will be developed through the methodology described in B1 above, application following on from analysis of the relevant material.	<b>See B1 above</b>
3	Synthesise different ideas and information sources, derived from both primary and secondary and critically evaluate their merits.	Different approaches to questions / issues within the discipline will be introduced in lectures.  Students will be encouraged to read around the core debates, both before and after lectures, and discuss the resulting issues critically within SGSs and ISs.	<b>Summative</b> Final written examination  <b>Formative</b> See A1 above for details of the narrative and practise assessment regime.

### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Work effectively with others as members of a group and meet obligations to others evaluating the strengths and weaknesses of their own, and others, arguments.	Group work – both formally structured and impromptu – will play a major part in many of the SGSs in the module. Often analysis of the CIP will be conducted through structured group work.	<b>Not summatively assessed</b>  <b>Formatively assessed, per A1 above</b>
2	Access and use a range of learning resources and manage information, collecting data from a range of appropriate sources (both paper and online) and undertaking simple research tasks with guidance.	Preparation for each of the SGSs and IS will require basic research skills and information management.  This skill will be particularly focuses upon through the independent learning exercise on contracts against public policy.	<b>Summative</b> Indirectly summatively assessed through the final written examination.  <b>Formative</b> See above for details of the practise and narrative assessment scheme. Student performance in SGSs and practise assessments will be largely determined by their competence in this area.
3	Communicate advice effectively, both orally and in writing, in a clear and concise manner.	The oral component of this skill will be practised in every SGS and some ISs.  The written component will be developed through written preparation for SGSs and IS and participation in the practise assessment scheme.	<b>Summative</b> The oral component will not be summatively assessed.  The written component will be summatively assessed through the final examination.  <b>Formative</b> The oral component will be narratively assessed through student participation in SGSs.  The written component will be formatively assessed through the practise assessment scheme outlined at A1 above.
4	Coherently and accurately discuss the law in relation to particular factual problems and in relation to possible	This skill will be developed through SGSs and IS – both in terms of written preparation and oral participation in debates, moots and group presentations.	<b>Summative</b> The oral component will not be summatively assessed.

	areas of reform.		<p>The written component will be summatively assessed through the final examination.</p> <p><b>Formative</b> The oral component will be narratively assessed through student participation in SGSs and ISs.</p> <p>The written component will be formatively assessed through the practise assessment scheme outlined at A1 above.</p>
4	Listen effectively, assimilating complex data and asking questions where appropriate.	This skill will be developed through participation in lectures, SGSs and ISs.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an ongoing basis.
5	Reflect on their strengths and weaknesses (within criteria largely set by others) seeking and making use of feedback.	<p>This will be developed by providing students with feedback on their presentations and participation in SGSs, by watching their peers receive feedback and by feedback received on formative and summative assessments.</p> <p>In addition tutors will operate an open door policy in which students are encouraged to consult staff on their performance.</p>	<p><b>Summative</b> Not summatively assessed.</p> <p><b>Formative</b> Not formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed, such as online MCTs and practise assessments.</p>

**D. Professional Skills and Attitudes**

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Act with limited autonomy, under direction or supervision, within defined guidelines.	This skill will be developed through regular preparation for SGSs and ISs, participation in the practice assessment scheme and regular undertaking of online MCTs.	<b>See C2 above</b>
2	Operate within predictable, defined contexts requiring use of a specified range of techniques.	This skill will be developed through work on CIPs in SGSs and ISs, under the guidance of tutors.	<b>Summative</b> Final written examination  <b>Formative</b> See A1 above.
3	Approach a problem logically, using the cognitive skills set out above and discuss issues arising, responding appropriately to questions.	This skill will be developed through the CIP methodology described above, in both SGSs and ISs.	<b>Summative</b> This skill will not be summatively assessed orally, though the final written examination will require a thoughtful written discussion of key issues.  <b>Formative</b> Students' contribution to SGSs will be narratively assessed by staff.

**BPP College of Professional Studies****Law of Tort****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		Law of Tort			
Module Replaces (if appropriate)		N/A			
Level	4	Credit Value	30	Contact Hours	54 hours comprised of 20 x lectures of 1 hour, 10 x SGSs of 1 hour, 10 x IS of 1 hour, 10 x Consolidation of 1 hour, 4 x Revision Lectures of 1 hour.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (C)			
Intended Start Date(s)		Current			
Related Modules	Pre-requisites	None			
	Co-Requisites	English Legal System and Reasoning			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		JASB approval necessary for the module to count towards an LL.B with QLD status			
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo Manchester Leeds and other sites: Birmingham, Swindon, Cambridge, etc.			
Module Proposer		John Clifford			
Date Approved within School			Signature of the Dean		

Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of the module are to:</p> <ul style="list-style-type: none"> <li>• Develop a knowledge and understanding of the general principles within the Law of Tort and the underlying policy considerations, drawing relevant international comparisons where appropriate;</li> <li>• Develop a critical understanding of the role of the law of tort in providing effective remedies for 'wrongs' committed;</li> <li>• Develop an understanding of the role of case law, precedent, statute and the rules of statutory interpretation as they operate within the Law of Tort;</li> <li>• Develop an understanding of the effects of the Human Rights Act 1998 on the Law of Tort;</li> <li>• Develop an understanding of how the Law of Tort interacts with other legal disciplines, specifically Contract Law;</li> <li>• Develop an awareness of how the Law of Tort interacts with the social, political and economic forces within society and an ability to discuss these in relation to personal beliefs;</li> <li>• Develop the cognitive skills of analysis, application, synthesis and evaluation;</li> <li>• Develop the general transferable skills of effective communication, independent research, and team-working;</li> <li>• Develop the professional ability to work autonomously with minimum supervision and operate in predictable environments requiring the application of standard techniques.</li> </ul> <p style="text-align: center;"><b>The relationship between the module aims and the rationale of the LLB as a whole</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p>
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	<p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module develops students' knowledge of the general principles of the Law of Tort and the skills necessary to interpret case law, statute law and other sources.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></p> <p>In addition to providing knowledge of the general principles of the Law of Tort often encountered on the LPC and BVC, the module will develop various study skills that will assist in the completion of a vocational course. Such skills will include, <i>inter alia</i>, the ability to analyse and evaluate legal sources, the utilisation of research techniques and the development of presentational skills necessary for vocational courses. These skills are further detailed in section 4 of this form.</p> <p>The LPC and BVC PI and Clinical Negligence tutors have been consulted in the design of this module.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer</b></p> <p>This module develops the written and spoken communication skills as well as the general research, analytical and problem solving skills required in legal practice.</p>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<p>Reference has been made to:</p> <p>The Law Benchmark Statements (QAA)</p> <p>Course Descriptors from various other intuitions offering a similar modules including: The University of Manchester, The University of Sussex, Liverpool Law School, Warwick University and the University of London (External Programme).</p> <p>Various Academic and Practitioner works including: Rogers, W.V.H., <i>Winfield and Jolowicz on Tort</i>, Jones, M.A., <i>Textbook on Torts</i> and <i>Jackson and Powell on Professional Negligence</i>.</p> <p>Various members of BPP Law School staff were consulted including: Maggie Puttman (PI and Clinical Negligence co-ordinator on the BVC and Judith Pilcher (PI and Clinical Negligence co-ordinator on the LPC).</p>

What are the intended teaching methods (e.g. lecture, IS, SGS, workshop) and what is the ratio between them?	A variety of methods including: SGSs, IS and Lectures.
How will the module be assessed?	Coursework Examination
If there is more than one assessment component how will the marks be combined?	Written Assessment [70% of Module Grade] AA (coursework assessment) (max. 2,500 words) [30% of Module Grade]

**SECTION 3: RESOURCES**

Who will teach the module. (please provide CVs). What impact will this have upon their current duties.	Numerous staff including John Clifford, Leyanda Cocks, Mark Higgins, Amel Ketani, Caroline Hoyle, Debbie Yu, Wenying Li, Claire Daniel, Debbie Davies, Alison Blair, Susanne Tayfoor and Trish Tomkyns.
Is any special training required for staff in preparation to teach the module?	No.
Does the module require any special arrangements for it to be externally examined?	No, though an External Examiner has been appointed for this module (Annette Morris).
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b>Provided</b></p> <p><b>Text:</b> Horsey and Rackley, E., <i>Tort Law</i>, Oxford University Press, 2009</p> <p><b>Casebook:</b> Harvey and Marston, <i>Cases and Commentary on Tort</i>, Oxford University Press, 6<sup>th</sup> edition, 2009</p> <p><b>Statute Book:</b> Blackstone's Statutes on Contract, Tort and Restitution</p> <p><b>Recommended</b></p> <p>Rogers, W.V.H., <i>Winfield and Jolowicz on Tort</i>, 17<sup>th</sup> edition, Sweet and Maxwell, 2006</p> <p>Jones, M.A., <i>Textbook on Torts</i>, 9<sup>th</sup> edition, Oxford University Press, 2007</p> <p>Cooke, J., <i>Law of Tort</i>, 8<sup>th</sup> edition, Pearson Longman, 2007</p> <p>Harpwood, V., <i>Modern Tort Law</i>, 7<sup>th</sup> edition, Cavendish Press, 2008</p> <p><b>Further reading</b></p> <p><b>Textbooks</b></p> <p>Markesinis, B.S., Deakin, S.F. and Johnston, A. <i>Tort Law</i>, 5<sup>th</sup> edition, Oxford University Press, 2003</p> <p>Brazier, M. and Murphy, M., <i>Street on Torts</i>, 11<sup>th</sup> edition, LexisNexis UK, 2003</p> <p>Giliker, P. and Beckwith, S., <i>Tort</i>, 2<sup>nd</sup> edition, Sweet and Maxwell, 2004</p> <p>Cane, P. &amp; Atiyah, P., <i>Atiyah's Accidents</i></p>

	<p><i>Compensation and the Law</i>, 7<sup>th</sup> edition, Cambridge University Press, 2006</p> <p>Kennedy, I. and Grubb, A., <i>Kennedy and Grubb: Medical Law – Text and Materials</i>, 3<sup>rd</sup> edition, LexisNexis UK, 2000</p> <p>Jones, M., <i>Medical Negligence</i>, 3<sup>rd</sup> edition, Sweet and Maxwell, 2003 (1<sup>st</sup> Supplement – November 2004)</p> <p>Weir, T., <i>An Introduction to Tort Law</i>, 1<sup>st</sup> edition, Oxford University Press, 2002</p> <p>Khan, M. and Robson, M., <i>Clinical Negligence</i>, 2nd edition, Cavendish Press, 2001</p> <p>Hodgson, J. and Lewthwaite, J., <i>Tort Law Textbook</i>, 2<sup>nd</sup> edition, Oxford University Press, 2007</p> <p>Strong, SI, Williams, L. <i>Tort Law: Text, Cases and Materials</i>, Oxford University Press, 2008</p> <p><b>Casebooks</b></p> <p>Hepple, R., Matthews, M. and Howarth, D., <i>Tort – Cases and Materials</i>, 5<sup>th</sup> edition, London, Oxford University Press, 2000</p> <p>Kidner, R., <i>Casebook on Torts</i>, 9<sup>th</sup> edition, Oxford University Press, 2006</p> <p>Stephenson, G., <i>Sourcebook on Tort Law</i>, 2<sup>nd</sup> edition, Cavendish Press, 2000</p> <p>Harvey, B. and Marston, J., <i>Cases and Commentary on Tort</i>, 5<sup>th</sup> edition, Oxford University Press, 2004</p> <p>Weir, T., <i>A Casebook on Tort</i>, 10<sup>th</sup> edition, Sweet and Maxwell, 2004</p> <p><b>Practitioner Books</b></p> <p>1. <i>The Law of Tort</i>, Butterworths, Common Law Series, 2001</p> <p>2. <i>Bingham's Negligence Cases</i>, 5<sup>th</sup> edition, Sweet and Maxwell, 2002</p> <p>3. <i>Charlesworth and Percy on Negligence</i>, 10<sup>th</sup> edition, Sweet and Maxwell, 2002 (3<sup>rd</sup> Supplement – November 2004)</p> <p>4. <i>Clerk and Lindsell on Torts</i>, 19<sup>th</sup> edition, Sweet and Maxwell (due to be published October 2005)</p> <p>5. <i>Jackson and Powell on Professional Negligence</i>, 5<sup>th</sup> Edition Sweet and Maxwell, 2002 (3<sup>rd</sup></p>
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	<p>Supplement - December 2004)</p> <p>8. <i>Dugdale and Stanton: Professional Negligence</i>, 3<sup>rd</sup> edition, Butterworths, 2002 (new edition due December 2006)</p> <p>9. <i>Kemp and Kemp: Personal Injury Practice and The Quantum of Damages</i>, Sweet and Maxwell</p> <p>10. <i>Grubb on Principles of Medical Law</i>, 2<sup>nd</sup> edition, Oxford University Press, 2004</p> <p><b>Journals and Periodicals</b></p> <p><i>Cambridge Law Journal</i>, Cambridge University Press</p> <p><i>Law Quarterly Review</i>, Sweet &amp; Maxwell</p> <p><i>Modern Law Review</i>, Blackwell</p> <p><i>New Law Journal</i>, Butterworths</p> <p><i>Journal of Business Law</i>, Sweet &amp; Maxwell</p> <p><i>The Tort Law Review</i>, Sweet &amp; Maxwell</p> <p><i>Professional Negligence and Liability Reports</i>, Sweet and Maxwell</p> <p><i>Journal of Personal Injury Law</i>, Sweet and Maxwell</p> <p><i>Butterworths Professional Negligence Service</i></p> <p><i>Butterworths Personal Injury Litigation Service</i></p> <p><i>The Student Law Review</i>, Routledge/Cavendish (annual)</p>
What additional IT and database resources will the module require?	None.
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond SGS rooms and the Lecture Theatre.
Is there any special distance learning or other learning support resources required (e.g. web casts, DVDs, online teaching)?	No, all appropriate resources are already in place through the operation of the Graduate Diploma in Law e.g. the technology to facilitate the recording and streaming of lectures.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	A knowledge base covering the general principles within the Law of Tort, appropriate terminology and the underlying policy considerations.	<p>The majority of topics will be taught via a combination of lectures, SGSs and ISs. There will be a small number of topics that will require independent research and learning. Such topics, however, will still be discussed within SGSs and IS as they interlink with the core material.</p> <p>The aim of the lectures will be to introduce and outline the principal concepts, theories and ideas relating to the topic(s) being covered. They will generally follow a traditional lecture format though in more discursive areas, e.g. the objectives of the Law of Tort, a more interactive approach will be adopted.</p> <p>Students will be expected to prepare for lectures by reading directed materials such as academic articles, cases and commentaries. Such preparation will facilitate their understanding during the lecture.</p> <p>Where appropriate, comparisons will be drawn with other jurisdictions e.g. in the introductory lecture, reference will be made to the 'no fault' compensation scheme operating in New Zealand, to illustrate the comparison with the UK's fault-based approach.</p> <p>SGSs will adopt a variety of pedagogic methods including student presentations, group work role plays and direct questioning. A number of SGSs (see, for example, week 4) will involve debating issues and considering moot points. Likewise, students will utilise the case study materials throughout the LLB programme.</p> <p>The focus of several SGSs will be a client information pack (CIP), in which material will be introduced in a format similar to that which students would encounter in practice. The issues raised by the CIP will be discussed in the SGS in the light of the</p>	<p><b>Summative</b> There will be a written examination set towards the end of the module.</p> <p>Students must submit a piece of written coursework during the semester (2,500 words maximum)</p> <p><b>Formative</b> Students will be given feedback on their SGS presentations and participation.</p> <p>In addition, there will be practice assessment opportunities set over the course of the term. Students will receive written feedback on submitted pieces of work.</p>

		black letter law introduced in the lecture. These issues will be further ventilated in the IS which will follow the SGSs, in the course of which the black letter law and factual analysis discussed in the lecture / SGS will be brought together further to the provision of practical client advice.	
2.	An ability to apply these general principles to factual scenarios through the study of specific torts.	Throughout the module, emphasis will be placed on developing skills in both evaluating materials and applying the Law of Tort to practical situations. Students will be required to give formal and realistic advice on specific legal issues arising from CIPs. To facilitate this objective, students will be required to prepare, in writing, for the majority of SGSs / ISs. Active participation will be encouraged through question and answer sessions, role playing, moots and student presentations. Students will be regularly required to provide advice to specific parties (as outlined in the CIP) and opinion on the likely outcome from the facts given.	<b>Summative</b> See A1 above.  <b>Formative</b> See A1 above.
3.	A critical understanding of the role of the Law of Tort in providing effective remedies for 'wrongs' committed.	Several SGSs and IS will specifically focus on developing critical reasoning skills. For example, in the lecture, SGS and IS covering nervous shock, the debate concerning the adequacy of the law in its current form will be fully analysed and discussed. In areas such as these areas, SGSs and IS will encourage students to consider alternatives to the current law and potential reforms. Such SGSs and IS will utilise moot debates or discussion panels, with students as participants. With regard to the topic of causation, a guest speaker will be invited to the IS to discuss the various complications within the area and how pragmatic solutions are arrived at. The issue of policy as an overarching principle within the Law of Tort will be emphasised throughout the course.	<b>Summative</b> See A1 above.  <b>Formative</b> See A1 above.
4.	An understanding of the role of case law, precedent, statute and the rules of statutory interpretation as they operate within the Law of Tort.	All lectures, SGSs and IS will require students to utilise both primary and secondary sources of law. A high degree of both guidance and support will be given on the use of such material. For example, one of the first case authorities the students will be introduced to is that of <i>Donoghue v Stevenson</i> . Emphasis within the relevant lecture, SGS and IS will be on the students developing an ability to unpack the component parts of a case, such as the material facts, the decision and judicial	<b>Summative</b> The skill will not be directly summatively assessed, though its acquisition is important for the final written examination.  <b>Formative</b> Students will be given oral feedback in each SGS and IS on their level of understanding of

		statements. Likewise, in the breach of duty sessions students will be encouraged to understand how Codes of Practice (such as the Highway Code) interrelate with the operation of law. It is expected that these skills will develop as the course progresses.	primary sources.
5.	To develop an understanding of the effects of the Human Rights Act 1998 on the Law of Tort.	Reference will be made in several lectures, SGSs and IS to the influence of the HRA within the Law of Tort. Specifically, the first sessions will require students to research which torts they believe the Act will have most effect on. Likewise in the sessions on duty of care for specific groups students will be required to discuss how the judiciary deal with the concept of 'blanket immunity' and Article 6. In both the Defamation and Nuisance sessions particular reference will be made to the ECHR (Articles 8 and 10 respectively) and its effects on the development of domestic law.	<p><b>Summative</b> See A1 above.</p> <p><b>Formative</b> See A1 above. Oral feedback in SGSs and IS in this area will be particularly strong in sessions 1 and 3.</p>
6.	An understanding of how the Law of Tort interacts with other legal disciplines, specifically Contract Law.	The interrelationship of the Law of Tort with other areas will be demonstrated in several lectures, SGSs and ISs. The first sessions will introduce this overlap via problem matrices requiring students to spot potential issues of law - both as torts but also in other areas, such as crime. In sessions 5 and 6, through CIPs, students will be required to distinguish claims in tort in comparison with contractual claims. The practical differences between both claims will be emphasised, such as those in relation to limitation and remedies.	<p><b>Summative</b> See A1 above.</p> <p><b>Formative</b> See A1 above. Oral feedback in this area will be particularly strong in the first, fifth and sixth sessions.</p>
7.	An awareness of how the Law of Tort interacts with the social, political and economic forces within society and an ability to discuss these in relation to personal beliefs and values.	This will be developed utilising a variety of teaching methods as outlined in A1 to 4 above. Throughout the module emphasis will be placed on the distinction between legal certainty and clarity and the desire for pragmatic justice. A number of guest speakers (including the Health and Safety Executive, Insurance Experts and Legal Practitioners) will play a significant role in putting Tort legal theory into the context of social, economic and political factors. Again the role of policy will be emphasised in the application of the Law of Tort.	<p><b>Summative</b> This area will not be summatively assessed.</p> <p><b>Formative</b> Oral feedback on students' awareness of ethical and social issues within this area will be provided in SGSs and ISs.</p>



**B. Cognitive Skills**

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	(With tutor guidance) apply their knowledge of the principles and methodology of the Law of Tort to practical scenarios and analyse well defined problems using this knowledge.	This will primarily be developed through SGSs and ISs. Students will regularly be required to analysis problem based scenarios (through CIPs) and present their advice to the rest of the group. Occasionally, the factual content of the scenario will be altered within the SGS / IS.	<b>See A1 above</b> in relation to both the formative and summative assessment strategy.
2	(With guidance) construct a reasoned legal argument taking into account and evaluating alternative arguments and conclusions.	This skill will be developed throughout the module though a greater degree of assistance will be provided in the initial sessions. Initially, the tutor will instigate and demonstrate the process of legal reasoning and evaluation of different arguments. Students will be taught how to utilise the analytical tools and data available within the Law of Tort, not just individually but through the observations of others. Reference will be made to specific reading in order to introduce legal reasoning and ideas within specific areas. For example, in the sessions on causation, students will be encouraged to consider the various analytical processes through which the courts establish causation.	<b>See A1 above</b> <b>Summative</b> This skill will be indirectly assessed in the written examination.  <b>Formative</b> Both the practice assessment regime and informal peer review feedback will encourage the development of this skill.
3	Listen effectively, assimilating complex data and asking questions where appropriate.	This skill will be developed through participation in lectures, SGSs and ISs.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an ongoing basis.
4	Collect and categorise ideas and information in a predictable and standard format.	This skill will be developed through the research SGS and corresponding IS, as well as the practice assessment scheme and the coursework assignment.  The independent learning exercise in the optional advanced analysis component of this module will also develop the student's ability to demonstrate this skill.	<b>Summative</b> This skill will be indirectly assessed in the final written examination.  <b>Formative</b> This skill will be formatively assessed through the practice assessment scheme.

### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Manage learning resources, identifying accurately which legal issues require researching and ranking them in terms of relevance and importance.	Every SGS and IS will require students (often in the context of CIPs) to sift facts in the light of black letter law and rank issues arising according to their relevance and importance in establishing a claim. See A1 to A7 above.	The assessment methodology set out in A1 above will be used to summatively and formatively assess this skill.
2	Conduct basic legal research in the area by identifying and retrieving up-to-date relevant legal information, using a variety of different paper and electronic sources (primary and secondary).	Initially, this will occur largely through directed reading (involving textbooks, case reports, etc). It will be expected that every student will prepare answers to SGS and IS questions (often revolving around CIPs). Towards the end of the module there will be less guidance as to the material the students should consult. There will be some activities (such as in SGS 5) in which the students will only receive very limited guidance as to the sources they should refer to. As the topic is Clinical Negligence, the SGS will act both as a research exercise and a form of revision (many of the basic principles having been covered in previous SGSs).	<p><b>Summative</b> This skill will be indirectly summatively assessed in the final written examination.</p> <p><b>Formative</b> This skill will be formatively assessed through the practice assessment scheme set out in A1 above.</p>
3	Reflect on their own learning and seek and make use of feedback, gradually taking more responsibility for their learning as the module progresses.	<p>This will be developed by providing students with feedback on their presentations and participation in SGSs; by watching their peers receive feedback; and by receipt of written feedback on formative and summative assessments. In addition tutors will operate an open door policy in which students will be encouraged to consult staff on their performance.</p> <p>Online MCTs will also enable students to measure their progress during the module and to reflect on their learning.</p>	<p><b>Summative</b> This skill will not be subject to summative assessed.</p> <p><b>Formative</b> Formative assessment opportunities will allow students to develop this skill, as set out in A1 above.</p>
4	Using appropriate technical language, demonstrate the ability to communicate a coherent and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, both orally and in writing	<p>The oral component of this skill will be developed through participation in SGSs and IS in a variety of formats, including: responding to direct questions; presentations; moots; debates; discussions with the tutors and their peers; and ISs.</p> <p>The written component of this skill will be developed through written preparation for SGSs and IS and participation in the practice assessment scheme.</p>	<p><b>Summative</b> The written component of this skill will be indirectly summatively assessed through the final written examination.</p> <p>The oral component will not be subject to formal summative assessment.</p> <p><b>Formative</b> The written component of</p>

			<p>this skill will be formatively assessed through the practice assessment scheme.</p> <p>The oral component will be formatively assessed through ongoing narrative assessment of student performance in SGSs.</p>
5	Apply the standard tools of analysis (i.e. duty, breach, causation, damages, defences) to a well defined problem and begin to appreciate the complexity of the issues	See A2 and B1 above	The formative and summative assessment regime set out at A1 above will test this skill.
9	To work effectively as part of a group and meet obligations to others, evaluating the strengths and weaknesses of their own, and others, arguments	A number of SGSs will require the students to work in groups. Students will occasionally be allocated roles with the group including the scribe, presenter, opponent, etc. In addition, impromptu group work will play a large part in many of the other SGSs.	<p><b>Summative</b> Not summatively assessed.</p> <p><b>Formative</b> This skill will also be subject to ongoing narrative assessment by tutors in SGSs.</p>

### D. Professional Skills and Attitudes

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	(With appropriate direction and supervision) exercise some autonomy for their own learning by acting independently in planning and undertaking tasks in areas of tort law which they have already studied.	This will principally be achieved through general research and preparation for SGSs and IS (specifically the research SGS). In addition, a number of relatively minor topics will be referred to in lectures but will largely be covered by independent study (such as the doctrine of <i>Res Ipsa Loquitur</i> ).	<p><b>Summative</b> The final written assessment will indirectly summatively assess this skill, as will the written coursework.</p> <p><b>Formative</b> The practice assessment regime will formatively assess this skill. In addition, students will receive ongoing feedback on their presentations and participation during SGSs – the strength of which will depend upon the effectiveness of their prior independent study.</p>
2	Operate in relatively predictable situations requiring the application of standard techniques.	This skill will specifically be developed in SGSs and IS through the consideration of CIPs, which will replicate the real world as far as possible in the presentation of materials and data.	<p>This skill will be summatively assessed in the final written examination.</p> <p>It will be developed formatively through preparation for and contributions to SGSs, on which students will be narratively assessed by staff.</p>
3	Approach a problem logically, using the cognitive skills set out above and discuss issues arising, responding appropriately to questions.	This skill will be practised in each SGS and IS in the course of group discussion of CIPs and issues arising from them.	<p><b>Summative</b> The ability to demonstrate this skill orally will not be subject to summative assessment, though the ability to do so in writing will be tested in the written examination.</p> <p><b>Formative</b> Contributions to the class will be subject to narrative tutor assessment on an ongoing basis.</p>

**BPP College of Professional Studies****Family Law****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>Family Law</b>			
Module Replaces (if appropriate)		<b>N/A</b>			
Level	<b>4</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard-style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		January 2009			
Related Modules	Pre-requisites				
	Co-Requisites	English Legal System and Reasoning			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		JASB approval necessary for the module to count towards an LL.B with QLD status			
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo			

Module Proposer	Ayshea O'Brien				
Date Approved within School		Signature of the Dean			
Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>By the end of the module, students should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• A knowledge and understanding of the fundamental principles and concepts which underpin Family Law, within areas such as the formality requirements and terms of marriage contracts, civil partnerships and cohabitation, domestic violence, divorce and adoption;</li> <li>• An awareness of the ethical issues which arise within Family law e.g. the question of the applicability of autonomy in relation to an adolescent withholding consent to medical treatment, and the ability to discuss such issues in relation to personal beliefs and values;</li> <li>• A knowledge and critical understanding of the development of Family law and the ability to identify areas for and means of reform;</li> <li>• The cognitive skills of analysis; application; synthesis and evaluation;</li> <li>• The transferable skills of communication (written and oral) team work and autonomous learning;</li> <li>• The professional capacity to work autonomously with limited supervision and operate in an predictable environment requiring the application of standard techniques</li> </ul> <p><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <ol style="list-style-type: none"> <li><b>1. An academically rigorous programme of legal education</b></li> </ol>
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	<p>This module will introduce students to the basic principles of family law and develop the skills necessary to interpret primary and secondary sources.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></p> <p>The family law module will introduce students to the research, analytical and presentational skills necessary to join and succeed on the professional courses. These skills will be developed throughout the module.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>This module will develop students' research, analytical and problem solving and communication skills required in professional practice as a lawyer.</p>
What external sources have been consulted in establishing the need for the module? (e.g. H.E. agencies, employers, current & former students).	<p>Other LL.B courses which cover family law have been considered and reviewed, notably those run at University of London, London Metropolitan University, The University Of Buckingham, Warwick, Liverpool, City and Exeter Universities.</p> <p>The Independent Research Essay on family law is a perennially popular student choice in the eighth area of law.</p>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<p>Law Benchmark statements</p> <p>Texts including Family Law, Welstead and Edwards; Cretney's Principles Of Family Law, Cretney, Masson, Bailey-Harris, Probert.</p> <p>Course descriptors for similar modules in other universities including: University of London, London Metropolitan University, The University Of Buckingham, Warwick, Liverpool, City and Exeter Universities.</p>
What are the intended teaching methods (e.g. lecture, IS, SGS, workshop) and what is the ratio between them?	<p>The programme will be delivered through a combination of lectures, student-centred SGSs and ISs.</p> <p>For an exposition of the rationale behind this pedagogy, please see the Programme Specification at section 2 (dealing with the standard taught module).</p>
How will the module be assessed?	<p>MCT</p> <p>Coursework Assessment</p>
If there is more than one assessment component how will the marks be combined?	<p>MCT – 70%</p> <p>Coursework Assessment – 30%</p>



**SECTION 3: RESOURCES**

Who will teach the module. (please provide CVs). What impact will this have upon their current duties.	Alison Blair
Is any special training required for staff in preparation to teach the module?	No.
Does the module require any special arrangements for it to be externally examined?	No, though an External Examiner will be appointed for this module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b>Provided</b>  Blackstones Statutes on Family Law  Family Law, Welstead, Edwards OUP</p> <p><b>Recommended</b>  Bromley's Family Law, Lowe, N and Douglas, G  Cretney's Principles Of Family Law, Cretney, Masson, Bailey-Harris, Probert, Sweet and Maxwell  Family Law, Herring, Longman</p> <p><b>Further Reading</b>  Family Law in The Twentieth Century; A History, Cretney, S, OUP  Children's Rights and The Developing Law, Fortin, Lexis-Nexis Butterworth's  Sex and Gender In The Legal Process, Edwards, S, OUP  Children; The Modern Law, Bainham, Family Law  Adoption; Changing Families, Changing Times, Douglas, Routledge  Parents and Children; Hoggett, Routledge  The Family Court Practitioner 2008, Family Law</p> <p>Family Law Journal  Law Quarterly Review  Modern Law Review  New Law Journal  Child and Family Law Quarterly  International Comparative Law Quarterly  International  International Journal Of Child and Family Welfare</p>
What additional IT and database resources will the module require?	None.

Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond SGS rooms and the Lecture Theatre.
Is there any special distance learning or other learning support resources required (e.g. web casts, DVDs, online teaching)?	No, all appropriate resources are already in place through the operation of the Graduate Diploma in Law e.g. the technology to facilitate the recording and streaming of lectures.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	<p>A knowledge of the fundamental principles and concepts which underpin Family Law and a knowledge of specific areas within the discipline, including;</p> <ul style="list-style-type: none"> <li>An understanding of the formality requirements that need to be satisfied in order for a marriage to come into existence;</li> <li>The ability to determine the implied terms of a marriage contract and to distinguish void from voidable marriages;</li> <li>An understanding of the importance of Civil Partnerships and the ability to assess rights where breakdown of Cohabitation occurs;</li> <li>An understanding of the Common Law and Statutory controls relating to the defences of Provocation and Diminished Responsibility within the context of Domestic Violence;</li> <li>An understanding of the common law and statutory controls in relation to the financial consequences of ending a marriage/civil partnership/cohabitation;</li> <li>An understanding of the vitiating factors which the law recognises as undermining a marriage</li> </ul>	<p>Topics will be taught via a combination of lectures, SGSs and ISs.</p> <p>The lectures will be used to explain difficult points of law that students will have picked up from their reading. The lectures will provide reference points from which students can explore their understanding through further independent reading and preparation of SGS and IS work.</p> <p>A variety of methods of delivery will be used for SGSs. See the Module Outline at Section 3 for details. All SGSs will involve the use of student-centred pedagogies. The majority of SGSs will revolve around Client Information Packs (CIPs), in which family law problems in specific areas will be presented in a format students may encounter in practice. The over-arching aim is to contextualise the black letter law learned from students' reading and lectures.</p> <p>The black letter law distilled from the latter two sources and analysis practised in the SGS will be distilled into coherent practical advice / conclusions in the IS</p> <p>The theoretical underpinnings of Family law will be studied at the outset, giving students a comprehensive understanding of how family law has developed. These underpinnings will be reinforced throughout the modules.</p> <p>Students' critical understanding will be developed through directed reading of texts and cases. They will be encouraged to evaluate conflicting case law, dissenting judgments and academic argument. For example in one SGS, students will be required to read the full judgment of <i>White v White</i> and look at it critically to see how the law has developed in this area. This will be developed further in the following IS by looking at more recent developments within</p>	<p><b>Summative</b> MCT Coursework Assessment</p> <p><b>Formative</b> There will be one opportunity to submit a practice coursework assessments over the course of the module. Students will receive written and oral feedback on these assessments.</p> <p>Students will be given feedback on their presentations, skills and participation during SGSs and ISs.</p> <p>Online MCTs will allow students to test their knowledge and receive ongoing, instant feedback on their understanding.</p>

	<p>contract;</p> <ul style="list-style-type: none"> <li>• An understanding of the grounds on which a marriage may be ended;</li> <li>• An understanding of the Common Law and Statutory Controls relating To Adoption;</li> <li>• An understanding of the Common Law and Statutory Controls relating to Abortion</li> <li>• A knowledge and critical understanding of the development of Family law and the ability to identify areas for and means of reform.</li> </ul>	<p>this area, including the case of Mills v McCartney. Students will be asked to comment and present critically in SGSs and ISs.</p>	
2.	<p>An awareness of the ethical issues which arise within Family law e.g. the question of the applicability of autonomy of an adolescent to withhold consent to medical treatment, and the ability to discuss such issues in relation to personal beliefs and values</p>	<p>Students will use case study materials and act as lawyers (through the CIPs) throughout the family law module. Scenarios presented will include both private and public proceedings. CIP materials will include adoption papers, draft correspondence, etc.</p> <p>The legislative context will also be explored in these areas, with the growing influence of EU law in regulating family arrangements.</p>	<p><b>Summative</b> See above.</p> <p><b>Formative</b> See above.</p>
3.	<p>A knowledge and understanding of the operation of Family law in a practical context</p>	<p>See A1 above. The primary mechanism to achieve this goal will be the CIPs</p>	<p><b>Summative</b> See above.</p> <p><b>Formative</b> See above.</p>

**B. Cognitive / Intellectual skills**

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Analyse, with guidance, a family law problem, using classifications and principles e.g. to analyse the correct way to end a marriage using the different grounds for divorce	<p>This skill will be developed in particular by asking students to analyse hypothetical problem scenarios contained in CIPs.</p> <p>The students will prepare their analysis in advance, for discussion at the SGSs and ISs, where they will be asked to present their answers either individually or in groups.</p>	See A1 above for summative and formative assessment methodology. The practice assessments leading to the coursework assessment will, in particular, focus on developing and assessing this skill.
2.	Apply given tools / methods accurately and carefully to a well defined problem e.g. to ascertain the appropriate Court Order to be made in a case relating to Child Protection.	See B1 above.	See B1 above.
3.	Collect and categorise information derived from a range of paper and electronic sources and evaluate their reliability and the weight which should be attached to them.	This skill will be practiced and developed by preparation for SGSs and IS throughout the module, particularly through the independent learning, research based exercise.	See B1 above.
4.	Listen effectively, assimilating complex data and asking questions where appropriate.	This skill will be developed through participation in lectures, SGSs and ISs.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an ongoing basis.

### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1.	Manage information using a range of primary and secondary sources (both paper and electronic) relevant to this area and undertake basic research tasks with external guidance.	See B3 above.	See B3 above.
2.	Work effectively with others as members of a group and meet obligations to others.	This skill will be developed through the group / team exercises (both collaborative and competitive) which pervade the SGSs throughout the module.	This skill will not be subject to summative assessment, but will be assessed formatively on an ongoing basis through staff feedback on SGS performance.
3.	Communicate advice effectively to clients, both orally and in writing.	The skill of communicating practical, focused advice to clients will be practised in SGSs and developed further in ISs. Emphasis will be placed upon clarity, conciseness and relevance.	This skill will be formatively assessed through the practice assessment regime set out at A1 above and summatively assessed through the final written examination.
4.	Reflect upon their strengths and weaknesses within criteria largely set by others.	This skill will be encouraged by tutors throughout the module, who will operate an open door policy and provide extensive feedback (both oral and written) on students' development.	Although this skill will not be subject to formal summative or formative assessment, success in those elements of the module which are so assessed will be predicated upon the development of this capacity.

### D. Professional Skills and Attitudes

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Act with limited autonomy, under direction or supervision, within defined guidelines.	See B3 above	See B1 above.
2	Operate in predictable, defined contexts that require use of a range of standard techniques and application of relevant knowledge acquired.	This skill will be delivered through the use of CIPs in SGSs and ISs. Students will be kept 'on their toes' by the introduction of new elements to the client problem at hand within the SGS / IS.	See B1 above.

**BPP University College of Professional Studies****Introduction to Business Law****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		Introduction to Business Law			
Module Replaces (if appropriate)		N/A			
Level	4	Credit Value	15	Contact Hours	28 hours comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard-style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or optional (E)		LLB (Hons) LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		September 2011			
Related Modules	Pre-requisites				
	Co-Requisites	English Legal System and Reasoning			
	Excluded Combinations	N/A			
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo			
Module Proposer		Susanne Tayfoor			

Date Approved within School		Signature of the Dean	
Date of Receipt by Director QAE		Signature of Director, QAE	
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council	D of S to Board of Directors
Decision		Decision	Decision



## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of the module are to develop in students:</p> <ul style="list-style-type: none"> <li>• A knowledge of the fundamental principles and concepts which underpin business law;</li> <li>• An awareness of the ethical and commercial issues which arise within business law e.g. the question of the accountability of directors and a business in a socio-economic context, and the ability to debate these issues in relation to personal beliefs and values;</li> <li>• A knowledge and critical understanding of the development of business law and the ability to identify areas for and means of reform, looking at international comparisons where relevant;</li> <li>• The cognitive skills of analysis; application; synthesis and evaluation;</li> <li>• The transferable skills of communication (written and oral) team work and autonomous learning;</li> <li>• The professional capacity to work autonomously with limited supervision and operate in an predictable environment requiring the application of standard techniques</li> </ul> <p><b>The relationship between the module aims and the rationale of the LLB as a whole</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module will introduce students to the key principles of business law and the skills necessary to interpret primary and secondary sources.</p> <p><b>2. Preparation for entry onto the vocational stage of</b></p>
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	<p><b>legal training and, ultimately, for practice as a legal professional</b></p> <p>The Introduction to Business Law module will introduce students to the research, analytical and presentational skills necessary to join and succeed on the professional courses. These skills will be developed throughout the module.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>This module will introduce students to research, analytical and problem solving skills required as a lawyer. This module will also develop the written and spoken communication skills of students.</p>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<p>Law Benchmark statements Various Texts on Business Law including Marson J Business Law, Cheeseman H Business Law Jill Poole – Textbook and Casebook on Contract Law. Dignam &amp; Lowry, Company Law</p> <p>Course descriptors for similar modules in other universities including: University of London, London Metropolitan University and Bournemouth Universities.</p>
What are the intended teaching methods and what is the ratio between them?	22 hours [ comprised of 10 x lectures of 1 hour, 5 x tutorials of 1hour, 5 x seminars of 1 hour, 2 x Revision Lectures of 1 hour]
How will the module be assessed?	Exam
If there is more than one assessment component how will the marks be combined?	100% Exam

**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	Module Leader for Introduction to Business Law, LLB staff.
Is any special training required for staff in preparation to teach the module?	No.
Does the module require any special arrangements for it to be externally examined?	No, though an External Examiner will be appointed for this module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b>Provided</b> Text: Introduction to Business Law, Lucy Jones, Oxford University Press,( 2011)</p> <p><b>Recommended</b> Marson J, Business Law, 2<sup>nd</sup> Edition, (2011) Oxford University Press,</p> <p>Cheeseman H, Business Law, 8<sup>th</sup> edition, (2012), Pearson</p> <p>Kelly, Holmes and Hayward, Business law, 5<sup>th</sup> edition, 2005, Cavendish publishing</p> <p>Casebook on Contract Law, Poole, OUP, 10<sup>th</sup> Edition, 2012</p> <p><b>Further reading</b> <i>Remedies for torts and breach of contract, Burrows, OUP</i> <i>The modern law of contract, Stone, Pearson</i> <i>Interpretation of contracts, Mitchell, Pearson</i></p> <p>Dignam, A. and Lowry, J. (2012) Company Law, 7<sup>th</sup> edition, Oxford University Press</p> <p>Sealy, L. and Worthington, S. (2010) Cases and Materials in Company Law, 9<sup>th</sup> edition, Oxford University Press</p> <p>Hepple, R., Matthews, M. and Howarth, D., <i>Tort – Cases and Materials</i>, London, Oxford University Press, Kidner, R., <i>Casebook on Torts</i>, Oxford University Press, 12<sup>th</sup> edition, 2012</p> <p>Markesinis and Munday: An Outline of the Law of Agency.</p>

	Cambridge Law Journal Journal of Contract Law Law Quarterly Review Modern Law Review New Law Journal Journal of Business Law
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to HSS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond tutorial teaching rooms and the Lecture Theatre.
Is there any special distance learning or other learning support resources required (e.g. web casts, DVDs, online teaching)?	No, all appropriate resources are already in place through the operation of the Graduate Diploma in Law e.g. the technology to facilitate the recording and streaming of lectures.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Knowledge of the fundamental principles and concepts which underpin business law and the underlying policy considerations.	<p>The majority of topics will be taught via a combination of lectures, tutorials and seminars.</p> <p>The lectures will be used to explain difficult points of law that students will have picked up from their reading. The lectures will provide reference points from which students can explore their understanding through further independent reading and preparation of tutorial and seminar work.</p> <p>A variety of methods of delivery will be used. The most pervasive tool will be the Client Information Pack (CIP) through which students will be presented with realistic problem scenarios in a form which they may encounter in practice as a lawyer. Tutorials will be highly interactive and student-centred, with group discussion and debate a key pedagogic tool which will be used in a formal and informal way throughout the module.</p> <p>The aim of the seminars will be to bring together the black letter law distilled from students' reading and the lecture with the factual analysis of the tutorial, with a focus on arriving at concrete conclusions or advice.</p> <p>Independent learning exercises will also be used to develop research skills in particular areas.</p> <p>Students' critical understanding will be developed through directed reading of texts and cases. They will be encouraged to evaluate conflicting case law, dissenting judgments and academic argument. For example in preparation for the session which covers negligent misstatement and the tort of deceit, students will be required to read <i>Williams v Natural Life Health Foods</i>, and <i>Standard Chartered Bank v Pakistan National Shipping Corporation</i> and look at them critically to see how the law has developed in this area. This will be developed further in the sessions on company law and the duties and</p>	<p><b>Summative</b> Final Written Examination</p> <p><b>Formative</b> There will be an opportunity over the course of the module to undertake practise assessments. Students will receive both written and oral feedback on the practice assessment.</p> <p>Students will be given feedback on their presentations, skills and participation during tutorials.</p> <p>Online MCTs will allow students to receive feedback on their substantive knowledge.</p>

		liabilities of directors. Students will be asked to comment and present critically in both tutorials and seminars.	
2	An awareness of the ethical and commercial issues which arise within business law e.g. business ethics and the ability to debate these issues in relation to personal beliefs and values;	<p>The ethical / commercial dimension of business law will pervade the module. The introductory lecture will set the tone here, setting out the ethical duties/responsibilities of a business.</p> <p>Lectures and directed reading will always seek to contextualise the black letter law within a socio-ethical and commercial framework, drawing attention to key debates within the area. These will be further explored in tutorials and seminars where relevant.</p>	<p><b>Summative</b> Final Written Examination</p> <p><b>Formative</b> See A1 above for details of the practise and narrative assessment schemes.</p>
3	A knowledge of the requirements that need to be satisfied in order for a contract to come into existence and be enforced concentrating on business law issues.	<p>This area will be covered through CIPs and more traditional question formats during lectures, tutorials and seminars.</p> <p>The section which covers contract law will aim to cover areas which specifically pertain to a business law context, and which are not covered in any detail on the contract law module, such as contracts of novation, battle of the forms, comfort letters.</p>	<p><b>Summative</b> Final written examination</p> <p><b>Formative</b> The first practice assessment will focus on this area.</p> <p>Students will be given feedback on their presentations, skills and participation during tutorials.</p> <p>Online MCTs</p>
4	Agency and the Law of Tort	This area will be covered by two lectures and corresponding tutorial and seminar through a CIP. Students will be expected to research the relevant caselaw regarding negligent misstatement and the tort of deceit.	See A1 above for details of the formative and summative assessment regime.
5	Business Organisations	This area will bring together several themes explored across the module, as students look a case study from the start of a business idea, to deciding the appropriate business organisation and how it will act.	See A1 above for details of the formative and summative assessment regime.
6	Knowledge of the liability of a company and directors. Their duties and responsibilities.	<p>This area will be covered in some detail, reflecting its complexity and importance.</p> <p>Lectures will set the legal framework, starting with the common law and moving onto the relevant statutory provisions.</p> <p>This black letter law will be contextualised through a CIP, to be introduced in the tutorials and then explored through an independent research exercise to be presented via group presentation.</p>	See A1 above for details of the formative and summative assessment regime.

**B. Cognitive / Intellectual skills**

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1.	Analyse, with guidance, a business law problem, using classifications and principles e.g. analyse capacity to contract and validity of contracts made by directors/company.	This skill will be developed chiefly through the medium of CIPs in tutorials and seminars. Analysis of problem questions involving the black letter law introduced in the lecture and pre-directed reading will be the central purpose of subsequent sessions.	<b>Summative</b> Final Written Examination  <b>Formative</b> For details of the formative and narrative assessment regime, please see A1 above.
2	Apply given tools / methods accurately and carefully to a well-defined problem.	This skill will be developed through the methodology described in B1 above, application following on from analysis of the relevant material.	<b>See B1 above</b>
3	Synthesise different ideas and information sources, derived from both primary and secondary and critically evaluate their merits.	Different approaches to questions / issues within the discipline will be introduced in lectures.  Students will be encouraged to read around the core debates, both before and after lectures, and discuss the resulting issues critically within tutorials and seminars.	<b>Summative</b> Final Written Examination  <b>Formative</b> See A1 above for details of the narrative and practise assessment regime.

### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Work effectively with others as members of a group and meet obligations to others evaluating the strengths and weaknesses of their own, and others, arguments.	Group work – both formally structured and impromptu – will play a major part in many of the tutorials in the module. Often analysis of the CIP will be conducted through structured group work.	<p><b>Not summatively assessed</b></p> <p><b>Formatively assessed, per A1 above</b></p>
2	Access and use a range of learning resources and manage information, collecting data from a range of appropriate sources (both paper and online) and undertaking simple research tasks with guidance.	<p>Preparation for each of the tutorials and seminars will require basic research skills and information management.</p> <p>This skill will be particularly focused upon through the independent research for the final session on Business ethics, a case study. It will also be covered in the Negligent misstatement and the Tort of Deceit topic.</p>	<p><b>Summative</b> Indirectly summatively assessed through the final written examination.</p> <p><b>Formative</b> See above for details of the practise and narrative assessment scheme. Student performance in SGSs and practise assessments will be largely determined by their competence in this area.</p>
3	Communicate advice effectively, both orally and in writing, in a clear and concise manner.	<p>The oral component of this skill will be practised in every tutorial and some seminars.</p> <p>The written component will be developed through written preparation for tutorials and seminars and participation in the practice assessment scheme.</p>	<p><b>Summative</b> The oral component will not be summatively assessed.</p> <p>The written component will be summatively assessed through the final examination</p> <p><b>Formative</b> The oral component will be narratively assessed through student participation in SGSs.</p> <p>The written component will be formatively assessed through the practise assessment scheme outlined at A1 above.</p>
4	Coherently and accurately discuss the law in relation to particular factual problems and in relation to possible areas of reform.	This skill will be developed through tutorials and seminars – both in terms of written preparation and oral participation in debates and group presentations.	<p><b>Summative</b> The oral component will not be summatively assessed.</p> <p>The written component will be summatively assessed through the final examination.</p> <p><b>Formative assessment</b> The oral component will be narratively assessed through</p>



			<p>student participation in SGSs and HSSs.</p> <p>The written component will be formatively assessed through the practise assessment scheme outlined at A1 above.</p>
4	Listen effectively, assimilating complex data and asking questions where appropriate.	This skill will be developed through participation in lectures, tutorials and seminars.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an on-going basis.
5	Reflect on their strengths and weaknesses (within criteria largely set by others) seeking and making use of feedback.	<p>This will be developed by providing students with feedback on their presentations and participation in tutorials, by watching their peers receive feedback and by feedback received on formative and summative assessments.</p> <p>In addition tutors will operate an open door policy in which students are encouraged to consult staff on their performance.</p>	<p><b>Summative assessment</b> Not summatively assessed.</p> <p><b>Formative assessment</b> Not formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed, such as online MCTs and practice assessments.</p>

### D. Professional Skills and Attitudes

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1.	Act with limited autonomy, under direction or supervision, within defined guidelines.	This skill will be developed through regular preparation for tutorials and seminars, participation in the practice assessment scheme and regular undertaking of online MCTs.	<b>See C2 above</b>
2.	Operate within predictable, defined contexts requiring use of a specified range of techniques.	This skill will be developed through work on CIPs in tutorials and seminars, under the guidance of tutors.	<p><b>Summative</b> Final Written Examination</p> <p><b>Formative</b> See A1 above.</p>
3.	Approach a problem logically, using the cognitive skills set out above and discuss issues arising, responding appropriately to questions.	This skill will be developed through the CIP methodology described above, in both tutorials and seminars.	<p><b>Summative</b> This skill will not be summatively assessed orally, though the coursework will require a thoughtful written discussion of key issues.</p> <p><b>Formative</b> Students' contribution to tutorials will be narratively assessed by staff.</p>

**BPP College of Professional Studies****Mandarin****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>Mandarin</b>			
Module Replaces (if appropriate)		<b>N/A</b>			
Level	<b>4</b>	Credit Value	<b>15</b>	Contact Hours	<b>30 hours</b>
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology BSc (Hons) Business Studies BSc (Hons) Business Studies with Finance BSc (Hons) Professional Accounting BSc (Hons) Business with Accounting BSc (Hons) Accounting with Finance (E)			
Intended Start Date(s)		September 2012			
Related Modules	Pre-requisites	None			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		None			
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Holborn/Waterloo/London City			
Module Proposer		Joyce Li / May Li-Hong Xing			
Date Approved within School			Signature of the Dean		
Date of Receipt by Director QAE			Signature of Director, QAE		
Date of submission to CVP/ETC (as appropriate)			D of S to Academic		D of S to Board of

		Council		Directors	
Decision		Decision		Decision	

**SECTION 2: RATIONALE AND DELIVERY**

What are the educational aims of the module?	<p>This module aims to:</p> <ul style="list-style-type: none"> <li>• develop the ability to use Chinese effectively for the purposes of practical communication in a variety of situations</li> <li>• deal with a range of predictable simple language tasks using a limited range of language to meet the needs of familiar situations and topics</li> <li>• establish the language skills and attitudes required to promote and facilitate further study of Chinese</li> <li>• have a taste of business Mandarin based on cultural business understanding</li> <li>• have an in-depth knowledge of the culture and society of the target country and a high level of intercultural competence</li> <li>• familiarize students with the business structures and business culture in China</li> <li>• give students a basic understanding of the legal and justice systems in China</li> <li>• to provide students with a basic introduction to the relevance of law and customs in China</li> </ul>
What are the intended teaching methods (e.g. lecture, seminar, tutorial, workshop) and what is the ratio between them?	<p><u>For The Mandarin Element</u>  2 hour seminar (face to face) per week for 10 weeks.  Students are expected to spend an additional 8-10 hours a week in private study on the following:  Independent reading (online and library resources as requested by tutor), self-study on materials provided, online lectures and exercises for each lesson, discussion board.  In addition to face to face teaching, activities such as language exchange with native speakers (Chinese students at BPP) will be arranged if possible  5 pieces of coursework focusing on spoken language only  The group size is 10-15 per class</p> <p><u>For The Chinese Business Law Element</u>  5 x 2 hours classes with 1 hour lecture and 1 hour seminar</p>
How will the module be assessed?	<p><u>For The Mandarin Element</u>  The module is assessed through the completion of one independent assessment (the Summative Elements).  In addition to the summative elements, the module contains 5 pieces of coursework to assist you in evaluating and keeping your progress in the module (the Formative Elements)</p> <p><u>For The Chinese Business Law Element</u>  The module is assessed through the completion of one independent assessment (the Summative Elements).</p>

	In addition to the summative elements, the module contains 1 piece of coursework to assist you in evaluating and keeping your progress in the module (the Formative Elements)
Attendance requirements	A student's attendance record is expected to be 75% or above (7/8 sessions) for each component (especially for the Mandarin language component) or the student may be asked to withdraw from the group. A student can miss up to 3 sessions for each component, e.g. if they are ill or have other urgent personal problems, without taking any action, but it would be useful to let the tutors know. If a student misses more than 3 sessions on each component they will be emailed warning that they might be asked to withdraw from the group unless in exceptional circumstances, where documentary evidence of those circumstances is produced sufficiently in advance, i.e. they will need to provide evidence to the exams office/module leader to demonstrate why they have missed classes – this could be a letter from the student's personal tutor or a medical certificate.
If there is more than one assessment component how will the marks be combined?	<p><b>Formative</b></p> <p><b>Group work and oral presentation – Mandarin</b></p> <p>For the purpose of enhancing listening and speaking skills, students are asked to do oral presentations on topics given on a weekly basis, as well as small group activities such as role-plays in the target language.</p> <p><b>Extended reading – Chinese Law and Business</b></p> <p>Students are asked to self-study the reading materials provided on the VLE on a weekly basis.</p> <p><b>Summative</b></p> <p><b>Oral assessment (10 min) - 50%</b></p> <p>Students are examined individually and the examiner will play a part in the role play</p> <p>The oral assessment consists of two parts:</p> <ul style="list-style-type: none"> <li>• Part one: 5 minute role-play situation with the examiner</li> <li>• Part two: 2-3 minute presentation + 3-4 minute free conversation on the presentation topic</li> </ul> <p>Students will be able to download the task brief 4 weeks before the final exam.</p> <p>No dictionaries or notes are allowed during the final examination.</p> <p><b>Coursework – 50%</b></p> <p>Assessment for Chinese law and business</p> <p>Students will be asked to write an essay of no more than 1,500 words selected from no less than 4 topics.</p>

**SECTION 3: RESOURCES**

<p>Who will teach the module? (please provide CVs) What impact will this have upon their current duties?</p>	<p>Joyce Li</p> <p><b>Professor Barry A. K. Rider</b>, LL.B.(Hons) (Lond); M.A.(Cantab); Ph.D.(Lond); Ph.D.Cantab); LL.D.(UFS); LL.D.(Penn); Barrister at Law.</p> <p>Honorary Professor of Law Renmin University, Beijing; Professor of Law, Beijing Normal University and Honorary Professor of Comparative Criminal Law, Institute of Criminal Justice, Beijing Normal University and National Prosecutors College of China; Guest Professor of Tsinghua University and formerly Distinguished Professor of Commercial Law of Hong Kong University. Standing Counsel to the Peoples Bank of China (Central Bank) and special counsel to the Office of the Chief Prosecutor, Supreme People's Procuratorate</p> <p><b>Mrs May Li - Hong Xing</b>, BSc (Peking Union Medical College, China); BA (Beijing University, China); MBA, (Anglia Ruskin, Cambridge, UK)</p> <p>Comparative Research Director of British Institute of Securities Laws; Guest Lecturer, University of Cambridge; Deputy General Editor of Journal Financial Crime; Former Consultant to Beachcroft LLP and Bryan Cave LLP and consultant to Supreme People's Procuratorate.</p> <p><b>Ye Zhen Jane</b>, LL.B (Jilin University, China); LL.M (UCL, London); MPhil (Cambridge) and Research Officer, University of Cambridge.</p>
<p>What additional library resources will the module require?</p>	<p>Supplied Reading</p> <p>All reading required for the Chinese Business and Law element of the course will be placed on the VLE</p> <p>Further Recommended Reading</p> <p>Web Resources</p>

**BPP College of Professional Studies**  
**Constitutional and Administrative Law**  
**Module Proposal Form**

**SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		Constitutional and Administrative Law			
Module Replaces (if appropriate)		N/A			
Level	5	Credit Value	30	Contact Hours	54 hours comprised of 20 x lectures of 1 hour, 10 x SGSs of 1 hour, 10 x IS of 1 hour, 10 x Consolidation of 1 hour, 4 x Revision Lectures of 1 hour.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (C)			
Intended Start Date(s)		Current			
Related Modules	Pre-requisites	None			
	Co-Requisites	English Legal System and Reasoning			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		JASB approval necessary for the module to count towards an LL.B with QLD status			
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo			
Module Proposer		Elizabeth Giussani			
Date Approved within School			Signature of the Dean		
Date of Receipt by Director QAE			Signature of Director, QAE		

Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	



## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of the module are to develop in students:</p> <ul style="list-style-type: none"> <li>• A detailed knowledge and critical understanding of the British constitution, its core institutions, principles and processes (including their development); the mechanisms of democratic accountability which exist between them; and the underlying policy considerations at work in the system;</li> <li>• An understanding of the social, environmental and political context in which constitutional and administrative law operates and an ability to debate such issues in relation to more general ethical perspectives;</li> <li>• A detailed knowledge and understanding of the operation of constitutional and administrative law in a practical context, including areas such as judicial review;</li> <li>• A detailed knowledge and understanding of how and why constitutional values are changing in the United Kingdom, in the context of actual and potential constitutional reform, with appropriate comparisons drawn with arrangements in other jurisdictions;</li> <li>• The cognitive skills of analysis, application, evaluation and synthesis;</li> <li>• The general transferable skills of effective communication (oral and written), problem-solving, research and teamwork;</li> <li>• The professional capacity for autonomous research and ability to work in unpredictable and increasingly complex work environments</li> </ul> <p><b>The relationship between the module aims and the rationale of the LLB as a whole</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a</p>
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	<p>lawyer.</p> <p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module develops students' knowledge of the core principles of constitutional law and their application in the context of contemporary governmental practice.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional.</b></p> <p>While providing knowledge of the core principles of constitutional law and their current application, which provides a foundational understanding of how the law taught at the vocational stage is made and given effect, the module also focuses on students acquiring independent research and analytical skills, as well as the ability to present their ideas effectively. It is important for students to develop these skills if they are to proceed onto the professional courses. These skills are further detailed in section 4 of this form.</p> <p>LPC and BVC tutors have been consulted in the design of this module.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The development of written and verbal communication skills combined with research and analysis is an essential element of the module. These are skills which are directly relevant to professional practice. How these skills are developed is detailed in section 4 of this form.</p>
What external sources have been consulted in establishing the need for the module? (e.g, H.E. agencies, employers, current & former students).	This module is one of the Foundations of Legal Knowledge, as set out in Schedule Two of the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training by Obtaining an Undergraduate Degree.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the	<p>Law Benchmark statements</p> <p>Other institutions: Cambridge, Exeter, Leeds, Liverpool, London Metropolitan, Manchester, Queen Mary &amp; Westfield College, Southampton University of London Sussex, University College London</p>

field)?	<p>A number of textbooks and journals were consulted, including:</p> <ul style="list-style-type: none"> <li>• Bradley and Ewing <i>Constitutional and Administrative Law</i> Pearson Longman (14<sup>th</sup> ed 2007)</li> <li>• Jowell and Oliver <i>The Changing Constitution</i> Oxford University Press (5<sup>th</sup> ed 2004)</li> <li>• Craig <i>Public Law and Democracy in the United Kingdom and the United States of America</i> Oxford University Press (1990)</li> <li>• <i>Public Law</i> Sweet and Maxwell (recent issues)</li> </ul>
What are the intended teaching methods (e.g. lecture, IS, SGS, workshop) and what is the ratio between them?	<p>54 hours comprised of 20 x lectures of 1 hour, 10 x Seminars of 1 hour, 10 x Tutorials of 1 hour 10 x Consolidation of 1 hour 4 x Revision Lectures of 1 hour</p>
How will the module be assessed?	<p>Coursework Examination 3 hours</p>
If there is more than one assessment component how will the marks be combined?	<p>Coursework [30% of Module Grade] Examination [70% of Module Grade]</p>

**SECTION 3: RESOURCES**

Who will teach the module. (please provide CVs). What impact will this have upon their current duties.	Alex Lawson, Lecturer and Module Leader in Constitutional and Administrative Law, Paul Mora, Lecturer, Chris Monaghan, Lecturer, Sarah Henderson, Lecturer.
Is any special training required for staff in preparation to teach the module?	No.
Does the module require any special arrangements for it to be externally examined?	No, though an External Examiner will be appointed for this module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b>Provided</b>  Loveland <i>Constitutional law, Administrative Law and Human Rights</i> (6<sup>th</sup> ed OUP)  Allen and Thompson <i>Cases and Materials on Constitutional and Administrative Law</i> (10<sup>th</sup> ed OUP)</p> <p><b>Recommended Reading</b>  Bradley and Ewing <i>Constitutional and Administrative Law</i> Pearson Longman (14<sup>th</sup> ed 2007)  Beatson, Matthews and Elliott's <i>Administrative Law</i> OUP (latest edition)  Fenwick and Phillipson <i>Text, Cases and Materials on Public Law and Human Rights</i> Cavendish (2<sup>nd</sup> ed 2003)  Barendt <i>An Introduction to Constitutional Law</i> Oxford University Press (1998)  Bailey, Jones &amp; Mowbray <i>Cases, Materials and Commentary on Administrative law</i> (4<sup>th</sup> Ed Sweet &amp; Maxwell)  Craig Paul <i>Administrative Law</i> (5<sup>th</sup> Ed Sweet &amp; Maxwell)  Peter Cane, <i>Introduction to Administrative Law</i> OUP  Carroll <i>Constitutional and Administrative Law</i> Pearson (4<sup>th</sup> ed 2007)  Craig <i>Public Law and Democracy in the United Kingdom and the United States of America</i> Oxford University Press (1990)  De Smith, Woolf &amp; Jowell <i>Principle of Judicial Review</i> (OUP new edition expected soon)  Dicey <i>An Introduction to the Study of the Law of the Constitution</i> Macmillan (10<sup>th</sup> ed 1959)  Feldman <i>English Public Law</i> Oxford University Press (2004)  Jowell and Oliver <i>The Changing Constitution</i> Oxford University Press (6<sup>th</sup> ed 2007)  Leyland <i>The Constitution of the United Kingdom: A Contextual Analysis</i> Hart (2007)</p>

	<p>Munro <i>Studies in Constitutional Law</i> Butterworths (2<sup>nd</sup> ed 1999)</p> <p>Pollard, Parpworth and Hughes <i>Constitutional and Administrative Law: Text with Materials</i> Oxford University Press (4<sup>th</sup> ed 2007)</p> <p>Thompson <i>Cases and Materials on Constitutional and Administrative Law</i> Oxford University Press (8<sup>th</sup> ed 2005)</p> <p>Leyland &amp; Anthony, <i>Administrative Law</i> OUP (latest edition)</p> <p>Wade &amp; Forsyth <i>Administrative law</i> (9<sup>th</sup> Ed OUP)</p> <p><b>Recommended Further Reading</b></p> <p>Allan <i>Law, Liberty, and Justice</i> Oxford University Press (1993)</p> <p>Allan <i>Constitutional Justice</i> Oxford University Press (2001)</p> <p>Baldwin (ed) <i>Parliament in the 21<sup>st</sup> Century</i> Methuen (2004)</p> <p>Bamforth &amp; Leyland <i>Public Law in a Multi Layered Constitution</i> (Hart Publishing 2003)</p> <p>Barnett <i>Constitutional and Administrative Law</i> Cavendish (6th ed 2006)</p> <p>Bogdanor (ed) <i>The British Constitution in the Twentieth Century</i> Oxford University Press (2003)</p> <p>Blackburn <i>King and Country: Monarchy and the Future King Charles III</i> Politicos (2006)</p> <p>Brazier <i>Constitutional Practice</i> Oxford University Press (3rd ed 1999)</p> <p>Brazier (ed) <i>Parliament, Politics and Law Making: Issues and Developments in the Legislative Process</i> Hansard Society (2004)</p> <p>Fordham Michael <i>Judicial Review Handbook</i> (Hart Publishing 4<sup>th</sup> Ed) Goldworthy <i>The Sovereignty of Parliament</i> Oxford University Press 1999</p> <p>Hailsham <i>On the Constitution</i> HarperCollins (1992)</p> <p>Harlow and Rawlings, <i>Law and Administration</i></p> <p>Hazell and Rawlings (eds) <i>Devolution, Law Making and the Constitution</i> Imprint Academic (2005)</p> <p>Irvine <i>Human Rights, Constitutional Law and the Development of the English Legal System</i> Hart (2003)</p> <p>Jennings <i>The Law and the Constitution</i> University of London Press (5th ed 1959)</p> <p>Leyland <i>The Constitution of the United Kingdom: A Contextual Analysis</i> Hart (2007)</p> <p>Loveland <i>Constitutional Law, Administrative Law and Human Rights: A Critical Introduction</i> Oxford University Press (4<sup>th</sup> ed 2006)</p> <p>Lyon <i>Constitutional History of the United Kingdom</i> Cavendish (2003)</p> <p><i>Law Quarterly Review</i> Sweet &amp; Maxwell</p> <p>Marshall <i>Constitutional Conventions</i> (1986)</p> <p><i>Modern Law Review</i></p> <p>Oliver <i>Constitutional Reform in the UK</i> Oxford University Press (2003)</p>
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	<p>Thomas <i>Legitimate Expectations and Proportionality in Administrative Law</i> (2000 Hart Publishing)</p> <p>Tomkins <i>Public Law</i> Oxford University Press (2003)</p> <p>Tomkins <i>Our Republican Constitution</i> Hart (2005)</p> <p>Ziegler Baranger and Bradley <i>Constitutionalism and the Role of Parliaments</i> Hart (2007)</p>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond rooms and the Lecture Theatre.
Is there any special distance learning or other learning support resources required (e.g. web casts, DVDs, online teaching)?	No, all appropriate resources are already in place through the operation of the Graduate Diploma in Law e.g. the technology to facilitate the recording and streaming of lectures.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	<p>A detailed knowledge and understanding of the history and nature of the British constitution; its sources and institutions; the mechanisms of democratic accountability which exist in the relationship between these institutions; and the underlying policy considerations at work in the system;</p> <p>A critical understanding of core principles of the British constitution, such as the sovereignty of Parliament, the rule of law, separation of powers and responsible government;</p> <p>The knowledge and understanding to explain how and why constitutional values are changing in the United Kingdom and how that is affecting the balance between law and politics under the British constitution;</p> <p>A detailed knowledge and understanding of the process of constitutional reform in the United Kingdom, including reform of the House of Lords and the constitutional implications of the Human Rights Act 1998, devolution and the United Kingdom's membership of the European Union;</p> <p>A detailed knowledge and understanding of the context of judicial review and its</p>	<p>Most topics will be taught by a combination of lectures, Seminars and Tutorials.</p> <p>The aim of the lecture sessions is to introduce and outline the principal concepts, theories and ideas relating to the topic(s) being covered and to guide students in their independent reading. They will follow either a traditional lecture format, a question and answer session or presentation style dependent on the subject matter under consideration. They are intended to be interactive with opportunities for discussion.</p> <p>Students will be expected to prepare for the lecture by reading directed materials such as academic articles, cases or commentaries. Such preparation will facilitate their understanding during the lecture.</p> <p>Where appropriate, comparisons will be drawn in lectures with other jurisdictions e.g. extensive reference will be made to written / codified constitutional arrangements in North America. These themes will be picked up in Seminars and Tutorials.</p> <p>Seminars and Tutorials will utilise a variety of teaching methods including problem questions (contained within Client Information Packs or CIPs), case studies, short discussion questions and essay questions and structured debates. Students will be expected to research independently (e.g. the Seminars and Tutorials on the composition, functions and privileges of Parliament will utilise independent learning / research methodology) and in groups and give presentations.</p> <p>Students' critical understanding will be developed through directed reading of texts and cases. They will be encouraged to evaluate conflicting case law, dissenting judgments and academic commentary, for example in Tutorial 6 students will critically</p>	<p><b>Summative</b> Coursework Written assessment</p> <p><b>Formative</b> Feedback on Seminar and Tutorial preparation, participation and presentations.</p> <p>There will be two opportunities for students to undertake formative assessments which will be tutor marked and detailed comments given.</p>

	<p>relationship with constitutional theories and principles such as parliamentary sovereignty, the rule of law and separation of powers;</p> <p>A detailed knowledge and critical understanding of the practices, procedures, principles and remedies of judicial review of administrative action; familiarity with the academic debate surrounding this area; and the ability to draw conclusions from this debate;</p>	<p>study the competing arguments on the theoretical basis of human rights. They will also be asked to consider how the principles of constitutional and administrative law are reflected in current events. In developing students' understanding of the fundamental principles and institutions of the constitution there will be a focus on key areas of change and reform, such as the possibility of a written constitution and devolution. By the end of the module students should be able to make a considered assessment of the ways in which the British constitution is changing and its overall effectiveness.</p> <p>Reflective online discussions and advice and application to problem scenarios will also develop their understanding of the areas studied.</p> <p>Much of the students' learning will be from their own self study and preparation for Tutorials and from students' preparation for and feedback on formative and summative assessments.</p>	
2	<p>A detailed knowledge and understanding of the operation of constitutional and administrative law in a practical context, including the ability to identify key areas of problems and choose appropriate tools for their resolution in a considered manner.</p>	<p>To make students aware that constitutional and administrative law is not simply an abstract subject, but one which has profound practical implications for the day to day lives of all people within the United Kingdom, students are encouraged from the beginning of the module to consider new articles, television and magazines and link what they read to study</p> <p>A majority of the early topics will be studied in a more traditional essay/discursive format. For example, students will learn how a policy on any subject may be turned into law and the various ways in which the executive is held accountable.</p>	<p><b>Summative</b> Coursework Written assessment</p> <p><b>Formative</b> Feedback on tutorial and seminar preparation, participation and presentations</p> <p>There will be two opportunities for students to undertake formative assessments which will be tutor marked and detailed comments given.</p>
3	<p>An understanding of the social, environmental and political context in which constitutional and administrative law operates and an ability to debate such issues in relation to more general ethical perspectives.</p>	<p>This will be developed by methods outlined above. In particular, tutorial 6 will ask students to look at the social and political context in which human rights law has developed.</p>	<p><b>Summative</b> Coursework Written assessment</p> <p><b>Formative</b> Feedback on tutorial and seminar preparation, participation and presentations</p> <p>There will be two</p>



			opportunities for students to undertake formative assessments which will be tutor marked and detailed comments given.
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**B. Cognitive / Intellectual skills**

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	With minimum tutor guidance the ability to analyse practical problems, apply the relevant law (identifying key elements) and choose appropriate methods for their resolution in a considered manner.	This skill will be developed in particular by asking students to analyse hypothetical problem scenarios in tutorials and present their answers either individually or in groups. Students will also be asked to analyse current constitutional problems by reference to materials such as press clippings, case reports and government press releases or publications. Students will generally be expected to keep up with current affairs and to identify on a weekly basis issues of constitutional significance, with a student each week being invited to report on such an issue.	<p><b>Summative</b> Coursework Written assessment</p> <p><b>Formative</b> Feedback on Seminar and Tutorial preparation, participation and presentations.</p> <p>There will be two opportunities for students to undertake formative assessments which will be tutor marked and detailed comments given.</p>
2	With minimum tutor guidance the ability to construct a reasoned legal argument taking into account, synthesising and evaluating alternative arguments and conclusions.	<p>This skill will be taught throughout the module. From the beginning of the module students will be required to take into account alternative arguments and opinions in forming and presenting their own conclusions, (for example, tutorials 1-7). They will also be taught to analyse legal questions (both essays and problem scenarios) using the standard tools of analysis relevant to this subject.</p> <p>Students will then develop their techniques of legal argument by presenting their analysis in tutorials and receiving tutor and peer feedback. Students' evaluative skills will be further developed by their observation of the arguments presented by their peers and the consequent feedback. This skill will be further developed by the formative assessment.</p>	<p><b>Summative</b> Coursework Written assessment</p> <p><b>Formative</b> Feedback on Seminar and Tutorial preparation, participation and presentations.</p> <p>There will be two opportunities for students to undertake formative assessments which will be tutor marked and detailed comments given.</p>
3	Listen effectively, assimilating complex data and asking questions where appropriate.	This skill will be developed through participation in lectures, tutorials and seminars.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an ongoing basis.

### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Identify accurately legal issues which require researching and rank legal issues in terms of relevance and importance.	<b>See A1 – A3 above</b>	Although this skill will not be subject to formal summative or formative assessment in isolation, it will be indirectly examined through the final examination (summative) and the corresponding practice assessments (formative)
2	The ability to conduct legal research in constitutional and administrative law by identifying and retrieving up to date relevant legal information, using a variety of different paper and electronic resources and to synthesise this information in the construction of legal argument.	<p>Students will be expected to undertake both directed research of primary and secondary sources (using reading lists provided) and also unguided research. Tutorial 1 will introduce students to the sources of constitutional law which will be relevant to their study. In other tutorials students will be expected to undertake research in small groups with other students and with minimal tutor guidance.</p> <p>Research will also be an integral part of the summative coursework assessment. No guidance will be provided for this.</p> <p>Students will practice synthesising these materials into a cohesive argument by preparing in writing for tutorials and presenting their work (in whole or in part) to the class) and in particular, the preparation of their coursework.</p>	<p><b>Summative</b> Coursework Written assessment</p> <p><b>Formative</b> Feedback on Seminar and Tutorial preparation, participation and presentations.</p> <p>There will be two opportunities for students to undertake formative assessments which will be tutor marked and detailed comments given.</p>
3	Reflect on their learning and seek and make use of feedback.	This will be developed by providing students with feedback on their presentations and participation in tutorials, by watching their peers receive feedback and by feedback received on formative and summative assessments. In addition tutors will operate an open door policy in which students will be encouraged to consult staff on their performance.	<p><b>Summative</b> Not summatively assessed.</p> <p><b>Formative</b> Not formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed.</p>
4	Using appropriate technical language, demonstrate the ability to present (orally and in writing) coherent, well-structured and logical legal	In every tutorial, students will be expected to engage in oral discussion of relevant legal principles and their application to practical problems. Students will also participate orally in the seminars, although	<b>Summatively assessment</b> Coursework Written assessment

	arguments in a way that is comprehensible to others and which is relevant to their concerns.	<p>less frequently than in tutorials.</p> <p>In both the final coursework and written examination, students will be expected to construct a legal argument using appropriate language, often of a technical nature. This skill will be developed through the practice assessment regime.</p>	<p>The oral component of this skill will not be summatively assessed.</p> <p><b>Formative</b> The written component of this skill will be formatively assessed through the practice assessment programme.</p> <p>The oral component will be narratively assessed through monitoring of tutorial performance.</p>
5	Work effectively as part of a group, giving and receiving information and ideas and modifying responses where appropriate and evaluating the strengths and weaknesses of their own, and others, arguments.	A number of tutorials specifically require the students to work together as part of a group in order to prepare their work. In addition, impromptu group work will play a part in many of the other tutorials.	<p><b>Summative</b> Not summatively assessed.</p> <p><b>Formative</b> This skill will also be formatively assessed in tutorials throughout the module.</p>

### D. Professional Skills and Attitudes

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	With minimum direction exercise some autonomy for their own learning by acting independently in planning and undertaking tasks in areas on constitutional and administrative law which they have already studied, within defined guidelines.	This will be achieved by general research and preparation for tutorial questions as well as the formative and summative assessments. Students will be required to work in groups in a number of tutorials as well.	<b>Summative</b> Coursework Written assessment  <b>Formative assessment</b> Students will be given formative feedback on their presentations, skills, participation and commercial awareness during tutorials.
2	Operate within predictable, defined contexts requiring use of a specified range of techniques.	This skill will be developed through work on CIPs in SGSs and ISs, under the guidance of tutors.	<b>Summative</b> Coursework Written assessment  <b>Formative</b> Practice assessments will be available (x2)
3	Approach a problem logically, using the cognitive skills set out above and discuss the issues arising coherently and accurately, responding appropriately to questions.	This skill will be developed pervasively in tutorials and seminars. Problem questions, sometimes encapsulated in CIPs, will be discussed using a variety of pedagogic methods and forums. The seminars will seek to crystallise the discussions held in the tutorials, with students asked direct questions in the context of a larger group session.	<b>Summative</b> This skill will be summatively assessed in the final written examination (though the oral component will not be summatively assessed).  <b>Formative</b> Students' contribution to tutorials will be narratively assessed by staff.

**BPP College of Professional Studies****Criminal Law****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>Criminal Law</b>			
Module Replaces (if appropriate)		<b>N/A</b>			
Level	<b>5</b>	Credit Value	<b>30</b>	Contact Hours	<b>54 hours</b> comprised of 20 x lectures of 1 hour, 10 x SGSs of 1 hour, 10 x IS of 1 hour, 10 x Consolidation of 1 hour, 4 x Revision Lectures of 1 hour.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LL.B (Hons) LL.B (Hons) Business Law LL.B (Hons) Law with Psychology (C)			
Intended Start Date(s)		Current			
Related Modules	Pre-requisites	None			
	Co-Requisites	English Legal System and Reasoning			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		JASB approval necessary for the module to count towards an LL.B with QLD status			
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo, Swindon, Birmingham, Manchester, Leeds			
Module Proposer		Debbie Davies			
Date Approved within School			Signature of the Dean		
Date of Receipt by Director			Signature of Director, QAE		

QAE					
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of this module are to develop in students:</p> <ul style="list-style-type: none"> <li>• A detailed knowledge and understanding of the general principles of criminal liability alongside a parallel knowledge and understanding of specific substantive offences as they operate in practice;</li> <li>• A detailed knowledge and understanding of the social, moral, ethical and philosophical issues underlying criminal law and the ability to debate issues in relation to more general ethical perspectives;</li> <li>• A detailed knowledge and understanding of the policy issues underlying criminal law and the need to regulate social behaviour whilst balancing the competing interests of the defendant against that of the victim;</li> <li>• A detailed knowledge and critical understanding of the development of criminal law and an appreciation of potential areas of reform, bearing in mind relevant international comparisons;</li> <li>• The cognitive skills of analysis, application, synthesis and evaluation;</li> <li>• The general transferable skills of problem-solving, effective communication, research and teamwork;</li> <li>• The professional ability to operate autonomously in situations of varying complexity and predictability and to discuss the law relating to problems cogently and coherently</li> </ul> <p><b>The relationship between the module aims and the rationale of the LLB as a whole</b></p> <p><b>The rationale of the LLB is:</b>          To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p>
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	<p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module will introduce students to the area of substantive criminal law (concentrating on various offences which affect the person, property or public morals) and the skills necessary to interpret primary and secondary sources.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional.</b></p> <p>The criminal module will introduce students to the research, analytical and presentational skills necessary to succeed on the professional courses. These skills will be developed throughout the module. These skills are further detailed in section 4 of this form.</p> <p>The LPC and BVC criminal litigation tutors named below have been consulted in the design of this module.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>This module will introduce students to research, analysis, problem solving skills and developed critical thinking required within the professional legal community. This module will also develop written and oral communication skills. The development of these skills is dealt with further in section 4 below.</p>
What external sources have been consulted in establishing the need for the module? (e.g, H.E. agencies, employers, current & former students).	This module is one of the Foundations of Legal Knowledge, as set out in Schedule Two of the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training by Obtaining an Undergraduate Degree.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<p>Law Benchmark statements</p> <p>Texts including: Michael Allen – Textbook and Casebook on criminal law. Smith &amp; Hogan – Text, Cases and Materials on criminal law</p> <p>Course descriptors for similar modules in other universities including: University of London, London Metropolitan University, Warwick, Liverpool, City and Exeter Universities.</p> <p>Consulted Andrew Prangle (head of litigation on</p>

	the LPC) and Teresa Berridge (Lecturer on criminal litigation LPC team)
What are the intended teaching methods (e.g. lecture, IS, SGS, workshop) and what is the ratio between them?	<p>A combination of lectures, SGSs and IS will be used in teaching this module. The ratio between them will be 1.3:1.3:2.</p> <p>For an explanation of the rationale behind this methodology, please see the introductory note to the Module Outlines of the Foundation Modules at the beginning of Section 3 of the DPD.</p>
How will the module be assessed?	<p>Coursework</p> <p>Examination 3 hours</p>
If there is more than one assessment component how will the marks be combined?	<p>Coursework – 30%</p> <p>Examination – 70%</p>

**SECTION 3: RESOURCES**

Who will teach the module. (please provide CVs). What impact will this have upon their current duties.	Caroline Collins (London and Birmingham (Swindon , when running), Module Leader in Criminal Law. Abi Welsh (London), John Herrmann (London), Sharon Leene (Manchester.)
Is any special training required for staff in preparation to teach the module?	No.
Does the module require any special arrangements for it to be externally examined?	No, though an External Examiner will be appointed for this module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b>Provided</b>  <b>Text:</b> Criminal Law, Cases, Texts &amp; Materials, Herring, Criminal Law Directions, Haralambous, OUP.</p> <p><b>Statute Book:</b> Blackstones Statutes on Criminal Law</p> <p><b>Recommended</b>  <i>Criminal Law, Textbook, Smith &amp; Hogan, OUP</i>  <i>Criminal Law Textbook, Heaton, OUP</i>  <i>Criminal Law, Elliott &amp; Quinn, Pearson Education</i></p> <p><b>Further Reading</b>  <i>Textbook of Criminal Law, Glanville Williams</i>  <i>Modern Criminal Law, Molan, Routledge</i>  <i>Criminal Law, Jefferson, Pearson Education</i>  <i>Criminal Law, Theory &amp; Doctrine, Simester &amp; Sullivan, Hart</i>  <i>Principles of Criminal Law, Ashworth, OUP</i>  <i>Essential Criminal Law, Crofts, Routledge</i>  <i>Human Rights &amp; Criminal Justice, Emmerson, Ashworth, MacDonald, Sweet &amp; Maxwell</i></p> <p>Criminal Law review  Journal of Criminal Law  Law Quarterly Review  Modern Law Review  New Law Journal</p> <p><i>Blackstone's Criminal Practice, OUP</i>  <i>Archbold, Criminal Pleading, Evidence and Practice, Sweet &amp; Maxwell,</i>  <i>Solicitors Journal</i>  <i>The Justice of the Peace</i></p>

What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond SGS rooms and the Lecture Theatre.
Is there any special distance learning or other learning support resources required (e.g. web casts, DVDs, online teaching)?	No, all appropriate resources are already in place through the operation of the Graduate Diploma in Law e.g. the technology to facilitate the recording and streaming of lectures.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	<p>A detailed knowledge and understanding of the general principles of criminal liability which contain the fundamental tools required for understanding and applying criminal law to factual scenarios</p> <p>A detailed knowledge and understanding of the social, moral, ethical and philosophical issues underlying criminal law and the ability to debate issues in relation to more general ethical perspectives;</p> <p>A detailed knowledge and understanding of the policy issues underlying criminal law and the need to regulate social behaviour whilst balancing the competing interests of the defendant against that of the victim;</p> <p>A detailed knowledge and understanding of specific substantive offences;</p> <p>A detailed knowledge and understanding of the role of case law (and precedent), statutes (and statutory interpretation) in the operation of criminal law;</p>	<p>These key learning outcomes will be taught pervasively across all topic areas within the module and are fundamental to the understanding of substantive criminal law.</p> <p>The theoretical underpinnings of criminal law will be studied from the outset, giving students a comprehensive understanding of the social utility of these legal rules/behavioural regulations. These underpinnings will be reinforced throughout the module.</p> <p>Client information packs will be used as a means to develop the students' ability to identify relevant offence(s) and carry out a critical analysis of them. Students will also be required to conduct individual and group research exercises in the relevant substantive law and then present their findings within the SGS. The culmination of the directed learning in the lecture and analysis of the SGS will be a IS, in which the relevant black letter law and practical analysis will be fused into definitive client advice.</p> <p>Some SGSs will introduce practical skills such as debating and role-play within the context of a criminal trial, which will enable the student to develop their legal knowledge and skills within a practical context.</p> <p>In addition we will also include some essay questions which will provide students with the opportunity to explore the broader socio-legal / ethical and jurisprudential factors in the practice of criminal law, such as sentencing and human rights issues.</p> <p>Students' critical understanding will be developed through directed reading of texts and cases, introduced and contextualised in the lecture. Students will be encouraged to evaluate conflicting case law, dissenting judgments and academic argument. For example in SGS 5 students will be required to read the Privy Council decision in AG for</p>	<p><b>Summative</b> The knowledge learning outcomes set out here will be assessed in the final written examination.</p> <p><b>Formative</b> There will be two opportunities for practice assessments spread over the course of the term, on which students will receive extensive written feedback.</p> <p>Students will be given feedback on their presentations, skills and participation during SGSs.</p>

	<p>A detailed knowledge and understanding of the operation of criminal law in a practical context;</p> <p>A detailed knowledge and critical understanding of the development of criminal law</p>	<p>Jersey v Holley and look at it critically to see how the law has developed in this area. This will be developed further in SGS 6 through a well defined problem question which challenges students to develop legal argument when representing the accused on an allegation of murder.</p> <p>The majority of topics will be taught via a combination of lectures, SGSs and ISs.</p> <p>The lectures will be used to explain difficult points of law that students will have picked up from their reading. The lectures will provide reference points from which students can explore their understanding through further independent reading and preparation of SGS work.</p> <p>Some lectures will require reading of directed journal articles and cases in advance. Students will be required to participate in these lectures with reference to the material they have considered. This participation will include pre-prepared short group presentations and a short Q+A session. Other lectures will be more didactic. Depending on the allocation of resources a number of audio-visual aids based on case studies will be used in lectures, allowing the student to contextualise the material under scrutiny and be reminded of its practical importance.</p> <p>A variety of methods of delivery will be used for SGSs. These include case studies and mooting exercises.</p> <p>Generally students will be asked to comment and present critically in SGSs, IS some lectures.</p>	
2	<p>The ability to identify from their knowledge relevant legal rules in relation to specific offences and complete a comprehensive and full analysis of the relevant rules before applying them to factual scenarios</p>	<p>Students will practice identifying a number of potential offences through a series of client information packs containing practical problems. Materials will include witness statements, client instructions, brief to counsel etc.</p> <p>By presenting the issues in this format the student will be made aware of the criminal process and the nature of the documentation necessary for each stage.</p>	<p><b>Summative</b> Assessed within the final written examination.</p> <p><b>Formative</b> The practice assessments mentioned in A1 above will cover, <i>inter alia</i>, critical analysis of particular offences.</p> <p>Throughout SGSs students knowledge and progress will be checked through various means, including direct questions,</p>

			oral presentations, short exercises, moots, debates etc. Students will then be given feedback on their presentations, skills and participation during SGSs.
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**B. Cognitive / Intellectual skills**

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Apply their knowledge of the principles and methodology of criminal law to analyse well defined actual or hypothetical problems, identifying key elements and choosing appropriate methodology for their resolution	<p>This skill will be developed in particular by asking students to analyse hypothetical problem scenarios through the medium of client information packs.</p> <p>The students will prepare their analysis in advance, for discussion at the SGSs where they will typically be asked to present their answers either individually or in groups.</p> <p>This work will be expanded upon in the ISs, in which the overall black letter law and factual analysis will be put into the practical context of client advice.</p>	The formative and summative assessment methodology set out at A1 and A2 above will also test this skill.
2	Construct a reasoned legal argument, synthesising a range of ideas and information and evaluating the relevance and significance of each piece of data reviewed and considered	<p>This skill is important to the practice of a criminal lawyer and therefore will be developed throughout the module. This will be tutor led in the initial SGSs and ISs, though students will be expected to demonstrate increasing levels of autonomy as the term progresses. SGSs 1 and 2 will include an introduction to legal reasoning skills led by the tutor.</p> <p>Students will be required to present their legal analysis or argument in SGSs and IS (and occasionally in lectures) and receive tutor and peer feedback.</p> <p>Their evaluative skills will be developed by observation of the arguments presented by their peers and subsequent feedback.</p> <p>Further development of evaluative skills will take place throughout the SGSs and IS through study of a range of texts and commentaries. This skill will be further developed through formative assessment.</p>	The formative and summative assessment methodology set out at A1 and A2 above will also test this skill.
3	Listen effectively, assimilating complex data and asking questions where appropriate.	This skill will be developed through participation in lectures, SGSs and ISs.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an ongoing basis.



### C. General Transferable Skills

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Conduct legal research by identifying which issues require research and retrieving up-to-date relevant legal information - using a variety of different paper and electronic sources (primary and secondary)	<p>This will be achieved by requiring students to carry out a mixture of directed and unguided research in preparation for SGSs and ISs, using textbooks, case law, statutes, regulations and journals. SGS 1 will introduce them to the range of primary and secondary sources which may be relevant.</p> <p>Students will practise synthesising these materials into a cohesive argument by preparing in writing for SGSs and IS and presenting their work (in whole or in part) to the class. This will be included in a number of SGSs and ISs.</p>	<p><b>Formative</b> This skill will be formatively assessed through the practice assessment scheme detailed at A1 above.</p> <p><b>Summative</b> This skill will be directly summatively assessed through the coursework and indirectly assessed in the final written examination.</p>
2	Take some responsibility for their own learning, with minimum direction, by acting independently in planning and undertaking tasks in areas of criminal law which they have already studied	<p>This will be achieved by general research and preparation for SGSs and IS as well as through the formative and summative assessment regime.</p> <p>The advanced analysis optional component of this module will particularly test this skill, as students will be expected to undertake research and analysis with minimal guidance from staff.</p>	<p><b>Summative</b> All of the summative assessments detailed at A1 and 2 above will require basic independent legal research skills, which will be indirectly assessed.</p> <p><b>Formative</b> Students will be required to research and determine the relevant law for the specific offence of blackmail. Students' knowledge and progress will be checked through various means during the relevant SGS and IS by such methods as direct questions, oral presentations and short exercises. Students will be given formative feedback on their presentations, skills and participation during this SGS.</p>
3	Reflect on their learning, evaluating their own strengths and weaknesses and seeking and making use of feedback.	The skill of self-evaluation will be developed by tutor-led feedback on participation in SGSs, IS and assessments and student-led evaluation of their peers' presentations within these forums. Tutors will also operate an open door policy in which students will	<b>Formative</b> Students will be provided with a series of short self-evaluation problem questions which they will be required to complete

		be encouraged to consult staff on their performance.	<p>online and / or during SGSs and ISs.</p> <p>In addition students will be encouraged to formatively test the efficiency and rigour of their learning through online multiple choice tests after SGSs</p> <p><b>Summative</b> This skill will not be summatively assessed within this module.</p>
4	Coherently and accurately discuss the law in relation to particular factual problems and in relation to possible areas of reform.	This skill will be developed through SGSs and IS – both in terms of written preparation and oral participation in debates, moots and group presentations.	<p><b>Summative</b> The oral component will not be summatively assessed.</p> <p>The written component will be summatively assessed through the final examination.</p> <p><b>Formative</b> The oral component will be narratively assessed through student participation in SGSs and ISs.</p> <p>The written component will be formatively assessed through the practise assessment scheme outlined at A1 above.</p>
5	Using appropriate technical language, demonstrate the ability to present a coherent, logical and well structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, both orally and in writing	<p>Students will be expected to participate orally in SGSs and IS in a variety of formats including responding to direct questions, presentations, criminal moots, debates, discussions with the tutors and their peers.</p> <p>The ability to perform this skill in writing will be developed through the formative and summative assessment regime set out at A1 and 2 above.</p>	<p><b>Formative</b> The practice assessment regime set out at A1 and 2 above will formatively assess the written component of this skill.</p> <p>Narrative assessment of student performance in SGSs and IS will formatively assess the oral component of this skill.</p> <p><b>Summative</b> The written component of this skills will be</p>

			<p>summatively assessed through the final written examination.</p> <p>The oral component will not be summatively assessed.</p>
6	Interact effectively as part of a group, giving and receiving information and ideas and modifying responses where appropriate, and evaluating the strengths of their own and others arguments	A number of SGSs will specifically require the students to work together as part of a group in order to prepare and present their work, which will involve group discussions, presentations and role play along the lines of a client conference. In addition, impromptu group work will play a part in many of the other SGSs.	<p><b>Formative</b> Narrative assessment of student performance in SGSs will formatively assess the oral component of this skill.</p> <p><b>Summative</b> This skill will not be subject to formal summative assessment.</p>

**D. Professional Skills and Attitudes**

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Coherently and accurately discuss the law relevant to a given problem	This skill will be developed through small group discussion in SGSs and large group debate in ISs. A variety of techniques will be deployed in SGSs, from planned group work to mooting exercises, to foster this ability.	<p><b>Summative</b> This capacity will be tested (albeit in writing as opposed to orally) through the final examination.</p> <p><b>Formative</b> It will be formatively assessed through narrative assessment of student performance in SGSs and ISs.</p>
2	Assume responsibility for the continuing development of their own legal education and competence, enabling them to act with increasing autonomy with reduced need for supervision and direction.	This skill will be developed through the methodology explained at C2 above.	<b>See C2 above</b>
3	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques	This skill will be developed through the introduction of new material in the CIP analysis in SGSs, requiring students to think on their feet and react to new situations they will not have had time to prepare.	<p><b>Summative</b> This skill will be tested through the final written examination.</p> <p><b>Formative</b> This skill will be narratively assessed through tutor assessment of student performance in SGSs.</p>
4	Approach a problem logically, using the cognitive skills set out above and discuss the issues arising coherently and accurately, responding appropriately to questions.	This skill will be developed in SGSs and ISs, as well as through the formative assessment regime set out above.	<b>See above at D3.</b>

**BPP College of Professional Studies****Law of the European Union****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		Law of the European Union			
Module Replaces (if appropriate)		N/A			
Level	5	Credit Value	15	Contact Hours	28 hours comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LL.B (Hons) LL.B (Hons) Business Law LL.B (Hons) law with Psychology (C)			
Intended Start Date(s)		Current			
Related Modules	Pre-requisites	English Legal System and Reasoning			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		JASB approval necessary for the module to count towards an LL.B with QLD status			
Delivery Locations (Holborn/Leeds/		Waterloo, Manchester, Leeds			

Manchester/ Waterloo					
Module Proposer	Alex Lawson				
Date Approved within School		Signature of the Dean			
Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of the module are to develop in students:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the historical development of the European Communities and the EU; of the institutions of the EU; of the acts of the EU and its various sources of law; and of the general principles of EU law;</li> <li>• A detailed knowledge and understanding of specific areas of EU law such as competition law, the law relating to free movement of goods, free movement of persons, freedom of establishment, freedom to provide services, and of sex discrimination;</li> <li>• The cognitive skills of analysis, application, synthesis and evaluation;</li> <li>• The general transferable skills of effective communication, problem-solving, research and teamwork;</li> <li>• The professional capacities of self-directed work in situations of varying complexity and cogent discussion and analysis of complex information</li> </ul> <p style="text-align: center;"><b>The relationship between the module aims and the rationale of the LLB as a whole</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <ol style="list-style-type: none"> <li><b>1. An academically rigorous programme of legal education</b></li> </ol> <p>This module will introduce students to the principles of EU law and the skills necessary to interpret primary and secondary sources (note that here we are referring to primary sources as legislation and cases; and secondary sources as relevant texts etc - this is distinct from the EU classification of primary and secondary sources of law).</p> <ol style="list-style-type: none"> <li><b>2. Preparation for entry onto the vocational</b></li> </ol>
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	<p><b>stage of legal training and, ultimately, for practice as a legal professional.</b></p> <p>The EU module will introduce students to the analytical, problem solving and research skills necessary to join and succeed on the professional courses. These skills will be developed during the module.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>This module will introduce students to analytical, problem solving and research, skills required in professional employment as a lawyer. This module will also develop the written and spoken communication skills of students developed at Stage 1.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	This module is one of the Foundations of Legal Knowledge, as set out in Schedule Two of the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training by Obtaining an Undergraduate Degree.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<p>Law Benchmark statements</p> <p>Texts including:</p> <p>Craig and de Burca – EU law, Text, Cases and Materials.</p> <p>Horspool and Humphreys – EU Law</p> <p>Course descriptors for similar modules in other universities including: the University of Durham, the University of London, London Metropolitan University, Warwick University, Liverpool University, City University and Exeter University.</p>
What are the intended teaching methods (e.g. lecture, IS, SGS, workshop) and what is the ratio between them?	26 hours comprised of 10 x lectures of 1 hour, 5 x large group sessions of 1 hour, 5 x small group sessions, 5 x consolidation sessions and 1 x Revision Lecture of 1 hour
How will the module be assessed?	MCT Coursework
If there is more than one assessment component how will the marks be combined?	MCT – 50% Coursework – 50%



**SECTION 3: RESOURCES**

Who will teach the module. (please provide CVs). What impact will this have upon their current duties.	Karl Sharp, Module Leader for EU Law
Is any special training required for staff in preparation to teach the module?	No.
Does the module require any special arrangements for it to be externally examined?	No, though an External Examiner will be appointed for this module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b>Provided</b>  <b>Text:</b> Horspool and Humphreys – EU Law, OUP  <b>Statute Book:</b> Blackstones EU Treaties and Legislation</p> <p><b>Recommended</b>  Craig and de Burca– EU law, Text, Cases and Materials, OUP  Steiner, Woods, and Twigg-Flesner, OUP  EU Law (Blackstone's Law Q &amp; A), Foster, OUP  Cases and Materials on EU Law, Weatherill, OUP</p> <p><b>Further reading</b>  The Substantive Law of the EU: The Four Freedoms, Barnard, OUP  EU Law Directions, Foster, OUP</p> <p>European Journal of International Law  Common Market Law Review  Cambridge Law Journal  Journal of Contract Law  Law Quarterly Review  Modern Law Review  New Law Journal  Official Journal of the EU</p>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond large group session and small group session rooms and the Lecture Theatre.

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Is there any special distance learning or other learning support resources required (e.g. web casts, DVDs, online teaching)?	No, all appropriate resources are already in place through the operation of the Graduate Diploma in Law e.g. the technology to facilitate the recording and streaming of lectures.
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## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	<ul style="list-style-type: none"> <li>Knowledge of the historical development of the European Communities and the EU</li> <li>Knowledge and understanding of the institutions of the EU.</li> <li>Knowledge and understanding of the acts of the EU and its various sources of law.</li> <li>Knowledge and understanding of the general principles of EU law.</li> <li>A detailed knowledge and understanding of EU competition law.</li> <li>A detailed knowledge and understanding of EU law relating to free movement of goods; free movement of persons; freedom of establishment and free movement of services.</li> <li>A detailed knowledge and understanding of EU law relating to sex discrimination.</li> <li>A detailed knowledge and understanding of how individuals can enforce their rights under EU law before their national courts through the mechanisms of direct effect, indirect effect and state liability.</li> </ul>	<p>The majority of topics will be taught via a combination of lectures, large group sessions, small group sessions and consolidation sessions.</p> <p>The lectures will be used to explain difficult points of law that students will have picked up from their reading. The lectures will provide reference points from which students can explore their understanding through further independent reading, preparation for group sessions and participation in group sessions</p> <p>Group sessions will focus upon questions about specific aspects of the law and on problem or essay questions. The aim of these sessions will be to contextualise the black letter law introduced through independent reading and the lecture within a more practical matrix, as well as to debate the nuances of the relevant law. A variety of student-centred pedagogic techniques will be employed in these settings.</p> <p>Students' critical understanding will be developed through directed reading of texts and cases and discussion of the subject matter. They will be encouraged to evaluate case law.</p>	<p><b>Summative</b> Written coursework Multiple choice test</p> <p><b>Formative</b> Students will have at least one opportunity to complete a practice assessment over the course of the module. Students will receive written feedback on these assessments.</p> <p>Students will be given ongoing oral feedback on their skills and participation during group sessions.</p> <p>MCTs will be available online, allowing students to test their developing knowledge.</p>

**B. Cognitive / Intellectual skills**

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Identify key elements of a well-defined problem in this area and select appropriate methods and principles for its resolution, applying knowledge in a considered and reasoned manner.	<p>This skill will be developed in particular by asking students to analyse hypothetical problem scenarios.</p> <p>The students will prepare their analysis in advance for discussion at the large and small group sessions where they will be asked to present their answers. This analysis will be further developed and honed in the consolidation sessions.</p>	<p><b>Summative</b> Written coursework</p> <p><b>Formative</b> For details of the practice and narrative assessment scheme, see A1 above.</p>
2	Construct a reasoned legal argument based upon an evaluation of relevant data, giving appropriate weight to empirical evidence and academic theory.	<p>This skill will be developed throughout the module. Students will be required to prepare answers to questions about specific aspects of the law and on problem or essay questions. They will be required to present their legal analysis or argument in the group sessions and will receive tutor and peer feedback.</p> <p>Their evaluative skills will be developed by observation of the arguments presented by their peers and subsequent feedback.</p> <p>Further development of evaluative skills will take place throughout the group sessions through study of a range of texts and commentaries.</p>	<b>See B1 above</b>
3	Synthesise a range of ideas and information distilled from basic legal research and reformat them in the construction of legal arguments	Students will practise synthesising the fruits of their independent reading into cohesive arguments through written preparation for and participation in the group sessions.	<b>See B1 above</b>
4	Coherently and accurately discuss the law in relation to particular factual problems and in relation to possible areas of reform.	This skill will be developed through the group sessions – both in terms of written preparation and oral participation.	<p><b>Summative</b> The oral component will not be summatively assessed.</p> <p>The written component will be summatively assessed through the written coursework.</p> <p><b>Formative</b> The oral component will be narratively assessed through student participation in group</p>

			<p>sessions.</p> <p>The written component will be formatively assessed through the practise assessment scheme outlined at A1 above.</p>
5	Listen effectively, assimilating complex data and asking questions where appropriate.	This skill will be developed through participation in lectures and group sessions.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an ongoing basis.

### C. General Transferable Skills

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Using appropriate technical language, demonstrate the ability to communicate a coherent legal argument effectively in a way that is comprehensible to others and which is relevant to their concerns, both orally and in writing.	<p>Students will be expected to prepare in writing for group sessions at which they will then present their arguments and answers.</p> <p>Peer and tutor feedback on group session participation will assist in the development of oral communication skills..</p> <p>Feedback on written work (notably formative and summative assessment) will play an important role in developing written communication skills.</p>	<p><b>Summative</b> The written component of this skill will be assessed through the written coursework. The oral component will not be summatively assessed.</p> <p><b>Formative</b> The written component of this skill will be formatively assessed through the practice assessment set out at A1 above.</p> <p>The oral component will be narratively assessed through ongoing feedback on performance in group sessions.</p>
2	Reflect on their learning, seeking and making use of feedback and evaluating their strengths and weaknesses.	This will be developed by providing students with feedback on their participation in group sessions, by watching their peers receive feedback and by feedback received on formative and summative assessments. In addition, tutors will operate an open door policy in which students will be encouraged to consult staff on their performance.	<p><b>Summative</b> This skill will not be summatively assessed.</p> <p><b>Formative</b> Although this skill will not be formatively assessed students will be encouraged to engage in this activity, and their own reflection should inform participation and performance in other activities which are formatively assessed, such as MCTs</p>
3	Manage learning resources, making appropriate use of paper and electronic sources and developing appropriate research strategies – including pinpointing areas requiring research and retrieving relevant data.	Students will be required to use the world wide web, VLE and library to research a full range of primary and secondary sources, notably cases and statutes. This will be expected for the written coursework and also in preparation for group sessions.	<p><b>Summative</b> Written coursework</p> <p><b>Formative</b> Practice assessment set out in A1 above</p>
4	Work effectively as part of a group, giving and receiving information and ideas and	Group sessions may require students to work together as part of a group in order to prepare their work. In addition, impromptu	<b>Summative</b> This skill will not be summatively assessed.

	modifying responses where appropriate, and evaluating the strengths of their own, and others, arguments.	group work will play a part in group sessions.	<b>Formative</b> This skill will be formatively assessed through ongoing narrative assessment by tutors of the performance of students in group sessions.
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**D. Professional Skills and Attitudes**

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Act with increasing autonomy, with reduced need for direction and supervision, within defined guidelines.	This will be achieved through general research and preparation for group sessions as well as the formative and summative regime.	<p><b>Summative</b> See B1.</p> <p><b>Formative</b> Students will be given formative feedback on their skills and participation during group sessions – all of which will be informed by their development of this skill.</p>
2	Apply the knowledge and skills garnered through participation in the module in situations of varying complexity and novelty	This skill will be developed throughout the group sessions through a consistent emphasis on the practical application of black letter to practical situations. An element of the unexpected will be introduced in all group sessions requiring students to think on their feet.	<p><b>Summative</b> This skill will be tested in the written coursework and the MCT examination.</p> <p><b>Formative</b> This skill will be formatively assessed through the practice assessment, practice MCTs and through the on-going narrative assessment of student performance in group sessions.</p>
3	Approach a problem logically, using the cognitive skills set out above and discuss the issues arising coherently and accurately, responding appropriately to questions.	This skill will be developed through participation in group sessions in which practical problems will be discussed.	<p><b>Summative</b> This skill will be summatively assessed if the written coursework takes the form of a problem question. An essay based coursework question will still require a thoughtful written discussion of key issues.</p> <p><b>Formative</b> The practice assessment referred to in A1.</p> <p>Students' contribution to group sessions will be narratively assessed by staff.</p>



**BPP College of Professional Studies****Consumer Law****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>Consumer Law</b>			
Module Replaces (if appropriate)		<b>Consumer Law</b>			
Level	<b>5</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law (O) LLB (Hons) Business law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		May 2012			
Related Modules	Pre-requisites	English Legal System and Reasoning Law of Contract			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/		All BPP Law School locations			

Manchester/ Waterloo					
Module Proposer	John Herrmann				
Date Approved within School		Signature of the Dean			
Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of the module are to develop in students:</p> <ul style="list-style-type: none"> <li>• A detailed knowledge and understanding of the general principles underpinning consumer law</li> <li>• A detailed knowledge and understanding of selected areas of consumer law (as described in the syllabus above)</li> <li>• An awareness of the multidisciplinary nature of problem solving in consumer law</li> <li>• An increased level of commercial awareness</li> <li>• A critical understanding of consumer law</li> <li>• The ability to interpret and apply statutes and regulations</li> <li>• The cognitive skills of analysis, application, synthesis and evaluation</li> <li>• The general transferable skills of problem-solving, effective communication, research and teamwork</li> <li>• The professional ability to operate autonomously in situations of varying complexity and predictability and to discuss the law relating to problems cogently and coherently</li> </ul> <p><b>The relationship between the module aims and the rationale of the LLB as a whole</b></p> <p>The rationale of the LL.B is:</p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module will facilitate the acquisition by students of a detailed knowledge and understanding of the key principles of consumer law and develop their skill in interpreting primary and secondary sources within this complex area.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional.</b></p> <p>The consumer law module will develop students' research, analytical and presentational skills necessary to</p>
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	<p>join and succeed on the professional courses. These skills will be developed throughout the module.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>This module aims to develop students' research, analytical and problem solving skills required in professional employment as a lawyer. This module will also develop the written and spoken communication skills of students developed at <i>level 4</i> of the LLB.</p>
What external sources have been consulted in establishing the need for the module? (e.g. H.E. agencies, employers, current & former students).	<ul style="list-style-type: none"> <li>• Other LLB providers</li> <li>• Existing and former BPP students</li> <li>• Practitioner and non practitioner staff</li> </ul>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• SEEC Credit Level descriptors</li> <li>• QAA benchmark statements for Law</li> <li>• Joint Statement of the Bar Council and Law Society</li> <li>• <i>Books on commercial and consumer law (such as 'Consumer Law and Practice,' Woodroffe and Lowe, 8th Ed., Sweet &amp; Maxwell and 'Commercial Law', Dobson &amp; Stokes, 7<sup>th</sup> ed., Sweet &amp; Maxwell</i></li> <li>• <i>The department for Innovation, Business and Skills web site</i></li> <li>• <i>The Office of Fair Trading Web site</i></li> <li>• <i>This proposal has been approved by the current external examiner in consumer law, Prof. Joe Thompson.</i></li> </ul>
What are the intended teaching methods (e.g. lecture, IS, SGS, workshop) and what is the ratio between them?	<p>10 x 1 hour lectures</p> <p>5 x 1 hour seminars</p> <p>5 x 1 hour tutorials</p> <p>1 x 1 hour revision lecture</p>
How will the module be assessed?	MCT (25 questions to be answered in one hour) and Coursework (2,500 word limit)
If there is more than one assessment component how will the marks be combined?	MCT 50% Coursework 50%

**SECTION 3: RESOURCES**

Who will teach the module. (please provide CVs). What impact will this have upon their current duties.	John Herrmann, Senior Lecturer, full time, based in Waterloo. This will have no impact on my current duties as I am currently teaching this subject.
Is any special training required for staff in preparation to teach the module?	No.
Does the module require any special arrangements for it to be externally examined?	No, there is currently an external examiner for this subject.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b>Provided Textbook</b>  'Consumer Law and Practice,' Woodroffe and Lowe, 8th Ed., Sweet &amp; Maxwell  Materials in Commercial Law OUP 2008  Statute book: Blackstones statutes on Commercial Law OUP</p> <p><b>Further Textbooks</b>  Davidson, J., Goode, Prof R., Makins, S., <i>Consumer Credit Law and Practice</i>, Tottel Publishing  <i>Consumer Credit Act 2006: A guide to the new law</i>, The Law Society  <i>Yearbook of Consumer Law 2008</i>, Ashgate Publishing.</p> <p><b>Journals</b>  Journal of Consumer Policy.</p> <p><b>Further Reading</b>  M Bridge, <i>The Sale of Goods</i>; R Cranston (Ed), OUP;  H. Collins, <i>Regulating Contracts</i>. OUP  Prof. Atiyah: <i>Sale of Goods</i>: 11th Ed (2005) Pearson Longman, 11<sup>th</sup> Edition 2005G. Fridman, <i>Law of Agency</i> (Butterworths, 7th Ed. 1996)  Dobson: <i>Sale of Goods and Consumer Credit</i>: 6th Ed (2000)  Books on contract law, commercial law and business law</p> <p><b>Suggested Journals</b>  Journal of Business Law  International Commercial and Company Law Review</p> <p><b>Internet Resources</b>  <b>Office of Fair Trading</b>  <a href="http://www.oft.gov.uk">www.oft.gov.uk</a></p>

	<p><b>Consumer direct</b> www.consumerdirect.gov.uk</p> <p><b>Consumer Focus</b> www.ncc.org.uk</p> <p><b>Which</b> www.which.co.uk</p> <p><b>Direct Gov</b> www.direct.gov.uk</p> <p><b>Department for Business, Innovation and Skills</b> www.bis.gov.uk</p>
What additional IT and database resources will the module require?	None.
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements.
Is there any special distance learning or other learning support resources required (e.g. web casts, DVDs, online teaching)?	No.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	A detailed knowledge of the general principles underpinning consumer law	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.	<b>Summative</b> Seen coursework assessment Multiple choice test  <b>Formative</b> Feedback in tutorials and seminars Online MCTs will allow students to receive feedback on their substantive knowledge.
2	A detailed knowledge and understanding of selected areas of consumer law (as described in the syllabus)	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.	<b>Summative</b> Seen coursework assessment  Multiple choice test  <b>Formative</b> Feedback in tutorials and seminars  Online MCTs will allow students to receive feedback on their substantive knowledge.
3	An awareness of the multidisciplinary nature of problem solving in consumer law	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.	<b>Summative</b> Seen coursework assessment  Multiple choice test  <b>Formative</b> Feedback in tutorials and seminars  Online MCTs will allow students to receive feedback on their substantive knowledge.
4	An increased level of commercial awareness	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.	<b>Summative</b> Seen coursework assessment  Multiple choice test  <b>Formative</b> Feedback in tutorials and seminars

			Online MCTs will allow students to receive feedback on their substantive knowledge.
5	A critical understanding of consumer law	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.	<b>Summative</b> Seen coursework assessment  <b>Formative</b> Feedback in tutorials and seminars
6	Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.  In particular by setting research exercises for students to do outside class time and discuss in tutorials and/or seminars.	<b>Summative</b> Seen coursework assessment  <b>Formative</b> Feedback in tutorials and seminars



**B. Cognitive / Intellectual skills**

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1.	Analyse actual or hypothetical problems with limited guidance using a range of techniques appropriate to the discipline and apply substantive knowledge to their resolution.	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.	<b>Summative</b> Seen coursework assessment  Multiple choice test  <b>Formative</b> Feedback in tutorials and seminars  Online MCTs will allow students to receive feedback on their substantive knowledge.
2	Identify and define issues within a relatively complex problem and apply knowledge of the discipline to its resolution.	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.	<b>Summative</b> Seen coursework assessment  Multiple choice test  <b>Formative</b> Feedback in tutorials and seminars Online MCTs will allow students to receive feedback on their substantive knowledge.
3	Evaluate detailed information in terms of its relevance and importance and reformat data towards a given purpose.	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.	<b>Summative</b> Seen coursework assessment Multiple choice test  <b>Formative</b> Feedback in tutorials and seminars Online MCTs will allow students to receive feedback on their substantive knowledge.
4	Listen effectively, assimilating complex data and asking questions where appropriate.	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an ongoing basis.
5	The ability to interpret and apply statutes and regulations	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.	<b>Summative</b> Seen coursework assessment  Multiple choice test  <b>Formative</b> Feedback in tutorials and seminars Online MCTs will allow students to receive feedback on their substantive knowledge.

### C. General Transferable Skills

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1.	Reflect upon their strengths and weaknesses, challenging received wisdom and developing their own criteria and judgment;	<p>This skill will be developed, <i>inter alia</i>, by students testing their understanding through the online MCTs for each topic.</p> <p>This will be also be developed by providing students with feedback on their presentations and participation in tutorials and seminars, by watching their peers receive feedback and by feedback received on formative and summative assessments.</p> <p>In addition tutors will operate an open door policy in which students will be encouraged to consult staff on their performance.</p>	<p><b>Summative</b> This skill will not be summatively assessed.</p> <p><b>Formative</b> In seminars and tutorials</p>
2.	Communicate effectively and professionally, both orally and in writing, in a clear, concise and empathetic manner	<p>The oral component of this skill will be addressed through participation in tutorials and seminars using a variety of formats, including: direct questions; presentations; moots; debates; discussions with tutors and with peers.</p> <p>The written component will be addressed through preparation for tutorials and seminars. Feedback on this written work will be given by asking students to present their arguments, based on their written material, and providing appropriate commentary. Students will also benefit from feedback provided by their peers.</p>	<p><b>Summative</b> Seen coursework assessment</p> <p>Multiple choice test</p> <p><b>Formative</b> Feedback in tutorials and seminars</p>
3.	Access and use a wide range of paper and electronic learning resources in carrying out research tasks with minimum guidance and devising appropriate strategies.	In the course of the module, students will be required to use a variety of paper and electronic resources, including the virtual learning environment, case reports, statutes (both hard copy and online) and, through the general media, develop an understanding of current topical issues in consumer law.	<p><b>Summative</b> This skill will be summatively assessed through the coursework assessment</p> <p><b>Formative</b> Feedback in tutorials and seminars</p>
5	Work effectively with others as members of a group, giving and receiving information and ideas and modifying responses where appropriate;	The format of selected tutorials and seminars will involve students working in teams towards common (and between teams, opposing) positions. For example, building a case either for the business or the consumer in a dispute.	<p><b>Summative</b> Not summatively assessed.</p> <p><b>Formative</b> This skill will be formatively assessed through ongoing narrative assessment of student performance in tutorials and seminars.</p>

**D. Professional Skills and Attitudes**

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1.	Act autonomously, with limited guidance, within agreed guidelines	This skill will be developed by general research and preparation for tutorials and seminars questions.	<p><b>Summative</b> This skill will be assessed through the coursework, which will require independent legal research.</p> <p><b>Formative</b> Students will be given formative feedback on their presentations, skills and participation during tutorials and seminars.</p>
2.	Operate in a variety of situations of varying complexity and predictability requiring the application of a wide range of techniques.	Developed by the student's preparation for and discussion of descriptive, analytical and problem solving questions in tutorials and seminars.	<p><b>Summative</b> Seen coursework</p> <p><b>Formative</b> This skill will be formatively assessed by feedback in tutorials and seminars</p>

**BPP University College of Professional Studies****Child Law****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>Child Law</b>			
Module Replaces (if appropriate)		<b>N/A</b>			
Level	<b>5</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		September 2012			
Related Modules	Pre-requisites	Family Law			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo / Manchester / Leeds / Bristol / Birmingham / Swindon			
Module Proposer		Paula Davies			
Date Approved within School			Signature of the Dean		

Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

**SECTION 2: RATIONALE & DELIVERY**

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<ol style="list-style-type: none"> <li>1. To understand the various legal and non-legal disciplines which interact to comprise the discipline of Child Law.</li> <li>2. To develop an appreciation of the key concepts, theories and legal principles which form the basis of Child Law.</li> <li>3. To understand the process of legal reasoning and evaluation in Child Law.</li> <li>4. To develop a systematic and critical understanding of Child Law.</li> <li>5. To develop an understanding of the role of precedent, statute and quasi-law as they operate within Child Law.</li> <li>6. To develop an understanding of the effects of International law on domestic Child Law, including how national and international human rights issues relate to Child Law.</li> <li>7. To develop an awareness and understanding of how Child Law operates within the social, political and economic environment.</li> </ol> <p style="text-align: center;"><b>Relationship between the module aims and the rationale of the LLB as a whole</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To aim of the module is to provide students with:</b></p> <ol style="list-style-type: none"> <li><b>1. An academically rigorous programme of legal education.</b></li> </ol> <p>This module aims to develop in students a detailed knowledge and understanding of the legal framework, principles and concepts which underlie Child Law.</p>
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	<p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></p> <p>In addition to providing knowledge and understanding of the general principles of Child Law, the module will also assist students in developing legal skills which are necessary for the successful completion of both the academic and vocational courses. These include: the ability to analyse and evaluate legal materials; research methodology; and legal writing, drafting and presentation skills.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical/problem-solving skills as well as research skills, which are necessary for practice as a lawyer.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	Various external sources have been consulted in establishing the need for this module, including the QAA and current/former students. Various external subject matter experts including Kate Standley of the University of Essex have also been consulted.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• The QAA Law Benchmark statements.</li> <li>• National Qualifications Framework for Higher Education.</li> <li>• Course descriptors for similar modules provided by other universities (at both first degree and postgraduate levels) including: the University of Essex; Kings College London; the University of Manchester; Northumbria University; the University of Nottingham and the University of Sussex.</li> <li>• Textbooks and Case Books including, <i>inter alia</i>: Bainham, A., <i>Children: The Modern Law</i>, 3<sup>rd</sup> edition (Jordans, 2005); Burton, <i>Family Law</i> (Routledge, 2012); Cretney, S., Masson, J. and Bailey-Harris, R., <i>Principles of Family Law</i>, 8<sup>th</sup> edition (Sweet &amp; Maxwell, 2008); Freeman, M., <i>Understanding Family Law</i> (Sweet &amp; Maxwell, 2007); Fortin, J., <i>Children's Rights and the Developing Law</i>, 3<sup>rd</sup> edition (Cambridge, 2009); Harris-Short, S. and Miles, J., <i>Family Law: Text, Cases and Materials</i> 2<sup>nd</sup> Edition (OUP, 2011); Herring, J., <i>Family Law</i>, 5<sup>th</sup> edition (Pearson Longman, 2011); Lowe, N and Douglas, G., <i>Bromley's Family Law</i>, 10<sup>th</sup> edition (LexisNexis, 2006); Probert, R., <i>Cretney and Probert's Family Law</i>, 7<sup>th</sup> edition (Sweet &amp; Maxwell, 2009).; Standley, K., <i>Family Law</i>, 7<sup>th</sup> edition (Palgrave Macmillan, 2010).</li> <li>• Consultation with Kate Standley (former Reader and</li> </ul>

	Module Leader of, <i>inter alia</i> , LLB Child Law and LLB Family Law at the University of Essex) and Stephen Gilmore (Senior Lecturer in Law, Case Law Editor of <i>Child and Family Law Quarterly</i> , Analysis Editor of the <i>King's Law Journal</i> , and member of the Editorial Committee of the Journal of the Centre for Family Law and Practice at LMU.)
What are the intended teaching methods (e.g. lectures, tutorials, seminars, workshops) and what is the ratio between them?	<p>22 hours comprising:            10 x 1 hour lectures            5 x 1 hour tutorials            5 x 1 hour seminars            2 x 1 hour revision lectures</p> <ul style="list-style-type: none"> <li>• There will be one "introduction" session for students to understand the sources and the ambit of Child Law and to familiarise themselves with both primary and secondary sources (including quasi-legal provisions).</li> <li>• There will be 10 x 1 hour lectures. These will both provide an overview, as well as a more detailed exposition of core areas within Child Law.</li> <li>• There will be 5 x 1 hour tutorials which will deal principally with an aspect of Child Law appropriate for discussion, debate, presentation, video or formal student presentation. They will also be used to develop the student skills of application, evaluation and problem-solving in relation to a number of questions and realistic problem-based scenarios largely presented through the medium of a Client Information Pack. Each of these will be orientated around a Child Law problem.</li> <li>• There will be 5 x 1 hour seminars which will deal principally with an aspect of Child Law appropriate for discussion, debate, presentation, video or formal student presentation. They will also be used to develop the student skills of application, evaluation and problem-solving in relation to a number of questions and realistic problem-based scenarios largely presented through the medium of a Client Information Pack. Each of these will be orientated around a Child Law problem.</li> </ul>
How will the module be assessed?	Examination – Written Assessment (3 hours). Formative assessment will also take place regularly within tutorials, alongside mock assessments throughout the module.
If there is more than one assessment component how will the marks be combined?	100% - Written Assessment



**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	Paula Davies. Current contact hours of teaching staff are approximately 9 hours each, to be undertaken alongside administrative responsibilities.
Is any special training required for staff in preparation to teach the module?	The staff member is technically expert in the subject discipline and has undergone relevant training, and will continue to receive ongoing professional development, in that discipline as organised by the Director of Staff Training and Development (DSTD).
Does the module require any special arrangements for it to be externally examined?	An external examiner will be appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Provided</b></p> <p><b>Textbook</b> Burton, Family Law (Routledge, 2012) Herring, J., Family Law, 5th edition (Pearson Longman, 2011)</p> <p><b>Statute book</b> Oldham, Blackstone's Statutes on Family Law 2012-2013 (Open University Press, 2011).</p> <p><b>Casebook</b> Harris-Short, S. and Miles, J., <i>Family Law: Text, Cases and Materials</i>, 2<sup>nd</sup> edition (Open University Press, 2011).</p> <p><b>Recommended</b></p> <p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Bainham, A., <i>Children: The Modern Law</i>, 3<sup>rd</sup> edition (Jordans, 2005).</li> <li>• Cretny, S., Masson, J. and Bailey-Harris, R., <i>Principles of Family Law</i>, 8<sup>th</sup> edition (Sweet &amp; Maxwell, 2008)</li> <li>• Douglas and Lowe, <i>Bromley's Family Law</i>, 10<sup>th</sup> edition (Oxford University Press, 2006).</li> <li>• Freeman, M., <i>Understanding Family Law</i> (Sweet &amp; Maxwell, 2007).</li> <li>• Fortin, J., <i>Children's Rights and the Developing Law</i>, 3<sup>rd</sup> edition (Cambridge, 2009)</li> <li>• Herring, J., <i>Family Law</i>, 4<sup>th</sup> edition (Pearson Longman, 2007).</li> <li>• Lowe, N and Douglas, G., <i>Bromley's Family Law</i>, 10<sup>th</sup> edition (LexisNexis, 2006).</li> <li>• Probert, R., <i>Cretny and Probert's Family Law</i>, 7<sup>th</sup></li> </ul>

	<p>edition (Sweet &amp; Maxwell, 2009).</p> <ul style="list-style-type: none"> <li>• Standley <i>Family Law</i>, 7th ed. (Palgrave Macmillan, 2010)</li> </ul> <p><b>Casebooks</b></p> <ul style="list-style-type: none"> <li>• Harris-Short, S. and Miles, J., <i>Family Law: Text, Cases and Materials</i>, 2nd edition (Open University Press, 2011).</li> </ul> <p><b>Practitioner Books</b></p> <ul style="list-style-type: none"> <li>• <i>Good Practice in Child Care Cases</i> (The Law Society, 2010).</li> <li>• Duffield, N., Kempton, J. and Sabine, C., <i>Family Law and Practice</i> (College of Law, 2011).</li> <li>• MacDonald, A., <i>The Rights of the Child: Law and Practice</i> (Jordan Publishing Ltd, 2011).</li> <li>• Mitchell, His Hon Judge John, <i>Child Law: Essential Court Materials</i> (Jordan Publishing Ltd, 2010).</li> <li>• Mitchell, His Hon Judge John, <i>Children Act Private Law Proceedings: A Handbook</i>, 3<sup>rd</sup> edition (Jordan Publishing Ltd, 2011).</li> </ul> <p><b>Journals / periodicals / loose-leaf</b></p> <ul style="list-style-type: none"> <li>• <i>Cambridge Law Journal</i> (CLJ), a journal that is published by the University of Cambridge.</li> <li>• <i>Child and Family Law Quarterly</i> (CFLQ), a quarterly journal that is published by Family Law, Jordans.</li> <li>• <i>Childright</i>, a journal that is published by the Children's Legal Centre, University of Essex.</li> <li>• <i>Family Law Magazine</i> (Fam Law), a monthly journal that is published by Jordans.</li> <li>• <i>International Journal of Law, Policy and the Family</i>, a quarterly journal that is published by Oxford University Press.</li> <li>• <i>Journal of Social Welfare and Family Law</i> (JSWFL), formerly <i>Journal of Social Welfare Law</i> (JSWL), a quarterly journal that is published by Routledge.</li> <li>• <i>Law Quarterly Review</i> (LQR), a quarterly journal that is published by Sweet &amp; Maxwell.</li> <li>• <i>Legal Studies</i> (LS), a journal that is published by the Society of Legal Scholars.</li> <li>• <i>Modern Law Review</i> (MLR), a journal that is published by Blackwell Publishing.</li> <li>• <i>Oxford Journal of Legal Studies</i> (OJLS), a journal that is published by the University of Oxford.</li> <li>• <i>The Student Law Review</i>, an annual journal that is published by Routledge/Cavendish.</li> <li>• <i>Youth Justice</i>, a quarterly journal that is published by Russell House Publishing.</li> </ul>
What additional IT and	Access to a number of legal databases including Jordans

database resources will the module require?	Family Law Online, LexisNexis and Westlaw.
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond tutorial/seminar rooms and the lecture theatre and/or a teaching room capable of holding up to 60 students that is equipped with recording facilities.
Are there any special distance learning or other learning support resources required (e.g. webcasts, DVDs, online teaching)?	The module has no special accommodation requirements beyond those set out above. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators).	
		Learning and Teaching Methods	Assessment Methods
1	To understand the various legal and non-legal disciplines which interact to comprise the discipline of Child Law.	<p>Child Law is a composite of several other areas of law including, inter alia, Family Law, Human Rights, Criminal Law. There are also several other sources of law that must be considered including statutory and common law provisions, regulatory frameworks, guidelines, e.g. the new Family Procedure Rules, various regulations including for example the DfE Regulations on Fostering, and various Codes of Practice (including those relating to SEN).</p> <p>Alongside these legal sources, the students will also be introduced to the various concepts and principles which underlie many of the topics covered.</p> <p>The aim of both the first tutorial and seminar will be to introduce this wide ambit of legal sources. Students will be encouraged to consider the whole array of statutory, regulatory and common law provisions available. To provide context, much of this material will be introduced through a brief historical development of Child Law.</p> <p>Seminar 1 will involve a research exercise covering the development of Child Law over the last two centuries.</p> <p>Tutorial 1 will involve a short series of practical Child Law based problems in which students will be required to consider the principal theories in this field.</p> <p>For more detail as to the specific pedagogic methodology that will be adopted, please see below.</p>	<p><b>Summative</b> Written assessment</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>Students will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>

2	To develop an appreciation of the key concepts, theories and legal principles which form the basis of Child Law.	<p>The theory underlying Child Law will be a constant and reoccurring theme throughout the module. For this reason, students will be introduced (principally in tutorial 1) to the basic theories and concepts surrounding Child Law from a very early stage of the course.</p> <p>Emphasis will always be placed on the practical approach to utilise such theories through case studies, discussion boards and moots. All problem-based scenarios will involve theoretical issues in Child Law.</p> <p>Students will be encouraged to discuss these issues and to evaluate the merits (or otherwise) of the various opinions and approaches in devising solutions to problems. It is hoped that by encouraging students to consider alternative approaches to problems, they will develop their ability to reason critically.</p>	<p><b>Summative</b> Written assessment</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 to be submitted at the end of Reading Week. This will consist of either a problem-based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
3	To understand the process of legal reasoning and evaluation in Child Law.	All of the tutorials and seminars will focus on developing students understanding of the process of legal reasoning and evaluation in Child Law.	<p><b>Summative</b> Written assessment</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 to be submitted at the end of Reading Week. It will consist of either a problem-based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
4	To develop a systematic and critical understanding of Child Law.	A number of tutorials and seminars will focus on developing an evaluative and critical approach to the law in this area. The classes on Children's Healthcare & Medical Decisions and Children & Corporal Punishment, for example, encourage students to propose reforms to the current law in the light of contemporary concerns and international comparisons.	<p><b>Summative</b> Written assessment</p> <p><b>Formative</b> Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>

			Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.
5	To develop a comprehensive understanding of the role of case law, precedent, statute and quasi-law as they operate within Child Law.	Please see 1 above.	Formative and summative assessments as discussed above.  This skill will also be formatively assessed in tutorials and seminars throughout the module.
6	To develop a comprehensive understanding of the effects of International Law on domestic Child Law, including how national and international human rights issues relate to Child Law.	Throughout tutorials and seminars, reference will be made to International Law as it relates to the topic being discussed. Many problem-based scenarios will require students to consider how national and international human rights issues relate to domestic Child Law.	Formative and summative assessments as discussed above.  This skill will also be formatively assessed in tutorials and seminars throughout the module.
7	To develop an awareness and understanding of how Child Law operates within the social, political and economic environment.	The emphasis throughout the module will be on the application of Child Law in the context of social, political and economic considerations. Whenever possible, problem-based scenarios, moot points and case studies will be put in the context of actual events.  Students will also be encouraged to consider the manner in which the courts have considered social, political and economic factors in determining the outcome of cases.	<b>Summative</b> Written assessment  <b>Formative</b> A formative assessment will be handed out in week 5 to be submitted at the end of Reading Week. It will consist of either a problem-based scenario or an essay question.  Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.

## B. Subject Specific Professional Skills and Attitudes

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators).	
		Learning and Teaching Methods	Assessment Methods
1	(Without guidance) apply their knowledge of the principles and methodology of relevant areas of law to analyse reasonably complex actual or hypothetical problems (which may contain incomplete information) and to arrive at reasoned conclusions.	There are a number of ways in which this skill will be developed including the requirement that students analyse hypothetical problem scenarios in tutorials and seminars, participation in class debates and the submission of reasoned argument. Students will prepare their analysis in advance, for discussion within the tutorials and seminars, where they will be asked to present their answers either individually or in groups. Question and answer sessions will take place after any presentation.	Formative and summative assessments as discussed above.  This skill will also be formatively assessed in tutorials and seminars throughout the module.
2	(Without guidance) construct a reasoned legal argument taking into account and critically evaluating the merits of alternative arguments and conclusions.	This skill will be developed throughout the module. Tutorials will regularly require students to demonstrate both their ability to analyse legal, political and social arguments and to critical evaluate set material. The factual content of problems will frequently be changed within tutorials to encourage adaptability and flexibility in formulating a conclusion. For example, altering the age of a child vis-à-vis their competence to refuse medical treatment. Critical reasoning and evaluation will be further developed through a formative assessment.	Formative and summative assessments as discussed above.  This skill will also be formatively assessed in tutorials and seminars throughout the module.
3	Identify accurately legal issues which require researching and to rank legal issues in terms of relevance and importance.	There are a number of ways in which this skill will be developed including the requirement that students analyse hypothetical problem scenarios in tutorials and seminars, participation in class debates and the submission of reasoned argument. Students will prepare their analysis in advance, for discussion within the tutorials and seminars, where they will be asked to present their answers either individually or in groups. Question and answer sessions will take place after any presentation.	Formative and summative assessments as discussed above.  This skill will also be formatively assessed in tutorials and seminars throughout the module.
4	Conduct legal research by identifying and retrieving up-to-date relevant legal information using a variety of different paper and electronic sources (primary and secondary) and to synthesise this information in the construction of legal	The students will be required to regularly conduct both directed and self-guided research. Reference will be made to an array of materials including: textbooks, practitioner guides, regulatory body guidelines and Codes of Practice. Emphasis will be placed on cross-checking material to ensure its validity and probative value. A number of tutorials and seminars	Formative and summative assessments as discussed above.  This skill will also be formatively assessed in tutorials and seminars throughout the module.

	arguments	<p>will introduce them to the range of primary and secondary sources relevant to the module.</p> <p>Students will practise synthesising these materials into a cohesive argument by preparing, in writing, for tutorials and seminars as well as presenting their work (in whole or in part) to the class.</p>	
5	Describe and comment on particular aspects of current research or advanced scholarship in Child Law and appreciate the uncertainty, ambiguity and limits of knowledge relating to relevant areas of law.	<p>Many areas of Child Law are currently under review, including those outlined in the Family Justice Review commissioned by the Ministry of Justice.</p> <p>Students will be encouraged in tutorials and seminars to appreciate the limitations of law within certain areas of practice and how other societal factors can play a pivotal role.</p>	<p>Formative and summative assessments as discussed above.</p> <p>This skill will also be formatively assessed in tutorials and seminars throughout the module.</p>
6	<p>Engage in autonomous learning by:</p> <ol style="list-style-type: none"> <li>acting independently in planning and undertaking tasks in areas of law which they have already studied;</li> <li>undertaking research in areas of law which they have not previously studied starting from standard legal information sources.</li> </ol>	<p>This will be achieved throughout the module by research and preparation for tutorial and seminar questions and the formative written assessment.</p>	<p>Students will be given feedback on the research they have undertaken in preparation for tutorial questions and the formative assessment handed out in week 5.</p> <p>Students will be given feedback on the research they have undertaken in preparation for tutorial questions and the formative assessment handed out in week 5.</p>
7	Reflecting on their learning and seeking and making use of feedback.	<p>This will be developed by providing students with feedback on their oral presentations, and participation, in tutorials, by watching their peers receive feedback and by feedback received on both formative and summative assessments.</p> <p>In addition, tutors will operate an open door policy in which students are encouraged to consult staff on their performance throughout the module.</p>	<p>Summative assessment as discussed above. This aspect will not be formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed.</p>
8	Using appropriate technical and complex language, demonstrate the ability to orally present a coherent, logical and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, and to engage effectively in debate.	<p>Students will be expected to participate in both tutorials and seminars in a variety of formats, including: responding to direct questions, presentations, debates, moots, discussions with tutors and their peers.</p>	<p><b>Summative</b> Not summatively assessed.</p> <p><b>Formative</b> This will be formatively assessed in tutorials and seminars throughout the module.</p>



9	Using appropriate technical and complex language, demonstrate the ability to present a coherent, logical and well-structured written legal argument in a way that is comprehensible to others and which is relevant to their concerns.	<p>Students will be expected to prepare in writing for tutorials. Feedback on this written work will be obtained by asking students to present their arguments based on their written material and providing appropriate oral feedback. Students will also benefit from feedback provided by their peers.</p> <p>Feedback on the formative and summative assessments will also play an important role in developing this skill.</p>	<p>Formative and summative assessments as discussed above.</p> <p>This skill will also be formatively assessed in tutorials and seminars throughout the module.</p>

**C. General Transferable Skills**

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators).	
		Learning and Teaching Methods	Assessment Methods
1	Bring together information from a variety of different sources and to synthesise this information in the construction of reasoned arguments.	Please see B3, 4 and 5 above.	Formative and summative assessments as discussed above.  This skill will also be formatively assessed in tutorials and seminars throughout the module.

**D. Cognitive Skills**

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques.	This skill will be developed through the introduction of new material in the CIP analysis in tutorials, requiring students to think on their feet and react to new situations they will not have had time to prepare.	Formative and summative assessments as discussed above.  This skill will also be formatively assessed in tutorials and seminars throughout the module.

**BPP College of Professional Studies****Employment Law 1****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		LAW			
Module Title		<b>Employment Law 1</b>			
Module Replaces (if appropriate)		<b>N/A</b>			
Level	<b>5</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		Current			
Related Modules	Pre-requisites	English Legal System and Reasoning Law of Tort Law of Contract			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		None			
Delivery Locations (Holborn/Leeds/		All sites			

Manchester/ Waterloo					
Module Leader (ML)	Jenny Gibbons				
Date Approved within School		Signature of the Dean			
Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>To develop in students:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge and understanding of the legal framework, principles and concepts which underpin the relationships between employers and workers;</li> <li>• an appreciation of the impact of the legal framework, principles and concepts on the employer and the worker;</li> <li>• an awareness of the conflicts which exist between employers and workers;</li> <li>• a detailed understanding of the protection provided to workers against unfair and unlawful treatment;</li> <li>• a detailed understand of the influences of European and international legal standards on employment law;</li> <li>• the cognitive skills of analysis, application, synthesis and evaluation;</li> <li>• the general transferable skills of problem-solving, effective communication, research and teamwork;</li> <li>• the professional ability to operate autonomously in situations of varying complexity and predictability and to discuss the law relating to problems cogently and coherently</li> </ul> <p style="text-align: center;"><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p>
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	<p>This module aims to develop in students a detailed knowledge and understanding of the legal framework, principles and concepts which underpin the relationship between employers and workers.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></p> <p>In addition to providing knowledge and understanding of the general principles of Employment Law the module will assist students in developing legal skills which are necessary for successful completion of the vocational courses. These skills include: the ability to analyse and evaluate legal materials; the use of research, writing, drafting and presentation skills.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical and problem-solving skills and research skills, which are necessary for practice as a lawyer.</p>
What risk factors exist and how will they be addressed?	None
What external sources have been consulted in establishing the need for the module? (e.g. H.E. agencies, employers, current & former students).	<ol style="list-style-type: none"> <li>1. The Law Benchmark Statements (QAA);</li> <li>2. The National Qualifications Framework for Higher Education;</li> <li>3. UKCLE;</li> <li>4. Academic texts on Employment Law and Discrimination Law;</li> <li>5. Module outlines of other higher education providers of Employment Law and Discrimination Law.</li> </ol> <p>It does not cover discrimination in employment, TUPE, trade unions, H&amp;S and tribunal procedure. All of these are dealt with in a separate module, Employment law 2, also offered at level 5.</p>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<p>Reference has been made to:</p> <ol style="list-style-type: none"> <li>1. The Law Benchmark Statements (QAA);</li> <li>2. Academic texts on Employment Law;</li> <li>3. National Qualifications Framework for Higher Education;</li> <li>4. Other providers of employment law at degree level.</li> </ol>
What are the intended teaching methods (e.g. lecture, IS, SGS, workshop)	A variety of learning and teaching methods and tools will be used. The module has been designed for students to self-assess their knowledge and understanding

and what is the ratio between them?	<p>throughout.</p> <ul style="list-style-type: none"><li>• There will be one “induction” session for students to understand the sources of employment law and to familiarise themselves with the primary sources of employment law.</li><li>• There will be 10 x 1 hour lectures. This will be to provide an overview or a more detailed exposition on complex areas of employment law.</li><li>• There will be 5 x 1 hour seminars which will deal principally with an aspect of employment law appropriate for discussion, debate, video or formal student presentation.</li><li>• There will be 5 x 1 hour tutorials. These will be in groups of no more than 20 students. They will be used to develop student skills of application, evaluation and problem-solving in relation to a number of realistic problem-based scenarios largely presented in a Client Information Pack.</li></ul>
How will the module be assessed?	3 hour exam, with students answering two questions from four. Questions will include short form, essay and problem questions
If there is more than one assessment component how will the marks be combined?	N/A

### SECTION 3: RESOURCES

Who will teach the module? (Please provide CVs). What impact will this have upon their current duties?	The ML will teach this module together with a team of tutors with experience of employment law. The team includes former and current employment lawyer practitioners and tutors from the BPP Legal Practice Course.
Is any special training required for staff in preparation to teach the module?	All staff will be considered technically expert in the subject discipline. For teaching purposes all staff will have undergone relevant training and will continue to receive ongoing professional development organised by the Director of Staff Training and Development (DSTD) to enable them to fully utilise effective face to face and distance learning tools and techniques. The ML will also provide ad hoc training as requested
Does the module require any special arrangement for it to be externally examined?	The external examiner is currently Professor Patricia Leighton
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Provided:</b>  Honeyball and Bowers <i>Employment Law</i>, Oxford University Press  Painter, R. and Holmes, A., <i>Cases and Materials on Employment Law</i>, Oxford University Press.  Blackstone's Statutes of Employment Law</p> <p><b>Recommended:</b>  Selwyn, N.M., <i>Selwyn's Law of Employment</i>, Oxford University Press  Deakin, S. &amp; Morris, G., <i>Labour Law</i>, Cambridge University Press  Pitt, G., <i>Employment Law</i>, Sweet and Maxwell</p> <p><b>Further Textbooks:</b>  Allen, R. &amp; Crasnow, R., <i>Employment Law and Human Rights</i>, Oxford University Press  Anderman, S. D., <i>Labour Law: Management Decisions and Workers' Rights</i>, Oxford University Press  Barnard, C., <i>EC Employment Law</i>, Oxford University Press  Bowers, Lewis, <i>Employment Law and Human Rights</i>, Sweet and Maxwell  Brearley and Bloch, <i>Employment Covenants and Confidential Information</i>, Tottel  Brewer, M., <i>Working Time Directive, A Practical Guide</i>, Sweet and Maxwell  Chapman, C; Gibson, J; Hardy, S; <i>ADR in Employment Law</i>, Cavendish  Cunningham, N; <i>Employment Tribunal Claims: Tactic and Precedents</i>, LAG</p>



	<p>Dix, Crump and Pugsley, <i>Contracts of Employment</i>, OUP  Dobson, TUPE, <i>Contracting Out and Best Practice</i>, Sweet and Maxwell  Harvey, R.J.S.; Perrins, B., <i>Harvey on Industrial Relations and Employment Law</i>, Oxford University Press  Income Data Publications  Mayne, Malyon, <i>Business Transfers and Employee Rights</i>, OUP  Pitt, G., and Fairhurst J., <i>Blackstone's Guide to Working Time</i>, Blackstone  Rubenstein, M and Frost, Y., <i>Unfair Dismissal: A Guide to Relevant Case Law</i>  Smith, Randall, <i>Contracts Actions in Modern Employment Law</i>  Tolley's <i>Flexible Benefits</i>  Tolley's <i>Termination of Employment</i></p> <p><b>Journals and Periodicals:</b>  European Industrial Relations Review  Industrial Law Journal  Industrial Relations Journal  Income Data Services (IDS) Briefs</p> <p><b>Law Reports</b>  Industrial Cases Reports  Industrial Relations Law Reports</p> <p><b>Internet:</b>  <a href="http://www.acas.org.uk">www.acas.org.uk</a>  <a href="http://www.courtservice.gov.uk">www.courtservice.gov.uk</a>  <a href="http://www.berr.gov.uk">www.berr.gov.uk</a>  <a href="http://www.employmentappeals.gov.uk">www.employmentappeals.gov.uk</a>  <a href="http://www.europa.eu.int">www.europa.eu.int</a>  <a href="http://www.ilo.org">www.ilo.org</a>  <a href="http://www.incomesdata.co.uk">www.incomesdata.co.uk</a></p> <p>Practitioner resources including PLC Employment and lexisPSL</p>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond tutorial rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. web-casts, DVDs, online teaching)?	No, all appropriate resources are already in place through the operation of the Graduate Diploma in Law e.g. the technology to facilitate the recording and streaming of lectures.

## Section 4: Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	<p>Identify the parties to a contract of employment and understand the legal principles underpinning the sources and methods of creating obligations under the contract.</p> <p>Understand the rights and obligations that are implied into the contract of employment.</p> <p>Understand mechanisms which can be included in a contract of employment, and those which are implied, to protect business interests.</p>	<p>The module is split into 10 units, each unit being supported by a lecture and either a seminar or a tutorial. Students will be able to assess their knowledge, understanding and application through self-assessment questions and online MCQs. They will also have access to past papers, suggested points to incorporate and written and audio solutions to tutorial materials.</p> <p>The lectures will provide an overview of the subject area and an exposition of some of the more difficult concepts. Links will be drawn to the foundation modules of the Law of Contract and Tort and the optional module of Employment La 2 where appropriate. For example, in relation to the parties to an employment contract, reference will be made to the Employers' Liability topic within the Law of Tort. In relation to the implied terms within an employment contract, extensive reference will be made to the Terms topic within the Law of Contract.</p> <p>Seminars will be used principally to explore certain aspects of the area covered by the unit/lecture and engage students in discussions/debates/presentations on these areas.</p> <p>In tutorials students will apply their knowledge and understanding to a series of realistic problem-based questions contained in Client Information Packs.</p>	<p><b>Summative</b> All of the learning outcomes in this section A will be assessed by way of a written examination.</p> <p><b>Formative</b> There will be two opportunities over the course of this module for students to submit practice assessments.</p> <p>Students will receive ongoing oral feedback on their participation in tutorials and seminars during the module.</p> <p>Online MCTs will be available for students to track their progress, with instant feedback available.</p>
2	Understand the methods by which a contract may be terminated at common law and the principles relating to statutory termination rights.	<p>The methodology set out above in relation to A1 will also be deployed in relation to this learning outcome.</p> <p>Termination of contracts will involve extensive cross-reference in both the lecture and tutorial/seminar to the topic of Discharge within the Law of Contract.</p>	The assessment methodology set out above will apply equally to this learning outcome

**B. Subject Specific/Professional Skills and Attitudes**

Ref	B. By the end of the course students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Analyse a problem, identifying the relevant principles and explaining how a solution can be reached on the basis of an application of those principles.	This will be achieved through the techniques used in tutorials – specifically, the CIP driven analysis detailed above.	<b>Formative</b> See the practice assessment scheme set out above.  <b>Summative</b> All of the learning outcomes in this section B will be assessed by way of a written examination.
2	Critically analyse legal principles and policy and proposed reforms of Employment Law.	Seminars will be used principally to explore certain aspects of the area covered by the unit/lecture and engage students in discussions/debates/presentations on these areas.  This forum will be used as an opportunity to hone analysis skills in relation to both the current law and suggestions for reform.	<b>Formative</b> See above for details of the practice analysis scheme.  <b>Summative</b> See above for details of the assessment
3	Apply the knowledge and understanding of the principles set out in A above to a range of situations, identify issues and problems and propose solutions.	This will be achieved through 5 x 1hour tutorials. In the tutorials students will work with realistic, problem-based scenarios contained in Client Information Packs.  Relevant legal principles and analysis will be subject to further discussion in the seminars, further to conclusions being drawn and practical advice provided to the hypothetical clients featured in the CIPs.	<b>Formative</b> See above for details of the practice analysis scheme.  <b>Summative</b> See above for details of the assessment
4	Act independently in planning their learning, reflect on their learning and respond effectively to feedback.	This skill will be specifically developed through the dedicated research tutorial and associated practice assessments.	<b>Formative</b> See above for details of the practice analysis scheme.  <b>Summative</b> See above for details of the assessment

**C. General Transferable Skills**

Ref	C. By the end of the course students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Present an argument, both orally and in writing, based upon the application of law to factual scenarios and communicate this effectively in a professional manner	The oral component of this skill will be developed through active student participation in tutorials and seminars. This will involve participation in a wide variety of activities, including moots, debates and group discussion of the issues raised in the CIPs.	<b>Formative</b> See above for details of the practice analysis scheme. Oral communication skills as demonstrated in tutorials and seminars will be narratively assessed by tutors on an ongoing basis.  <b>Summative</b> See above for details of the assessment
2	Research information from primary and secondary sources, using both paper and electronic resources	These skills will be developed through a dedicated research tutorial as well as through weekly preparation for tutorials and seminars.  Participation in the practice assessment scheme will further hone these skills.	<b>Formative</b> See above for details of the practice analysis scheme.  <b>Summative</b> See above for details of the assessment
3	Work effectively as a member of a group, giving and receiving information / ideas and modifying responses where appropriate, and evaluating the strengths of their own, and others, arguments.	This will be achieved through preparation for the exercises used in tutorials and seminars, examples of which appear at C1 above.	This skill will not be formally assessed within this module.

**D. Cognitive Skills**

Ref	D. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques	This skill will be developed through the introduction of new material in the CIP analysis in tutorials, requiring students to think on their feet and react to new situations they will not have had time to prepare.	<b>Summative</b> This skill will be tested through the final written examination.  <b>Formative</b> This skill will be narratively assessed through tutor assessment of student performance in tutorials.
2	Approach a problem logically, using the cognitive skills set out above and discuss the issues arising coherently and accurately, responding appropriately to questions.	This skill will be developed in tutorials and seminars, as well as through the formative assessment regime set out above.	The ability to perform this skill in writing will be summatively assessed through the coursework assessment and formatively assessed through the practice assessment scheme set out above. Oral discursive skills will not be subject to summative assessment, though they will be narratively assessed by tutors.

**BPP College of Professional Studies****Employment Law 2****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		LAW			
Module Title		<b>Employment Law 2</b>			
Module Replaces (if appropriate)		N/A			
Level	<b>5</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard-style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LL.B (Hons) Law LL.B (Hons) Business Law LL.B (Hons) Law with Psychology (E)			
Intended Start Date(s)		Current			
Related Modules	Pre-requisites	English Legal System and Reasoning Law of Tort Law of Contract Employment Law 1 (preferably)			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		None			
Delivery Locations (Holborn/Leeds/Manchester/ W'loo)		All sites			
Module Leader (ML)		Jenny Gibbons			

Date Approved within School		Signature of the Dean	
Date of Receipt by Director QAE		Signature of Director, QAE	
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council	D of S to Board of Directors
Decision		Decision	Decision

**SECTION 2: RATIONALE & DELIVERY**

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>To develop in students:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge and understanding of the legal framework, principles and concepts which underpin the law on discrimination in the workplace;</li> <li>• an appreciation of the impact of the legal framework, principles and concepts on the transfer of employees under the TUPE Regulations;</li> <li>• an awareness of the conflicts which exist between employers, employees and trade unions;</li> <li>• a detailed understanding of the protection provided to employees under the TULR(C)A;</li> <li>• a detailed understand of the influences of European and international legal standards on employment law;</li> <li>• the cognitive skills of analysis, application, synthesis and evaluation;</li> <li>• the general transferable skills of problem-solving, effective communication, research and teamwork;</li> <li>• the professional ability to operate autonomously in situations of varying complexity and predictability and to discuss the law relating to problems cogently and coherently</li> </ul> <p><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LL.B is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module aims to develop in students a detailed</p>
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	<p>knowledge and understanding of the legal framework, principles and concepts which underpin the relationship between employers and workers.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></p> <p>In addition to providing knowledge and understanding of the general principles of Employment Law the module will assist students in developing legal skills which are necessary for successful completion of the vocational courses. These skills include: the ability to analyse and evaluate legal materials; the use of research, writing, drafting and presentation skills.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical and problem-solving skills and research skills, which are necessary for practice as a lawyer.</p>
What risk factors exist and how will they be addressed?	None
What external sources have been consulted in establishing the need for the module? (e.g. H.E. agencies, employers, current & former students).	<ol style="list-style-type: none"> <li>6. The Law Benchmark Statements (QAA);</li> <li>7. The National Qualifications Framework for Higher Education;</li> <li>8. UKCLE;</li> <li>9. Academic texts on Employment Law and Discrimination Law;</li> <li>10. Module outlines of other higher education providers of Employment Law and Discrimination Law.</li> </ol> <p>It does not cover employment status, the employment contract, the law on time and pay, and the effects of dismissal. All of these are dealt with in a separate module, Employment law 1, also offered at level 5.</p>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<p>Reference has been made to:</p> <ol style="list-style-type: none"> <li>5. The Law Benchmark Statements (QAA);</li> <li>6. Academic texts on Employment Law;</li> <li>7. National Qualifications Framework for Higher Education;</li> <li>8. Other providers of employment law at degree level.</li> </ol>
What are the intended teaching methods (e.g. lecture, IS, SGS, workshop)	A variety of learning and teaching methods and tools will be used. The module has been designed for students to self-assess their knowledge and understanding

and what is the ratio between them?	<p>throughout.</p> <ul style="list-style-type: none"><li>• There will be one “induction” session for students to understand the sources of employment law and to familiarise themselves with the primary sources of employment law.</li><li>• There will be 10 x 1 hour lectures. This will be to provide an overview or a more detailed exposition on complex areas of employment law.</li><li>• There will be 5 x 1 hour seminars which will deal principally with an aspect of employment law appropriate for discussion, debate, video or formal student presentation.</li><li>• There will be 5 x 1 hour tutorials. These will be in groups of no more than 20 students. They will be used to develop student skills of application, evaluation and problem-solving in relation to a number of realistic problem-based scenarios largely presented in a Client Information Pack.</li></ul>
How will the module be assessed?	3 hour exam, with students answering two questions from four. Questions will include short form, essay and problem questions.
If there is more than one assessment component how will the marks be combined?	N/A

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**SECTION 3: RESOURCES**


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Who will teach the module? (Please provide CVs). What impact will this have upon their current duties?	The ML will teach this module together with a team of tutors with experience of employment law. The team includes former and current employment lawyer practitioners and tutors from the BPP Legal Practice Course.
Is any special training required for staff in preparation to teach the module?	All staff will be considered technically expert in the subject discipline. For teaching purposes all staff will have undergone relevant training and will continue to receive ongoing professional development organised by the Director of Staff Training and Development (DSTD) to enable them to fully utilise effective face to face and distance learning tools and techniques. The ML will also provide ad hoc training as requested
Does the module require any special arrangement for it to be externally examined?	The external examiner is currently Professor Patricia Leighton
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Provided:</b>  Honeyball and Bowers <i>Employment Law</i>, Oxford University Press  Painter, R. and Holmes, A., <i>Cases and Materials on Employment Law</i>, Oxford University Press.  Blackstone's Statutes of Employment Law</p> <p><b>Recommended:</b>  Selwyn, N.M., <i>Selwyn's Law of Employment</i>, Oxford University Press  Deakin, S. &amp; Morris, G., <i>Labour Law</i>, Cambridge University Press  Pitt, G., <i>Employment Law</i>, Sweet and Maxwell</p> <p><b>Further Textbooks:</b>  Allen, R. &amp; Crasnow, R., <i>Employment Law and Human Rights</i>, Oxford University Press  Anderman, S. D., <i>Labour Law: Management Decisions and Workers' Rights</i>, Oxford University Press  Barnard, C., <i>EC Employment Law</i>, Oxford University Press  Bowers, Lewis, <i>Employment Law and Human Rights</i>, Sweet and Maxwell  Brearley and Bloch, <i>Employment Covenants and Confidential Information</i>, Tottel  Brewer, M., <i>Working Time Directive, A Practical Guide</i>, Sweet and Maxwell  Chapman, C; Gibson, J; Hardy, S; <i>ADR in Employment Law</i>, Cavendish  Cunningham, N; <i>Employment Tribunal Claims: Tactic and Precedents</i>, LAG</p>

	<p>Dix, Crump and Pugsley, Contracts of Employment, OUP  Dobson, TUPE, Contracting Out and Best Practice, Sweet and Maxwell  Harvey, R.J.S.; Perrins, B., <i>Harvey on Industrial Relations and Employment Law</i>, Oxford University Press  Income Data Publications  Mayne, Malyon, Business Transfers and Employee Rights, OUP  Pitt, G., and Fairhurst J., <i>Blackstone's Guide to Working Time</i>, Blackstone  Rubenstein, M and Frost, Y., <i>Unfair Dismissal: A Guide to Relevant Case Law</i>  Smith, Randall, <i>Contracts Actions in Modern Employment Law</i>  Tolley's Flexible Benefits  Tolley's Termination of Employment</p> <p><b>Journals and Periodicals:</b>  European Industrial Relations Review  Industrial Law Journal  Industrial Relations Journal  Income Data Services (IDS) Briefs</p> <p><b>Law Reports</b>  Industrial Cases Reports  Industrial Relations Law Reports</p> <p><b>Internet:</b>  <a href="http://www.acas.org.uk">www.acas.org.uk</a>  <a href="http://www.courtservice.gov.uk">www.courtservice.gov.uk</a>  <a href="http://www.berr.gov.uk">www.berr.gov.uk</a>  <a href="http://www.employmentappeals.gov.uk">www.employmentappeals.gov.uk</a>  <a href="http://www.europa.eu.int">www.europa.eu.int</a>  <a href="http://www.ilo.org">www.ilo.org</a>  <a href="http://www.incomesdata.co.uk">www.incomesdata.co.uk</a></p> <p>Practitioner resources including PLC Employment and lexisPSL</p>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond tutorial rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. web-casts, DVDs, online teaching)?	No, all appropriate resources are already in place through the operation of the Graduate Diploma in Law e.g. the technology to facilitate the recording and streaming of lectures.

## Section 4: Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	<p>Identify the characteristic protected by the Equality Act 2010, and the key legal claims that can be brought under it</p> <p>Understand the rights and obligations found under the trade union laws.</p> <p>Understand the mechanisms which can enable people bringing claims in the employment tribunal</p> <p>Understand how the law regulates and protects employees when there is a change in their employer arising from a business transfer.</p>	<p>The module is split into 10 units, each unit being supported by a lecture and either a seminar or a tutorial. Students will be able to assess their knowledge, understanding and application through self-assessment questions and online MCQs. They will also have access to past papers, suggested points to incorporate and written and audio solutions to tutorial materials.</p> <p>The lectures will provide an overview of the subject area and an exposition of some of the more difficult concepts. Links will be drawn to the foundation modules of the Law of Contract and Tort and the optional module of Employment La 2 where appropriate. For example, in relation to the parties to an employment contract, reference will be made to the Employers' Liability topic within the Law of Tort. In relation to the implied terms within an employment contract, extensive reference will be made to the Terms topic within the Law of Contract.</p> <p>Seminars will be used principally to explore certain aspects of the area covered by the unit/lecture and engage students in discussions/debates/presentations on these areas.</p> <p>In tutorials students will apply their knowledge and understanding to a series of realistic problem-based questions contained in Client Information Packs.</p>	<p><b>Summative</b> All of the learning outcomes in this section A will be assessed by way of a written examination.</p> <p><b>Formative</b> There will be two opportunities over the course of this module for students to submit practice assessments.</p> <p>Students will receive ongoing oral feedback on their participation in tutorials and seminars during the module.</p> <p>Online MCTs will be available for students to track their progress, with instant feedback available.</p>
2	Understand how the law may develop in future.	The methodology set out above in relation to A1 will also be deployed in relation to this learning outcome.	
3	Understand the role of the trades unions and the principles underpinning good industrial relations.	This topic will be covered in the relevant IS in the context of a debate about the appropriate role of trades unions in industrial relations and its changing nature over time, with particular focus on recent legislation.	The assessment methodology set out above will apply equally to this learning outcome.

**B. Subject Specific/Professional Skills and Attitudes**

Ref	B. By the end of the course students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Analyse a problem, identifying the relevant principles and explaining how a solution can be reached on the basis of an application of those principles.	This will be achieved through the techniques used in tutorials – specifically, the CIP driven analysis detailed above.	<b>Formative</b> See the practice assessment scheme set out above.  <b>Summative</b> All of the learning outcomes in this section B will be assessed by way of a written examination.
2	Critically analyse legal principles and policy and proposed reforms of Employment Law.	Seminars will be used principally to explore certain aspects of the area covered by the unit/lecture and engage students in discussions/debates/presentations on these areas.  This forum will be used as an opportunity to hone analysis skills in relation to both the current law and suggestions for reform.	<b>Formative</b> See above for details of the practice analysis scheme.  <b>Summative</b> See above for details of the assessment
3	Apply the knowledge and understanding of the principles set out in A above to a range of situations, identify issues and problems and propose solutions.	This will be achieved through 5 x 1hour tutorials. In the tutorials students will work with realistic, problem-based scenarios contained in Client Information Packs.  Relevant legal principles and analysis will be subject to further discussion in the seminars, further to conclusions being drawn and practical advice provided to the hypothetical clients featured in the CIPs.	<b>Formative</b> See above for details of the practice analysis scheme.  <b>Summative</b> See above for details of the assessment
4	Act independently in planning their learning, reflect on their learning and respond effectively to feedback.	This skill will be specifically developed through the dedicated research tutorial and associated practice assessments.	<b>Formative</b> See above for details of the practice analysis scheme.  <b>Summative</b> See above for details of the assessment

**C. General Transferable Skills**

Ref	C. By the end of the course students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Present an argument, both orally and in writing, based upon the application of law to factual scenarios and communicate this effectively in a professional manner	The oral component of this skill will be developed through active student participation in tutorials and seminars. This will involve participation in a wide variety of activities, including moots, debates and group discussion of the issues raised in the CIPs.	<b>Formative</b> See above for details of the practice analysis scheme. Oral communication skills as demonstrated in tutorials and seminars will be narratively assessed by tutors on an ongoing basis.  <b>Summative</b> See above for details of the assessment
2	Research information from primary and secondary sources, using both paper and electronic resources	These skills will be developed through a dedicated research tutorial as well as through weekly preparation for tutorials and seminars.  Participation in the practice assessment scheme will further hone these skills.	<b>Formative</b> See above for details of the practice analysis scheme.  <b>Summative</b> See above for details of the assessment
3	Work effectively as a member of a group, giving and receiving information / ideas and modifying responses where appropriate, and evaluating the strengths of their own, and others, arguments.	This will be achieved through preparation for the exercises used in tutorials and seminars, examples of which appear at C1 above.	This skill will not be formally assessed within this module.

## D. Cognitive Skills

Ref	D. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques	This skill will be developed through the introduction of new material in the CIP analysis in tutorials, requiring students to think on their feet and react to new situations they will not have had time to prepare.	<p><b>Summative</b> This skill will be tested through the final written examination.</p> <p><b>Formative</b> This skill will be narratively assessed through tutor assessment of student performance in tutorials.</p>
2	Approach a problem logically, using the cognitive skills set out above and discuss the issues arising coherently and accurately, responding appropriately to questions.	This skill will be developed in tutorials and seminars, as well as through the formative assessment regime set out above.	The ability to perform this skill in writing will be summatively assessed through the coursework assessment and formatively assessed through the practice assessment scheme set out above. Oral discursive skills will not be subject to summative assessment, though they will be narratively assessed by tutors.



**BPP University College of Professional Studies****The Law of International Trade and Commerce I****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>The Law of International Trade and Commerce I</b>			
Module Replaces (if appropriate)		<b>Commercial Contract</b>			
Level	<b>5</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		September 2012			
Related Modules	Pre-requisites	English Legal System and Reasoning Law of Tort Law of Contract			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Initially Waterloo. This could then be taught at all other locations.			

Module Proposer	Chris Monaghan				
Date Approved within School		Signature of the Dean			
Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<ol style="list-style-type: none"> <li>1. To acquire substantial knowledge regarding the various areas that makes up the law relating to International Trade and Commerce.</li> <li>2. To develop and maintain a comprehensive understanding of key areas underpinning sales law.</li> <li>3. To develop and maintain in-depth knowledge of some of the most important areas of the Law of International Trade and Commerce.</li> <li>4. To understand the importance of the Sale of Goods Act, the use of agency and dispute resolution.</li> <li>5. Gain an understanding of how to draft contracts to manage the client's needs and to avoid disputes.</li> </ol> <p style="text-align: center;"><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <ol style="list-style-type: none"> <li>1. <b>An academically rigorous programme of legal education</b></li> </ol> <p>This module aims to develop in students a detailed knowledge and understanding of the legal framework, principles and concepts which underline and inform the constant development of International Trade and Commerce I.</p> <ol style="list-style-type: none"> <li>2. <b>Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></li> </ol> <p>The Law of International Trade and Commerce I is intended to give students a thorough overview of the law in this important area of international commerce. The skills which will be developed on this module: analysis, drafting awareness, analysis and problem solving skills. This course</p>
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	<p>is intended to prepare students for the BPTC and the LPC.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical / critical thinking skills and research skills which are necessary for practice as a lawyer.</p> <p>Focus will be paid to applied skills – namely, can a student read a contract and apply the law which they have learnt to identifying and resolving issues.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	Various external subject matter experts and the modules taught at other LLB providers.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• The QAA Law Benchmark statements</li> <li>• Textbooks and practitioner texts including, <i>inter alia</i>: Dobson &amp; Stoke 'Commercial Law' and Mckendrick 'Goode on Commercial Law'</li> </ul> <p><b>National Qualifications Framework for Higher Education</b></p> <ul style="list-style-type: none"> <li>• Course descriptors for similar modules provided by other universities (both at undergraduate and postgraduate levels).</li> </ul>
What are the intended teaching methods (e.g. lecture, seminar, SGS, workshops) and what is the ratio between them?	<p>22 contact hours comprising:</p> <p>11 x 1 hour lectures</p> <p>5 x 1 hour SGSs (Tutorials)</p> <p>5 x 1 hour HSSs ('Harvard-Style' Seminars)</p> <p>1 x 1 hour revision lectures</p> <ul style="list-style-type: none"> <li>• There will be 11 x 1 hour lectures. This will include one induction lecture, which will provide students with an introduction to the module. The lectures will both provide an overview, as well as a more detailed exposition of core areas of substantive law and academic comment within the subject.</li> <li>• There will be 5 x 1 hour HSSs which will cover more academic material.</li> <li>• There will be 5 x 1 hour SGSs. These will be in groups of no more than 20 students. They will be used to develop the student skills of application, evaluation and problem-solving, developing argument and critical analysis of complex legal issues.</li> </ul>
How will the module be assessed?	<p>Examination – Written exam (1.5 hours)</p> <p>Coursework - max. 2,500 words)</p> <p>Formative assessment will take place regularly within SGSs,</p>

	alongside a formal mock assessment set midway through the module.
If there is more than one assessment component how will the marks be combined?	50% - Examination 50% - Coursework

**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	Chris Monaghan Current contact hours (p/w) of teaching staff are approximately 14 hours each, to be undertaken alongside administrative responsibilities.
Is any special training required for staff in preparation to teach the module?	No. Staff member is technically expert in the subject discipline and has undergone relevant training / continues to receive on going professional development. Publishes in Contract, Commercial and International Trade Law. Currently module leader for Commercial Contract, and has taught Commercial Law, Sales Law and Agency, and International Trade Law previously at another university.
Does the module require any special arrangements for it to be externally examined?	An external examiner will need to be appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Textbooks</b></p> <p><b>Set Text</b></p> <p>Dobson, P &amp; Stoke, R. <i>Commercial Law</i> (Sweet &amp; Maxwell, 2007) – new edition out in 2012 – this would be provided as the set text.</p> <p>Sealy &amp; Hooley, <i>Commercial Law: Text, Cases and Materials</i> (OUP, 2009) – this would be provided as the set text. (note new edition this summer)</p> <p><b>Addition Reading</b></p> <p>Mckendrick, E. <i>Goode on Commercial Law</i> (London, Penguin: 2010) (several copies needed for library)</p> <p>Furmston &amp; Chuah, <i>Commercial and Consumer Law</i> (Harlow, Pearson: 2010) (several copies would be needed for the library)</p> <p>Where it is relevant for the material covered, students would be given e-chapters from textbooks. This would be arranged with the library and would supplement the set text.</p> <p><b>Casebooks</b></p> <p>It is proposed that a case book with extracts is drafted for the course. This could be in the same format as those used on the GDL.</p>

	<p><b>Statute Books</b></p> <p>Rose, <i>Blackstone's Statutes on Commercial and Consumer Law 2011-2012</i> (Oxford, OUP: 2011)</p> <p>Possibly replaced in the future by a bespoke BPP statute book.</p> <p><b>Journals / periodicals / loose-leaf</b></p> <p>Journal of Business Law  Lloyd's Maritime and Commercial Law Quarterly  Law Quarterly Review  Modern Law Review  Cambridge Law Journal  Oxford Journal of Legal Studies</p> <p><b>NB.</b> The generic material cited above is intended to cover the core components of the course. A more comprehensive list of materials will be available for all students at the beginning of the course. This will be topic specific and include references to articles, monologs, academic and practitioner commentaries, etc.</p>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond SGS rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. webcasts, DVDs, online teaching)?	The module has no special accommodation requirements beyond SGS rooms and the Lecture Theatre. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	To appreciate various domestic and international legal sources which make up the law relating to International Trade and Commerce I.	The Law of International Trade and Commerce I would give students an understanding of the law relating to international business. Students will be presented with a variety of sources and pedagogic features to facilitate their learning. Formative and summative assessments, with detailed feedback and review, will support student understanding of the module.	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
2	To appreciate the importance of the Sale of Goods Act 1979 in contracts where English Law is used.	Students will appreciate the importance of the Sale of Goods Act 1979. Sessions will discuss its use and how contracts can be drafted to take account of the Act and to limit its effect.	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
3	To be able to comprehend the role of the courts in interpreting contractual terms and the importance of clear drafting.	Students will analyse contracts in order to see the consequences of bad drafting. Students will be equipped with knowledge of the law and experience in reading and analysing documents. Students will have demonstrated an ability to advise clients based on their analysis of the issues.	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding</p>



			will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.
4	To have gained a sufficient and detailed knowledge of how English sales law works, in terms of the passing of property, passing of risk, implied terms, remedies and acceptance.	Emphasis will be placed on protecting the clients' interest by attempting to draft the contract to anticipate and resolve future risks, such as insolvency. An understanding of the Sale of Goods Act and the common law is essential to enable students to explore the effectiveness of retention of title clauses.	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
5	To develop key practical skills, such as mediation and negotiation in a commercial context	Students will undertake a mock mediation and this will enable them to appreciate the benefits of ADR and the importance of advising clients to consider this as opposed to litigation. Consideration will be given to the client's commercial needs and students will be encouraged to look at possible solutions to resolve the dispute.	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
6	To be able to engage with numerous legal sources, in order to develop enhanced problem solving skills.	In both HSSs and SGSs students studying the Law of International Trade and Commerce I will have opportunities to develop problem solving skills. Practical problems will be presented in each session, and students will use their knowledge of the law to identify the issue and to offer the client a solution. This will offer a legal and a commercial perspective to the issues raised by the module. The skills learnt will assist students with preparation for the professional training courses (LPC and BPTC).	<p><b>Summative</b> Coursework and WA.</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS.</p>

## B. Subject Specific Professional Skills and Attitudes

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	(Without guidance) apply their knowledge of the principles and methodology of relevant areas of law to analyse reasonably complex actual or hypothetical problems (which may contain incomplete information) and to arrive at reasoned conclusions.	There are a number of ways in which this skill will be developed including the requirement that students analyse hypothetical problem scenarios in both SGSs and HSSs, participation in class debates and the submission of reasoned argument. Students will prepare their analysis in advance, for discussion within the SGS / HSS, where they will be asked to present their answers either individually or in groups. The use of practical skills such as mediation and negotiation will be a method of achieving this objective.	Please see A1 above
2	(Without guidance) construct a reasoned answer to a question assessing the development of International Trade and Commerce I.	This skill will be developed throughout the module. SGSs will regularly require students to demonstrate both their ability to analyse legal arguments and to critically evaluate academic comment. The purpose on the Common European Sales Law will do this.	Please see A1 above
3	Identify accurately legal problems and provide solutions.	Candidates will be required to identify the salient issues and bring their knowledge to provide a solution. Often it might be practical rather than strictly legal; however this would reflect commercial considerations of the client in practice.	Please see A1 above  Research skills, including the ability to prioritise issues, will be a significant component of the coursework assessment. The assessment will involve an area of International Trade and Commerce I requiring a high degree of independent research combined with a need to identify relevant material from that which is irrelevant.
4	Conduct legal research by identifying and retrieving up-to-date relevant legal information using a variety of different paper and electronic sources (primary and secondary) and to synthesise this information in the construction of legal arguments	The students will be required to regularly conduct both directed and self-guided research. Reference will be made to an array of materials including: textbooks, academic journals, other academic books.  Students will be encouraged to rate resources and use the most appropriate, thus avoiding relying on unreliable resources and building up good research skills. Referencing skills will be incorporated	<b>Summative</b> See B3 above.  <b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for SGS questions and the formative assessment made available in week 5.

		<p>into all assessments.</p> <p>VLE announcements will be made flagging up major developments as and when these occur.</p> <p>Students will practise synthesising these materials into a cohesive argument by preparing, in writing, for SGSs and ISs and presenting their work (in whole or in part) to the class.</p>	
5	To have analysed the proposed Common European Sales Law and evaluate the views of the Law Society, the European Commission and practitioners.	<p>Students will be expected to appreciate that parties to a contract have the freedom to contract using different laws. The Common European Sales Law is an interesting development and is very controversial. There is considerable academic and practitioner material on this and students will develop their own view as to the proposals which they will need to justify by reference to a well thought and developed argument.</p>	<p><b>Summative</b> The coursework assessment will require knowledge of current research and debate</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will specifically focus on developing areas of law and current scholarship.</p> <p>This skill will also be formatively assessed in SGSs throughout the module</p>
6	<p>Engage in autonomous learning by:</p> <ul style="list-style-type: none"> <li>i) acting independently in planning and undertaking tasks in areas of law which they have already studied;</li> <li>ii) undertaking independent research in areas of law which they have not previously studied starting from standard legal information sources</li> </ul>	<p>(i) This will be achieved throughout the module specifically by research and preparation for both SGS and HSS questions and debates, and both the formative and (specifically) the coursework assessment. Students will be encouraged to engage with advance reading, and sources will be actively incorporated into SGS and HSS.</p> <p>(ii) This will be the primary purpose of the coursework assessment, (though there will be elements in other areas of the module, notably in preparation for HSSs).</p>	<p><b>(i) Summative (coursework)</b> The assessment set will include analysis and evaluation of material already covered on the module. Students will need to utilise their research skills in order to develop and expand upon the topic in question.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for SGS questions and the formative assessment made available in week 5.</p> <p><b>(ii) Summative (coursework)</b></p>

			<p>The assessment will cover an array of topics, some of which will not have been formally dealt with on the module. Students will be required to undertake their own independent research with a limited degree of guidance as to materials.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for SGS questions and the formative assessment made available in week 5.</p>
7	Reflecting on their own learning and seeking and making use of feedback.	<p>This will be developed by providing students with feedback on their oral presentations, and participation, in SGSs, by watching their peers receive feedback and by feedback received on both formative and summative assessments. In addition, tutors will operate an open door policy in which students are encouraged to consult staff on their performance throughout the module. Students will be encouraged to submit work for review by tutors, and as part of the module for peer-review.</p>	<p><b>Coursework assessment</b> Full oral/written feedback will be given to students with regards to their performance in the coursework.</p> <p><b>Formative</b> Not formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed.</p>
8	Using appropriate technical and complex language, demonstrate the ability to <b>orally</b> present a coherent, logical and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, and to engage effectively in debate	<p>Students will be expected to participate in both SGSs and HSSs in a variety of formats, including: responding to direct questions, presentations, debates, and both small and large group discussions with tutors and their peers. Informed debate will be encouraged and there will be the possibility of arranging guest speakers.</p> <p>Students will engage into practical mediation and negotiation exercises, and will express themselves clearly in order to act in the best interests of their clients.</p>	<p><b>Summative</b> Not summatively assessed</p> <p><b>Formative</b> This skill will be formatively assessed in SGSs throughout the module</p>
9	Using appropriate technical and complex language, demonstrate the ability to present a coherent, logical and well-structured <b>written</b> legal argument in a way that	Students will be expected to prepare in writing for SGSs and HSSs. Feedback on this written work will be obtained by asking students to present their arguments based on their written material and providing appropriate oral feedback. This will take the	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available in week 5 for completion</p>

	<p>is comprehensible to others and which is relevant to their concerns</p>	<p>form in students using PowerPoint and briefing sheets as a method of presenting their answers to the group. Students will also benefit from feedback provided by their peers.</p> <p>Feedback on the formative written assessment made available in week 5 and on summative assessments will also play an important role in developing this skill.</p>	<p>over Reading Week. It will consist of an essay question.</p> <p>This skill will also be formatively assessed in SGSs throughout the module</p>
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**C. General Transferable Skills**

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Bring together information from a variety of different sources and to synthesise this information in the construction of reasoned arguments	Please see B 2, 3, 4 and 5 above	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available in week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>This skill will also be formatively assessed in SGS throughout the module</p>

**D. Cognitive Skills**

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques	This skill will be developed through the discussion of problem scenarios in SGSs, where tutors will moot alternate circumstances within those scenarios, requiring students to think on their feet and react to new situations they will not have had time to prepare. The skill will also be developed through the debates conducted in HSSs, some of which will include unseen scenarios upon which students will have to comment.	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> This skill will be narratively assessed through tutor assessment of student performance in SGSs.</p>

**BPP College of Professional Studies****Medical Law****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>Medical Law I – Concepts, Consent and Malpractice</b>			
Module Replaces (if appropriate)		N/A			
Level	<b>5</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		September 2010			
Related Modules	Pre-requisites	English Legal System and Reasoning Law of Tort			
	Co-Requisites	Criminal Law			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo / Manchester / Leeds			
Module Proposer		John Clifford			
Date Approved within School			Signature of the Dean		

Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	



**SECTION 2: RATIONALE & DELIVERY**

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<ol style="list-style-type: none"> <li>1. To understand the various legal and non-legal disciplines which interact to comprise the discipline of Medical Law;</li> <li>2. To develop an appreciation of the bioethical principles and concepts which form the basis of health care practice;</li> <li>3. To develop a systematic and critical understanding of the role of the law in medical practice;</li> <li>4. To develop an understanding of the role of precedent, statute and quasi-law as they operate within Medical Law;</li> <li>5. To develop an understanding of the effects of the Human Rights Act 1998 within Medical Law;</li> <li>6. To develop an awareness and understanding of how Medical Law operates within the social, political and economic environment.</li> </ol> <p style="text-align: center;"><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <ol style="list-style-type: none"> <li><b>1. An academically rigorous programme of legal education</b></li> </ol> <p>This module aims to develop in students a detailed knowledge and understanding of the legal framework, principles and concepts which underline Medical Practice.</p> <ol style="list-style-type: none"> <li><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></li> </ol> <p>In addition to providing knowledge and understanding of the general principles of Medical Law, the module will assist students in developing legal skills which are necessary for successful completion of both academic</p>
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	<p>and vocational courses. These skills include: the ability to analyse and evaluate legal materials; to conduct independent research, writing, drafting and presentational skills.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical / problem-solving skills and research skills, both essential for practice as a lawyer.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	Various external subject matter experts and the Society of Legal Scholar Medical Law Section.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• The QAA Law Benchmark statements</li> <li>• Textbooks and Case Books including, <i>inter alia</i>: Pattinson, S.D., <i>Medical Law and Ethics</i>, 2<sup>nd</sup> edition, Sweet &amp; Maxwell, 2009; Herring, J., <i>Medical Law and Ethics</i>, 4<sup>th</sup> edition, Oxford University Press, 2011; Kennedy, I. And Grubb, A. <i>Medical Law</i>, 3<sup>rd</sup> edition, London, Butterworths, 2000; Jackson, E., <i>Medical Law: Text, Cases and Materials</i>, 2<sup>nd</sup> edition, Oxford University Press, 2009; Mason, J.K. &amp; Laurie, G.T., <i>Mason and McCall Smith's Law and Medical Ethics</i>, 8<sup>th</sup> edition, Oxford University Press, 2010</li> <li>• BPP's LPC and BPTC Personal Injury and Clinical Negligence Course Outlines</li> <li>• National Qualifications Framework for Higher Education</li> <li>• Course descriptors for similar modules provided by other universities (both at first degree and postgraduate level) including: UCL, Warwick, Manchester, Liverpool Law School, Southampton and Sussex. Reference was specially made to Modules offered by universities with known expertise in this area: King's College, Centre of Medical Law and Ethics, Queen Mary College, Sheffield University and Cardiff University.</li> <li>• Consultation with Maggie Puttnam (BPTC co co-ordinator of Clinical Negligence and Judith Pilcher (LPC co-ordinator PI and Clinical Negligence elective)</li> </ul>
What are the intended teaching methods (e.g. lecture, seminar, SGS, workshops) and what is the ratio between them?	<p>27 hours comprising:</p> <p>10 x 1 hour lectures</p> <p>5 x 1 hour Tutorials</p> <p>5 x 1 hour Seminars</p> <p>5 x Consolidation Seminars</p>

	<p>2 x 1 hour revision lectures</p> <ul style="list-style-type: none"> <li>• There will be one “headstart” session for students to understand the sources and ambit of Medical Law and to familiarise themselves with both primary and secondary sources (including quasi-law provisions.)</li> <li>• There will be 10 x 1 hour lectures. These will both provide an overview, as well as a more detailed exposition of core areas within Medical Law.</li> <li>• There will be 5 x 1 hour seminars which will deal principally with an aspect of Medical Law appropriate for discussion, debate, presentation, video or formal student presentation.</li> <li>• There will be 5 x 1 hour tutorials. These will be in groups of no more than 20 students. They will be used to develop the student skills of application, evaluation and problem-solving in relation to a number of realistic problem-based scenarios largely presented through the medium of a Client Information Pack. Each of these will be orientated around a medico-legal problem.</li> <li>• There will be 5 x 1 hour Consolidation classes. These will provide an opportunity for students to revisit areas that may need further explanation and/or discussion. Points of ambiguity and confusion will be clarified. Further assessment based questions may be considered.</li> </ul>
How will the module be assessed?	One invigilated Written Assessment. Candidates will be required to answer two questions out of four in three hours.
If there is more than one assessment component how will the marks be combined?	Written Assessment – 100%

**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	John Clifford, Elizabeth Kirkbride, Stephen Bunbury, Caroline Hoyle  Current contact hours of teaching staff are approximately 10 hours each, to be undertaken alongside administrative responsibilities.
Is any special training required for staff in preparation to teach the module?	Both staff members are technically expert in the subject discipline and have undergone relevant training / continue to receive ongoing professional development organised by the Director of Staff Training and Development (DSTD).
Does the module require any special arrangements for it to be externally examined?	An external examiner will be appointed for the module. At present this is Helen James, Head of Law at Winchester University.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Provided</b></p> <p><b>Textbook</b> Herring, J., <i>Medical Law and Ethics</i>, 4<sup>th</sup> edition, 2012, Oxford University Press</p> <p><b>Casebook</b> Jackson, E., <i>Medical Law: Text, Cases and Materials</i>, 2<sup>nd</sup> edition, 2009, Oxford University Press</p> <p><b>Recommended Textbooks</b></p> <ol style="list-style-type: none"> <li>1. Kennedy, I. And Grubb, A. <i>Medical Law</i>, 3<sup>rd</sup> edition, London Butterworths, 2000</li> <li>2. Pattinson, S.D., <i>Medical Law and Ethics</i>, 3<sup>rd</sup> edition, London, Sweet and Maxwell, 2012</li> <li>3. Samanta, J. &amp; Samanta, A., <i>Medical Law</i>, London, Macmillan, 2011</li> <li>4. Greene, B., <i>Medical Law</i>, Cavendish Publishing, 2005</li> <li>5. Carr, C., <i>Unlocking Medical Law and Ethics</i>, London, 2012</li> <li>6. Mason, J.K. &amp; Laurie, G.T., <i>Mason and McCall Smith's Law and Medical Ethics</i>, 8<sup>th</sup> edition, Oxford University Press, 2010</li> <li>7. Morgan, D., <i>Issues in Medical and Ethics</i>, Cavendish Publishing, 2001</li> <li>8. Plomer, A., <i>The Law and Ethics of Medical Research</i>, Cavendish Publishing, 2007</li> <li>9. Tamara, K., McHale, H &amp; J., <i>Health Law and</i></li> </ol>

	<p><i>The European Union</i>, Cambridge University Press, 2004</p> <ol style="list-style-type: none"> <li>10. Beauchamp, T L &amp; Childress, J.F, <i>Principles of Biomedical Ethics</i>, 6<sup>th</sup> edition, Oxford University Press, 2008</li> <li>11. Harris, J. (ed), <i>Bioethics</i>, Oxford University Press, 2001</li> <li>12. Helga, K. &amp; Singer, P.(eds) <i>A Companion to Bioethics</i>, Blackwell, 2009</li> <li>13. Jones, M., <i>Medical Negligence</i>, London, Sweet &amp; Maxwell, 2008</li> <li>14. Glannon, W., <i>Biomedical Ethics</i>, Oxford University Press, 2005</li> </ol> <p><b>Casebooks</b></p> <ul style="list-style-type: none"> <li>• Stauch, M., Wheat, K., Tingle, J., <i>Text, Cases &amp; Materials on Medical Law</i>, 3<sup>rd</sup> edition, Routledge Cavendish Publishing, 2006</li> <li>• Kennedy, I. And Grubb, A. <i>Medical Law</i>, 3<sup>rd</sup> edition, London Butterworths, 2000</li> <li>• Kennedy, I., Grubb, A., Laing, J., and McHale, J. <i>Principles of Medical Law</i>, Butterworths, 2010</li> <li>• McHale, J &amp; Fox, M., <i>Health Care Law: Text and Materials</i>, Sweet &amp; Maxwell, 2006</li> </ul> <p><b>Statute Books</b></p> <ul style="list-style-type: none"> <li>• Blackstone's Statutes on Medical Law, 6<sup>th</sup> edition, Oxford University Press, 2009</li> </ul> <p><b>Practitioner Books</b></p> <ol style="list-style-type: none"> <li>1. <i>Charlesworth and Percy on Negligence</i>, 12<sup>th</sup> edition, Sweet and Maxwell, 2012</li> <li>2. <i>Jackson and Powell on Professional Negligence</i>, 7<sup>th</sup> Edition Sweet and Maxwell, 2011</li> <li>3. <i>Dugdale and Stanton: Professional Negligence</i>, 3<sup>rd</sup> edition, Butterworths, 2006</li> <li>4. <i>Grubb on Principles of Medical Law</i>, 3<sup>rd</sup> edition, Oxford University Press, 2010</li> <li>5. <i>Cameron and Gumbel on Clinical Negligence</i>, Oxford University Press, 2007</li> </ol> <p><b>Journals / periodicals / loose-leaf</b></p> <ul style="list-style-type: none"> <li>• <i>Journal of Medical Ethics</i></li> <li>• <i>Medical Law Review</i> (OUP)</li> <li>• <i>British Medical Journal</i> (BMA)</li> <li>• <i>The Medico Legal Journal</i> (Butterworths)</li> <li>• <i>Cambridge Quarterly of Healthcare Ethics</i> (Cambridge University Press)</li> <li>• <i>Professional Negligence and Liability Reports</i>, Sweet and Maxwell</li> <li>• <i>Journal of Personal Injury Law</i>, Sweet and Maxwell</li> <li>• <i>Butterworths Professional Negligence Service</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>The Student Law Review</i>, Routledge/Cavendish (annual)</li> <li>• <i>The British Medical Journal</i></li> </ul>
What additional IT and database resources will the module require?	Access to a number of NHS databases.
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond tutorial and seminar rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. webcasts, DVDs, online teaching)?	The module has no special accommodation requirements beyond tutorial/seminar rooms and the Lecture Theatre. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	To appreciate the various legal disciplines which combine and interact to compose the discipline of Medical Law.	<p>Medical Law is actually a composite of several other areas of law including: Tort, Contract, Human Rights, Criminal and IP Law. Likewise, there are several sources of law that must be considered including statutory and common law provisions, regulatory frameworks, guidelines, e.g. The HFE Guides for IVF, and Codes of Practice, e.g. the GMC Guidelines. Alongside these legal sources students will be introduced to the various bioethical concepts and principles which underline many of the topics.</p> <p>The aim of both the first seminar and tutorial will be to introduce this wide ambit of legal sources. Students will be encouraged to consider the whole array of statutory, regulatory and common law provisions available. To provide context, much of this material will be introduced through a brief historical development of Medical Law.</p> <p>Seminar 1 will be a research exercise covering the development of medical law over the last 20 years.</p> <p>Tutorial 1 will involve a series of small practical medical based problems in which students will be required to apply the principal bioethical theories.</p> <p>For more detail as to pedagogic methodology, please see below.</p>	<p><b>Summative</b> Coursework and MCT</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
2	To develop an appreciation of the bioethical principles and concepts which form the basis of both health care practice and medical law within England and Wales.	Bioethical theory will be a constant and reoccurring theme throughout the module. For this reason students will be introduced (principally in tutorial 1) to the basic theories and concepts surrounding medical ethics from a very early stage of the course. Emphasis will always be placed on the practical	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 to be submitted at the end of Reading</p>

		<p>approach to utilising such theories through case studies, discussion boards and moots. All problem-based scenarios will involve bioethical issues. Students will be encouraged to discuss these issues and evaluate the merits (or otherwise) of the various ethical opinions and approaches in devising solutions to problems. It is hoped that by encouraging students to consider alternative approaches to problems this will develop their ability to reason critically.</p>	<p>Week. It will consist of either a problem-based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
3	To develop a systematic and critical understanding of the role of the law within current medical practice.	<p>A number of tutorials and seminars will focus on developing an evaluative and critical approach to the law in this area. In particular, seminar 3 on Consent and Incompetent Patients and tutorial 5 on Dying and Euthanasia will encourage students to propose reforms in the current law in the light of both ethical concerns and international provisions.</p>	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
4	To develop an understanding as to the role of case law, precedent, statute and quasi-law as they operate within Medical Law.	Please see 1 above.	<p><b>Summative</b> Seen written assessment</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
5	To develop an understanding of the effects of the Human Rights Act 1998 within Medical Law.	<p>Throughout both seminars and tutorials, reference will be made to Human Rights issues as they relate to the topic being discussed. For example, the issue of consent for both competent and incompetent patients in terms of both receiving and refusing treatment (tutorial 5 and seminar 6) and the role of Human Rights legislation (seminar 3 et al). Many problem-based scenarios will require students to consider Human Rights issues and how they relate to medical practice. Seminar 3 (on Rationing)</p>	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the</p>



		specifically deals with the influence of Human Rights jurisprudence within the remit of Medical Law.	module. This will primarily occur within tutorial sessions.
6.	An awareness and understanding of how Medical Law operates within the social, political and economic environment.	As stated above, the emphasis throughout the module will be on the application of law within medical practice. Whenever possible, problem-based scenarios, moot points and case studies will be put in the context of actual events. Students will be encouraged to consider the manner in which the courts have considered social, political and economic factors in determining the outcome of cases. For example, the right to demand medical treatment arises in a number of areas including Organ Donation (in seminar 10) and Resource Allocation (in tutorial 3).	<p><b>Summative</b> Coursework.</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorials.</p>

**B. Subject Specific Professional Skills and Attitudes**

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	(Without guidance) apply their knowledge of the principles and methodology of relevant areas of law to analyse reasonably complex actual or hypothetical problems (which may contain incomplete information) and to arrive at reasoned conclusions.	There are a number of ways in which this skill will be developed including the requirement that students analyse hypothetical problem scenarios in both tutorials and seminars, participation in class debates and the submission of reasoned argument. Students will prepare their analysis in advance, for discussion within the tutorials/seminars, where they will be asked to present their answers either individually or in groups. Question and answer sessions will take place after each presentation.	Please see A1 above
2	(Without guidance) construct a reasoned legal argument taking into account and critically evaluating the merits of alternative arguments and conclusions.	This skill will be developed throughout the module. Tutorials will regularly require students to demonstrate both their ability to analyse legal and bioethical arguments and to critical evaluate set material. The factual content of problems will frequently be changed within tutorials to encourage adaptability and flexibility in formulating a conclusion. For example, altering the age of a patient vis-à-vis their competence to refuse treatment. Critical reasoning and evaluation will be further developed through a formative assessment.	Please see A1 above
3	Identify accurately legal issues which require researching and to rank legal issues in terms of relevance and importance.	See under A 1 to 5 above and B1 above.	Please see A1 above  Research skills, including the ability to prioritise issues, will be a significant component of the coursework assessment. The assessment will involve an area of medical law requiring a high degree of independent research combined with a need to identify relevant material from that which is irrelevant.
4	Conduct legal research by identifying and retrieving up-to-date relevant legal information using a variety of different paper and electronic sources (primary and secondary) and to synthesise this information in the	The students will be required to regularly conduct both directed and self-guided research. Reference will be made to an array of materials including: textbooks, practitioner guides, regulatory body guidelines and Codes of Practice. Emphasis will be placed on cross-checking material to ensure its validity and probative value. Tutorial 1 (on Medical Law sources) and seminar 1 (on Bioethical principles) will	<b>Summative</b> See B3 above.  <b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for tutorial questions and the formative assessment handed out in

	construction of legal arguments	<p>introduce them to the range of primary and secondary sources relevant to the module.</p> <p>Students will practise synthesising these materials into a cohesive argument by preparing, in writing, for tutorials and seminars and presenting their work (in whole or in part) to the class.</p>	week 5.
5	Describe and comment on particular aspects of current research or advanced scholarship in medical law and appreciate the uncertainty, ambiguity and limits of knowledge relating to relevant areas of law.	Many areas of medical law are currently under review (particularly those involving significant ethical issues). Three specific areas the students will be directed towards are: the right to demand medical treatment, the issue of confidentiality and the computerisation of patient's medical records, and the debate surrounding a person's legal right to die. In both tutorials and seminars students will be encouraged to appreciate the limitations of law within certain areas of practice and how other societal factors can play a pivotal role.	<p><b>Summative</b> The coursework assessment will require knowledge of current research and debate</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will specifically focus on developing areas of law and current scholarship.</p> <p>This skill will also be formatively assessed in tutorials throughout the module.</p>
6	<p>Engage in autonomous learning by:</p> <p>i) acting independently in planning and undertaking tasks in areas of law which they have already studied;</p> <p>ii) undertaking independent research in areas of law which they have not previously studied starting from standard legal information sources</p>	<p>(i) This will be achieved throughout the module specifically by research and preparation for both tutorial and seminar questions and both the formative and (specifically) the coursework assessment.</p> <p>(ii) This will be the primary purpose of the coursework assessment, (though there will be elements in other areas of the module).</p>	<p><b>(i) Summative (coursework)</b> The assessment set will include analysis and evaluation of material already covered on the module. Students will need to utilise their research skills in order to develop and expand upon the topic in question.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for tutorial questions and the formative assessment handed out in week 5.</p> <p><b>(ii) Summative (coursework)</b> The assessment will cover an array of topics, some of which will not have been formally dealt with on the module. Students will be required to undertake their</p>

			<p>own independent research with a limited degree of guidance as to materials.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for tutorial questions and the formative assessment handed out in week 5.</p>
7	Reflecting on their own learning and seeking and making use of feedback.	This will be developed by providing students with feedback on their oral presentations, and participation, in tutorials, by watching their peers receive feedback and by feedback received on both formative and summative assessments. In addition, tutors will operate an open door policy in which students are encouraged to consult staff on their performance throughout the module.	<p><b>Coursework</b> Full feedback oral / written will be given to students with regards to their performance in the coursework.</p> <p><b>Formative</b> Not formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed.</p>
8	Using appropriate technical and complex language, demonstrate the ability to orally present a coherent, logical and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, and to engage effectively in debate	Students will be expected to participate in both tutorials and seminars in a variety of formats, including: responding to direct questions, presentations, debates, moots, discussions with tutors and their peers.	<p><b>Summative</b> Not summatively assessed</p> <p><b>Formative</b> This skill will be formatively assessed in tutorials throughout the module.</p>
9	Using appropriate technical and complex language, demonstrate the ability to present a coherent, logical and well-structured written legal argument in a way that is comprehensible to others and which is relevant to their concerns	<p>Students will be expected to prepare in writing for tutorials. Feedback on this written work will be obtained by asking students to present their arguments based on their written material and providing appropriate oral feedback. Students will also benefit from feedback provided by their peers.</p> <p>Feedback on the formative and summative assessments will also play an important role in developing this skill.</p>	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem-based scenario or an essay question.</p> <p>This skill will also be formatively assessed in tutorials throughout the module.</p>

### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Bring together information from a variety of different sources and to synthesise this information in the construction of reasoned arguments	Please see B3,4 and 5 above	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>This skill will also be formatively assessed in tutorials throughout the module.</p>

### D. Cognitive Skills

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques	This skill will be developed through the introduction of new material in the CIP analysis in tutorials, requiring students to think on their feet and react to new situations they will not have had time to prepare.	<p><b>Summative</b> This skill will be tested through the coursework.</p> <p><b>Formative</b> This skill will be narratively assessed through tutor assessment of student performance in tutorials.</p>

**BPP University College of Professional Studies****Introduction to Public International Law****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		Introduction to Public International Law			
Module Replaces (if appropriate)		N/A			
Level	5	Credit Value	15	Contact Hours	28 hours comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard-style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		01/06/12			
Related Modules	Pre-requisites	None			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo / Manchester / Leeds			
Module Proposer		Alex Lawson			

Date Approved within School		Signature of the Dean	
Date of Receipt by Director QAE		Signature of Director, QAE	
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council	D of S to Board of Directors
Decision		Decision	Decision

**SECTION 2: RATIONALE & DELIVERY**

What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?

1. A fundamental understanding of the origins and nature of public international law and what distinguishes it from national legal systems.
2. An understanding of the historical context and development of public international law highlighting its development.
3. An understanding of the various institutions of public international law and the process by which public international law is formulated, particularly through treaties and customary practice
4. A critical understanding of some the limitations of public international law.
5. An understanding of some of the fundamental norms and rules of public international law and what values they seek to promote/aims they seek to achieve within the social/political context of the international community.
6. A critical understanding of the different status afforded to states, international organisations, groups and individuals in public international law. (This links into points 1 and 2 and must be appreciated within a historical and institutional context.)
7. An understanding of how disputes are resolved within the system of public international law.
8. An understanding of how public international law affects and may have an impact upon English law.
9. An awareness of the social, business and political context in which public international law operates and develops.
10. The ability to conduct legal research in public international law, to analyse problems and present appropriate legal argument.
11. Transferable skills necessary for employment requiring personal responsibility and decision making
12. A knowledge and understanding of the operation of public international law in practice.

**Relationship between module aims and the rationale of the LLB as a whole:**

**The rationale of the LLB is:**

To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.

**To provide students with:**

**1. An academically rigorous programme of legal education**

This module aims to develop in students a detailed knowledge and



	<p>understanding of the legal framework, principles and concepts which underline Public International Law.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></p> <p>In addition to providing knowledge and understanding of the general principles of Public International Law, the module will assist students in developing legal skills which are necessary for successful completion of both the academic and vocational courses. These skills include: the ability to analyse and evaluate legal materials; research methodology, writing, drafting and presentational skills.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical / problem-solving skills and research skills, which are necessary for practice as a lawyer.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	<p>LLB programmes:</p> <p>Public international law at University's: Durham; Oxford, Cambridge, Nottingham, Sheffield, London \School of Economics and Kings College London.</p> <p>Law of the international community at University of Durham.</p> <p>Note that the design is also based upon my own experiences teaching this subject (PIL) and international human rights law at the University of Durham.</p>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>The QAA Law Benchmark statements</li> </ul> <p><b>Textbooks:</b></p> <ul style="list-style-type: none"> <li>Aust: Handbook of International Law (Cambridge)</li> <li>Brownlie Principles of Public International Law (OUP)</li> <li>Cassese International Law (OUP)</li> <li>Dixon Textbook on International Law OUP</li> <li>Evans (ed) International Law (OUP)</li> <li>Wallace: International Law (Sweet &amp; Maxwell)</li> </ul>
What are the intended teaching methods (e.g. lecture, seminar, tutorial, workshops) and what is the ratio between them?	<p>22 hours comprising:</p> <p>10 x 1 hour tutorials</p> <p>10 x 1 hour seminars</p> <p>2 x 1 hour revision lectures</p> <ul style="list-style-type: none"> <li>There will be one "headstart" session for students to understand the sources the basic sources of public international law and the structure of the global legal system.</li> <li>There will be 10 x 1 hour seminars which will deal principally with an aspect of public international law appropriate for discussion, debate, presentation, video or formal student presentation.</li> <li>There will be 10 x 1 hour tutorials. These will be in groups of</li> </ul>

	no more than 20 students. They will be used to develop the student skills of application, evaluation and problem-solving in relation to a number of realistic problem-based scenarios largely presented through the medium of international legal briefing packs. Each of these will be orientated around a public international law problem.
How will the module be assessed?	Examination – Written Assessment (1.5 hours) Coursework - max. 2500 words  Formative assessment will take place regularly within Tutorials, alongside a formal mock assessment set midway through the module.
If there is more than one assessment component how will the marks be combined?	70% - Written Assessment 30% - Coursework

**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	Alex Lawson  Current contact hours of teaching staff are approximately 9 hours each, to be undertaken alongside administrative responsibilities.
Is any special training required for staff in preparation to teach the module?	Staff member is technically expert in the subject discipline and have undergone relevant training / continue to receive ongoing professional development organised by the Director of Staff Training and Development (DSTD).
Does the module require any special arrangements for it to be externally examined?	An external examiner will be appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Provided:</b></p> <p>Textbook: Cassese International Law (OUP);  Casebook: Harris: Cases and materials on International Law (Sweet &amp; Maxwell)  Statute book: Brownlie (ed) Basic Documents in International Law (OUP)</p> <p><b>Recommended:</b></p> <p>Aust: Handbook of International Law (Cambridge)  Brownlie Principles of Public International Law (OUP)  Buchanan: Justice, legitimacy and self determination (OUP)  Crawford The Creation of States in international Law (OUP)  Dixon Textbook on International Law OUP  Evans International Law Documents (Blackstone's Statute Book)  Evans (ed) International Law (OUP)  Hobsbawm: Age of Extremes (Penguin)  Mettraux International Crimes and the ad hoc Tribunals (OUP)  Steiner and Alston (eds) International Human Rights in Context (OUP)  Strawson: Law after ground zero (Glasshouse)  Wallace: International Law (Sweet &amp; Maxwell)</p>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond tutorial rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. webcasts, DVDs, online teaching)?	The module has no special accommodation requirements beyond tutorial rooms and the Lecture Theatre. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of seminars. An online delivery platform will also be used.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	<p>A fundamental understanding of the unique nature of public international law and what distinguishes it from other legal systems.</p> <p>An understanding of the historical context and development of public international law and why it has developed the way it has.</p> <p>A detailed understanding of the institutions of public international law and therefore the process by which public international law is made, both through treaties and the creation of customary international law</p> <p>A critical understanding of the structural limitations of public international law and what it can realistically achieve/what it cannot achieve.</p> <p>A detailed understanding of some of the fundamental norms and rules of public international law and what values they</p>	<p>The subject as a whole will utilise both seminars and tutorials, with the seminars raising the issues and the tutorial providing a form in which students can explore alternative solutions. Both the seminars and the tutorials will be context based and seek to utilise real world problems as well as scenarios derived from world situations.</p> <p>Some seminars will involve a degree of interaction with the students – they are not always traditional lectures. Examples of such interaction vary from group discussion, question and answer, role play and also use of student voting buttons to highlight the contextual and controversial nature of public international law.</p> <p>Tutorials will utilise these methodologies as a matter of course. All students will be expected to prepare for tutorials and contribute. Sometimes this will be formally structured into group work and sometimes this will involve the submission for peer consideration of written proposals. Although they will not always be seen by the group/tutor, students will be expected to prepare written submissions (or their equivalent) for every tutorial.</p> <p>In addition, some tutorials will make use of innovative methods of discussion. For example, in tutorial 6 students will be presented with historical figures and asked to comment on whether/how/why public international law could assist them. This is a means of highlighting how the law has historically developed to deal with individuals, a pervasive theme of the development of public international law.</p> <p>The module is structured around developing an understanding of the unique nature of public international law; as distinct from domestic systems which students are more familiar with from all the other modules they will be studying on the LLB. All of the seminar and tutorials work towards this objective.</p>	<p><b>Summative</b> An unseen exam in assessment period</p> <p>Continuous formative assessment in various forms. For example, student contribution to tutorials will often involve the submission of both written and oral arguments to their peers.</p>

	<p>seek to promote/aims they seek to achieve within the social/political context of the international community.</p> <p>A critical understanding of the different status afforded to states, international organisations, groups and individuals in public international law. This links into points 1 and 2 and must be appreciated within a historical and institutional context.</p> <p>An understanding of how disputes are resolved within the system of public international law.</p> <p>An understanding of how public international law affects and impacts upon the study and practice of English law.</p>	<p>The whole subject of public international law is far too vast for an undergraduate course to hope to encompass even a significant minority of it. However, in addition to considering the unique nature of the subject, we will also focus on the development of knowledge and critical analysis of a selected area of the rules/norms of public international law. Hence seminar 5 and tutorial 4 look at the unique status of states within the international system. Seminar 6 and tutorial 5 look at the rather different status of international organisations and these themes are also addressed in seminar 8 and tutorial 7, which address the related concept of state sovereignty.</p> <p>All of the seminar and tutorials (except the first seminar on historical development) are at the forefront of the study of public international law. In particular, seminar 9 and tutorial 8 on responsibility and seminar 10 and tutorial 9 on tribunals are of great interest in age when more and more conflicts and disputes are subject to international resolution (e.g.: The International Criminal Court, WTO disputes).</p>	
2	An awareness of the social, business and political context in which public international law operates and develops	All seminars and tutorials will be focused upon the real world context in which public international law operates and will make use of real world controversies that appear in the media: Iraq, Afghanistan, Missile defence, N. Korea, the EU etc. See, for example, tutorials 4,5,6,7,8 and 9, and their associated seminars.	<p><b>Summative</b> An unseen exam in assessment period</p> <p>Continuous formative assessment in various forms. For example, student contribution to tutorials will often involve the submission of both written and oral arguments to their peers.</p>
3	A knowledge and understanding of the operation of public international law in practice.	Reference to real world examples and cases is a pervasive element of the module. In particular, tutorials 5, 9 and 10, and their associated seminars involve the students in considering a practitioners perspective. In tutorial 9, in particular, we will follow a	<p><b>Summative</b> An unseen exam in assessment period</p> <p>Continuous formative assessment in various</p>

		<p>particular case through its various stages to see how cases brought before international courts tend to differ from those at national level and what implications this has for lawyers. To give an example that might be used the International Court of Justice (ICJ) decision on the Israeli Security Wall. The case is noteworthy for several reasons: who brought it? (The Palestinian Authority is not a state). What did it decide and on what basis? (Israeli law holds the wall to be legal as a matter of state sovereignty) Why is the wall still there? (Israel has not accepted the ICJ's jurisdiction).</p>	<p>forms. For example, student contribution to tutorials will often involve the submission of both written and oral arguments to their peers.</p>
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**B. Subject Specific Professional Skills and Attitudes**

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators).	
		Learning and Teaching Methods	Assessment Methods
1	(Without guidance) apply their knowledge of the principles and methodology of public international law to analyse reasonably complex actual or hypothetical problems (which may contain incomplete information) and to arrive at reasoned conclusions	<p>Students will constantly be required to consider real world and hypothetical problem scenarios and to then present their answer either individually or in groups. Public international law is particularly well placed as a subject to use real examples (example: what does the law say about N. Korea's nuclear programme).</p> <p>Students will be given advanced warning in terms of the preparation they need to do, but sometimes they will not actually be told what the questions will be until they get to the tutorial. They will have to apply their research and analysis to the problem quickly.</p>	Please see above
2	(Without guidance) construct a reasoned legal argument taking into account and critically evaluating the merits of alternative arguments and conclusions	The module will use the teaching methods outlined throughout – emphasising student interaction and peer review/feedback. In terms of methodologies, students will be encouraged to consider public international law problems from several perspectives: practitioners, states, individuals, groups, etc. the different theoretical models of public international law will also be considered along with the related question of why certain theories are adopted and propounded by the above mentioned practitioners, states, individuals, etc.	Please see above
3	Identify accurately legal issues which require researching and to rank legal issues in terms of relevance and importance	See 1-9 under 'Knowledge and Understanding' and 1 in this section.	Please see above
4	Conduct legal research by identifying and retrieving up-to-date relevant legal information using a variety of different paper and electronic sources (primary and secondary) and to synthesise this information in the construction of legal arguments	<p>Students will be required to carry out detailed legal research for almost every tutorial. Sometimes this will be directed ('read this') but on other occasions it will be outcome oriented ('what is the law on...').</p> <p>Students will be required to synthesise and develop arguments for class presentation and discussion and sometimes this will be required in written form for peer review.</p>	<p>Not summatively assessed.</p> <p>Continuous formative assessment in various forms. For example, student contribution to tutorials will often involve the submission of both written and oral arguments to their peers. Individual research is at the heart of preparation</p>

			for almost all tutorials, to a greater or lesser degree depending on the subject matter.
5	Describe and comment on particular aspects of current research or advanced scholarship in public international law and appreciate the uncertainty, ambiguity and limits of knowledge relating to public international law	Although this module is an introduction to public international law, such is the nature of the subject that even an introduction to it cannot exclude consideration of areas of ongoing dispute and uncertainty. In particular, students are asked to address these types of question in tutorials 2, 3, 6, 7, 8 and 9, and their associated seminars.	<p><b>Summative</b> In answering the unseen exam students will benefit from having read and analysed current research into uncertain areas of public international law.</p> <p><b>Formative</b> Continuous formative assessment in various forms. For example, student contribution to tutorials will often involve the submission of both written and oral arguments to their peers. Individual research is at the heart of preparation for almost all tutorials, to a greater or lesser degree depending on the subject matter.</p>
6	Engage in autonomous learning by: i) acting independently in planning and undertaking tasks in areas of law which they have already studied; ii) undertaking independent research in areas of law which they have not previously studied starting from standard legal information sources	i) This will be achieved by general research and preparation for tutorial questions as well as the formative and summative assessment. Students will be required to undertake their own research into particular areas of public international law. For example, tutorial 5 requires students to research the history, operation and remit of a particular international organisation. Of course, we will be covering some international organisations in seminars, but we will not be asking students to research these.	<p><b>i)Summative</b> Students will have to plan and structure the answer to the question set.</p> <p><b>i)Formative</b> Students will be given constant feedback on the research they have undertaken for tutorials, by both their tutor and their peers in the group.</p> <p><b>ii)Summative</b> Not summatively assessed</p> <p><b>ii)Formative</b> Students will be given constant feedback on</p>



			the research they have undertaken for tutorials, by both their tutor and their peers in the group.
7	Reflecting on their own learning and seeking and making use of feedback.	This will be developed by providing students with feedback on their presentations and participation in tutorials, by watching their peers receive feedback and by receiving feedback on formative and summative assessments. In addition, staff will operate an open door policy in which students are encouraged to consult staff on their performance.	Not summatively assessed.  Continuous formative assessment in various forms.
8	Using appropriate technical and complex language, demonstrate the ability to orally present a coherent, logical and well structured legal argument in a way that is comprehensible to others and which is relevant to their concerns and to engage effectively in debate	This ability will be developed in many tutorials using a range of techniques: presentation of legal submissions, small-group discussions, group discussion and debates (see, for example, tutorials 5, 6 and 10 and their associated seminars).	Not summatively assessed.  Continuous formative assessment in various forms.
9	Using appropriate technical and complex language, demonstrate the ability to present a coherent, logical and well structured written legal argument in a way that is comprehensible to others and which is relevant to their concerns	Students will be expected to prepare in writing for tutorials. Sometimes written work will be subject to peer review, in other tutorials, the written work will form the basis for the presentation of oral arguments.  Feedback on the formative and summative assessments will play an important role in developing this skill.	Summatively assessed in the unseen assessment.  Formatively assessed through feedback in tutorials.

### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators).	
		Learning and Teaching Methods	Assessment Methods
1	Bring together information from a variety of different sources and to synthesise this information in the construction of reasoned arguments.	Please see B3, 4 and 5 above.	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>This skill will also be formatively assessed in tutorials throughout the module</p>

### D. Cognitive Skills

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques.	This skill will be developed through the introduction of new material and scenarios in tutorials, requiring students to think on their feet and react to new situations they will not have had time to prepare.	<p><b>Summative</b> This skill will be tested through the coursework.</p> <p><b>Formative</b> This skill will be narratively assessed through tutor assessment of student performance in SGSs.</p>

**EXTRA CREDIT PROJECT****[LAW5006, LAW5007, LAW5008, LAW5009, LAW5010]****General Information**

School	Law School Business School	
Level	Level 5 (Foundations Level)	
Credit Value	5, 10 or 15 Credits	
Contact Hours	5 hours minimum (Negotiable on a Project Basis)	
Programme(s)	LLB (Hons) (Elective Module) LLB (Hons) (Business Law) (Elective Module) LLB (Hons) (Law with Psychology) (Elective Module) BSc (Hons) Business Studies (Elective Module) BSc (Hons) Business Studies with Finance (Elective Module) BSc (Hons) Business Studies with Psychology (Elective Module)	
Module Leader	Bob Paris.	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	Extra Credit Projects worth more than 15 credits per level.
External Accrediting Body	None	

**Introduction**

The Extra Credit Project is a central part of the design of our undergraduate programmes, aiming to provide flexible and empowering learning environment for contemporary students. Extra Credit Projects allow students to deepen their understanding of an area of interest which has developed out of their study on the programme.

The primary objective of Extra Credit Projects (ECPs) is to develop students' ability to work autonomously, conducting research, and/or exhibiting other skills at a level appropriate for this stage of the programme. Extra Credit Projects shall arise out of a module (compulsory or elective) with students electing and applying to complete an Extra Credit Project.

**Educational Aims**

This module aims to:

- Provide opportunities to deepen your knowledge, awareness and understanding of an area of study that has particularly interested you.
- Develop skills of autonomous individual research appropriate to your level of study.

- Offer flexible, empowering opportunities to shape your understanding of business, its environments and its functions.

### **Learning Outcomes**

The learning outcomes are determined on a project by project basis, and will be mapped explicitly to the Programme Learning outcomes in the learning contract and proposal document.

### **Extra Credit Project Procedures**

You will be encouraged to create your own, although from time to time Extra Credit Project (ECP) Proposals may arise in collaboration with tutors, or solely from tutors who will advertised approved proposal to students on the programme to

All Extra Credit Project (ECP) Proposal should be developed, in consultation with a programme tutor. The Proposal may be submitted in any format, however as a minimum it will contain:

- The name of student or students involved in the project proposal.
- A proposed name, number of credits (5, 10 or 15 credits only), and name of taught modules from which the ECP arises.
- A short description of the ECP.
- A description of including approximate study hours
- A short description of how the ECP contributes the learning outcomes of the relevant programme stage.
- A clear description of how the ECP will be assessed, and submission dates and timetable for the assessment of the project.

The College's Extra Credit Committee shall meet and consider the ECP Proposal

The ECP Committee shall:

- Decide whether to approve the ECP
- Approve the appropriate credit weighting
- Approve an appropriate assessment mechanism
- Obtain external examiner approval for the ECP

### **Mode of Assessment**

The mode of assessment for this module will be based on a formally approved learning contract.

# BPP University College of Professional Studies

## Equity and Trusts

### Module Proposal Form

#### SECTION 1: GENERAL INFORMATION

School/Department		Law			
Module Title		Equity and Trusts			
Module Replaces (if appropriate)		N/A			
Level	6	Credit Value	30	Contact Hours	54 hours comprised of 20 x lectures of 1 hour, 10 x SGSs of 1 hour, 10 x IS of 1 hour, 10 x Consolidation of 1 hour, 4 x Revision Lectures of 1 hour.
Programme(s) in which the module is available and whether it is core (C) or elective (E)		LL.B (Hons) LL.B (Hons) Business Law LL.B (Hons) Law with Psychology (C)			
Intended Start Date(s)		Current			
Related Modules	Pre-requisites	English Legal System and Reasoning Law of Contract Law of Tort			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		Joint Academic Stage Board (JASB) approval necessary for the module to count towards an LLB with QLD status.			
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Birmingham, Leeds, Manchester, Waterloo			
Module Proposer		Rebecca Mills-Webb			
Date Approved within School		Signature of the Dean			
Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	

Decision		Decision		Decision	
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**SECTION 2: RATIONALE & DELIVERY**

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of this module are to develop in students:</p> <ul style="list-style-type: none"> <li>• A comprehensive knowledge and understanding of the relationship between common law and equity and the relevance of equitable principles and remedies in modern law;</li> <li>• An appreciation of the fundamental concept of the separation of legal and equitable ownership of property and a detailed understanding of the theoretical and practical applications of these requirements;</li> <li>• A comprehensive knowledge and understanding of the requirements for setting up and administering trusts and the practical application of these requirements;</li> <li>• A critical understanding of key areas and issues within the discipline, such as those surrounding charitable status and the developing role of resulting and constructive trusts in the commercial sphere and in the context of the 'shared home';</li> <li>• A detailed knowledge and understanding of the different remedies, personal and proprietary, in the context of trusts and other fiduciary relationships;</li> <li>• A detailed knowledge and critical understanding of the development of the law of equity and trusts (along with relevant policy considerations) and the ability to identify areas for and means of reform;</li> <li>• An awareness of the social, economic and ethical context in which equity operates (including the professional codes of conduct governing practitioners in this area) and the ability to draw comparisons with other jurisdictions;</li> <li>• The cognitive skills of analysis, application, evaluation and synthesis;</li> <li>• The general transferable skills of effective communication, problem-solving, research and teamwork;</li> <li>• The professional ability to operate autonomously in complex and unpredictable environments and coherently and accurately discuss the law in relation to complicated legal problems</li> </ul> <p><b>The relationship between the module aims and the</b></p>
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	<p style="text-align: center;"><b>rationale of the LLB as a whole</b></p> <p><b>The rationale of the LLB is:</b> To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module will introduce students to the fundamental principles of equity and trusts and the skills necessary to interpret primary and secondary sources.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional.</b></p> <p>The module will introduce students to the research, analytical and presentational skills necessary to join and succeed on the professional courses. These skills will be developed throughout the module.</p> <p>The LPC and BPTC private client and property tutors have been consulted in the design of this module.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>This module introduces students to research, analytical and problem solving skills required in professional employment as a lawyer or otherwise. This module will also develop the written and spoken communication skills of students.</p>
What external sources have been consulted in establishing the need for the module? (e.g. H.E. agencies, employers, current & former students).	This module is one of the Foundations of Legal Knowledge, as set out in Schedule Two of the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training by Obtaining an Undergraduate Degree.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications)	<p>Reference has been made to:</p> <ul style="list-style-type: none"> <li>• The Law Benchmark Statements (QAA)</li> <li>• The Law Society and Bar Council joint announcements on the academic stage and</li> </ul>



frameworks, professional bodies, experts in the field)?	<p>qualifying law degrees</p> <ul style="list-style-type: none"> <li>• Leading texts, including Pearce and Stevens, Hanbury and Martin, Underhill and Hayton, Parker and Mellows and Petit</li> <li>• Course descriptors for similar modules in other universities, including Warwick, London Metropolitan University, Manchester, Kent, Southampton, Sussex, LSE Liverpool and King's College, London</li> <li>• Consultation with the module leader for private client on the LPC and the subject leader for the property and chancery options on the BPTC</li> </ul>
What are the intended teaching methods (e.g. lecture, IS, SGS, workshop) and what is the ratio between them?	<p>54 hours comprised of 20 x lectures of 1 hour, 10 x SGSs of 1 hour, 10 x IS of 1 hour 10 x Consolidation of 1 hour 4 x Revision Lectures of 1 hour</p>
How will the module be assessed?	<p>Coursework Examination</p>
If there is more than one assessment component how will the marks be combined?	<p>Coursework [30% of Module Grade] Examination [70% of Module Grade]</p>

**SECTION 3: RESOURCES**

Who will teach the module. (please provide CVs). What impact will this have upon their current duties.	Adam Doyle, LLB Module Leader for Equity and Trusts. Christian Daly, Deputy Module Leader for Land Law Dr Ying Liew, Module Leader for The Law of Trusts, King's College London (visiting tutor)
Is any special training required for staff in preparation to teach the module?	No.
Does the module require any special arrangement for it to be externally examined?	An External Examiner has been appointed for this module
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b>Provided</b>  <b>Text:</b> <i>The Law of Trusts</i>, Penner, OUP  <b>Casebook:</b> <i>Hayton and Mitchell Casebook and Commentary on the Law of Trusts and Equitable Remedies</i>, Sweet &amp; Maxwell  <b>Statute book:</b> <i>A customised statute pack for the Equity and Trusts LLB course has been created</i></p> <p><b>Recommended</b>  <i>The International Trust</i>, Ed Hayton, Jordans Publishing  <i>Equity</i>, Sarah Worthington, Clarendon Law Series  <i>The Law of Trusts</i>, Penner, OUP  <i>Modern Equity</i>, Hanbury and Martin, Sweet &amp; Maxwell  <i>Equity and Trusts</i>, Alistair Hudson, Routledge-Cavendish</p> <p><b>Further reading</b>  <i>Equity and the Law of Trusts</i>, Petit, OUP  <i>Parker &amp; Mellows, The Modern Law of Trusts</i>, Oakley, Sweet &amp; Maxwell  <i>Trusts Law Text and Materials</i>, Moffat, Cambridge University Press  <i>Breach of Trust</i>, Birks and Pretto, Hart Publishing  <i>Trusts, A Comparative Study</i>, Lupoi, Cambridge University Press  <i>The Law of Restitution</i>, Burrows, OUP  <i>Underhill &amp; Hayton, The law of Trusts and Trustees</i>, Hayton, Matthews, Mitchell, LexisNexis Butterworths</p>

	<p>Cambridge Law Journal  Law Quarterly Review  Modern Law Review  New Law Journal  Solicitors' Journal  The Conveyancer and Property Lawyer  Trusts and Estates Journal  Trusts Law International</p> <p><i>Drafting Trusts and Will Trusts, James Kessler, Sweet &amp; Maxwell</i>  <i>Wills, Administration and Taxation, Barlow, King and King</i></p>
What additional IT and database resources will the module require?	Existing provision adequately covers the module's requirements.
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond SGS rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. web-casts, DVDs, online teaching)?	No, all appropriate resources are already in place through the operation of the Graduate Diploma in Law and other LLB Modules e.g. the technology to facilitate the recording and streaming of lectures.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. Students should be able to demonstrate:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	A detailed knowledge and understanding of the relationship between common law and equity and the relevance of equitable principles and remedies in modern law; an appreciation of the fundamental concept of the separation of legal and equitable ownership of property; and a comprehensive knowledge and understanding of the theoretical and practical applications of these requirements.	<p>This is taught within Parts 1, 3 and 5 of the module under Express Trusts, Remedies for Breach of trust and Equitable Remedies.</p> <p>The majority of topics will be taught via a combination of lectures, SGSs and ISs.</p> <p>The lectures will be used to explain difficult points of law that students will have picked up from their reading. The lectures will provide reference points from which students can explore their understanding through further independent reading and preparation of SGS work.</p> <p>Some lectures will require directed reading of journal articles and cases beforehand. Students will be required to participate in these lectures. This participation will include pre-prepared short group presentations and a short Q+A session. Other lectures will be delivered in a more traditional style.</p> <p>A variety of methods of delivery will be used for SGSs. SGSs will mainly be based on client information packs (CIPs), in which problem scenarios will be presented in a form students are likely to encounter in practice. Traditional problems and essay questions will also be used where appropriate. Students will also be required to conduct individual and group research (note, in particular, the Research SGS) and presentations. Some SGSs will introduce practical skills such as mooting / debating and role-play.</p> <p>Following the SGS, there will be a IS in which the black letter law conveyed in the lecture will be fused with the factual analysis of the SGS, with a concentration on arriving at concrete, practical advice to the client.</p> <p>The theoretical foundations of equity and trusts will be studied from the outset, giving students a comprehensive understanding of how the law has developed. These underpinnings will be reinforced throughout the module.</p>	<p><b>Summative</b> Seen coursework assessment Unseen examination</p> <p><b>Formative</b> There are up to six formative assessment opportunities spread over the course of the module. Students will receive written feedback on these and encouraged to seek oral feedback from tutors on their performance.</p> <p>Students will receive ongoing feedback on their presentations, skills and participation during SGSs.</p> <p>Online MCTs will allow students to receive feedback on their substantive knowledge as it develops.</p>

		Critical understanding will be developed through directed reading of texts and cases. Students will be encouraged to evaluate conflicting case law, dissenting judgments and academic argument.	
2	A detailed knowledge and understanding of the requirements for setting up and administering trusts and the practical application of these requirements.	This is taught within Parts 1 and 2 of the module - Express Trusts and Trustee Duties.  For the teaching methodology, see A1 above.	<b>Summative</b> Seen coursework assessment Unseen examination  <b>Formative</b> See A1 above
3	A detailed understanding of the developing role of resulting and constructive trusts in the commercial sphere and in the context of the 'shared home' and a critical understanding of the different approaches in the commercial and domestic spheres.	This is taught within Part 4 of the module under Implied Trusts.  See A1 above.  Critical understanding will be developed through directed reading of academic commentary, cases and the Law Commission Report on cohabitation. Students will be encouraged to evaluate conflicting case law, dissenting judgments and academic argument. For example, in the relevant SGS, students will be required to consider the case for and against legislative reform of the law relating to cohabitants' rights in the shared home. Students will be split into groups to debate the issues and will be required to use case law and academic opinion to support their arguments.  Commercial awareness and understanding of the role of implied trusts in a business context will be developed as well as the fundamental academic arguments that justify the existence of resulting trusts. Students are introduced to a range of interpretations of the relevant case law through academic commentary that gives differing rationales for the existence of Resulting Trusts. Students have to critically evaluate the various arguments and reach a conclusion as to which, if any of them, is the most justifiable answer.	<b>Summative</b> Seen coursework assessment Unseen examination Multiple choice test  <b>Formative</b> See A1 above
5	A comprehensive understanding of the different remedies, personal and proprietary, in the context of trusts and other fiduciary relationships, including the application of equitable principles and remedies in the commercial sphere.	This is taught within Part 5 of the module – Breach and Remedies.  See A1 above.	<b>Summative</b> Seen coursework assessment Unseen examination  <b>Formative</b> See A1 above

6	A detailed knowledge and critical understanding of the operation of equity and trusts in a practical context.	<p>Students will use CIPs throughout the module. Scenarios presented will include both domestic and commercial situations. Materials will include wills, trust deeds, contracts, trust accounts, banks accounts, briefs to counsel etc.</p> <p>SGSs and IS will focus on offering practical advice to clients, taking account of both the legal and commercial issues.</p>	<p><b>Summative</b> Seen coursework assessment Unseen examination</p> <p><b>Formative</b> See A1 above</p>
7	A detailed knowledge and critical understanding of the development of the law of equity and trusts (along with relevant policy considerations) and the ability to identify areas for and means of reform.	<p>This Learning Outcome is taught pervasively across all topic areas within the module.</p> <p>See A1 above.</p>	<p><b>Summative</b> Seen coursework assessment Unseen examination</p> <p><b>Formative</b> See A1 above</p>
8	An awareness of the social, economic and ethical context in which equity operates and an ability to incorporate a critical ethical dimension into a major piece of work, drawing relevant comparisons with other jurisdictions.	<p>This knowledge outcome will be taught pervasively across the module. The socio-economic / ethical context of equity will be introduced in lectures (echoing themes students should have picked up from their preparatory reading). Where relevant, comparisons with other jurisdictions will also be drawn by the lecturer, notably to Commonwealth jurisdictions. Relevant themes will then be amplified in SGSs and ISs. The ethical dimension will be particularly strongly emphasized, given equity's basis in fairness and role in relation to the common law.</p> <p>An example of when comparison is made to other jurisdictions is when students are asked to evaluate the various rules for purpose trusts and perpetuities in England and Wales and compare them to 'Offshore' jurisdictions. Particular reference is given to the Cayman Islands and Bermuda, but in total 15 distinct trusts jurisdictions are considered.</p>	<p>An ethical dimension will feature in the written examination. Likewise, the practise assessments building up to this assessment will feature ethical issues. Students will also be expected to show an awareness of cases from other jurisdictions where relevant, in both summative and formative assessments.</p>

**B. Cognitive / Intellectual skills**

Ref	B. By the end of the course Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Analyse complex problem scenarios, identifying the key issues and relevant principles.	<p>This skill will be developed through preparation for and participation in lectures, SGSs and ISs. In particular, use of CIPs in SGSs and IS will help students to learn how to analyse problems and identify relevant principles and issues.</p> <p>Students will prepare their analysis in advance for discussion in SGSs and ISs, presenting answers either individually or in groups, with both students and tutors offering feedback.</p>	<p><b>Formative</b> Seen coursework assessment Unseen examination</p> <p><b>Summative</b> This skill will be summatively assessed through the practice assessment scheme and ongoing narrative assessment of SGS participation outlined above at A1.</p>
2	Critically evaluate the fundamental rules and principles of equity and trusts, the role of trusts and the impact of equity in the private and commercial spheres, identifying the areas in need of reform and analysing the arguments for and against reform.	This skill will be developed through a combination of directed reading, lectures and interactive SGSs and ISs, in which students will discuss the basic underlying principles of equity and trusts in the light of the information and analysis distilled from the latter written and oral sources.	See B1 above
3	With minimum guidance, synthesise material from a full range of sources (textbooks, practitioner texts, academic journals and cases) to formulate opinions and arguments.	<p>This skill will be developed throughout the module, through weekly preparation for SGSs and ISs. Students will be directed to a range of primary and secondary source materials in preparation for each topic area, which they must assimilate prior to each SGS and IS.</p> <p>In addition, this skill will be particularly addressed in the SGS and IS on charitable trusts; implied trusts of the home; and liability of strangers to a trust, (the former two sessions focusing on critical analysis of judicial and academic opinion and the latter focusing on case analysis skills), where students will practice synthesizing these materials into a cohesive argument by preparing in writing for the session and presenting their work (in whole or in part) to the group.</p> <p>Evaluative skills will be further developed by observation of arguments presented in</p>	See B1 above

		lectures, SGSs and IS and through formative assessments.	
4	Apply the fundamental rules and principles on creation and operation of express and implied trusts, administration, breach of trust and remedies to complex problem scenarios and to advise on appropriate solutions given the commercial context.	<p>This skill will be developed throughout the module through preparation for and participation in lectures, SGSs and ISs, using a combination of CIPs, short discussion questions and essay questions.</p> <p>It will be further developed through the formative assessment scheme.</p>	See B1 above
5.	Listen effectively, assimilating complex data and asking questions where appropriate.	This skill will be developed through participation in lectures, SGSs and ISs.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an ongoing basis.



**C. General transferable skills**

Ref	C. By the end of the course students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Access and use a full range of learning resources to inform, develop and manage their own learning.	<p>This skill will be developed throughout the module, through preparation for lectures, SGSs and IS and research for the Independent Learning Exercise, the research SGS and the coursework.</p> <p>Students will be required to carry out a mixture of guided and unguided research, using textbooks, case law, statutes, journals and consultation papers.</p> <p>Students will practice managing their own learning through preparation for lectures, SGSs and IS and for formative and summative assessments, particularly the coursework.</p>	See B1 above
2	Work effectively with others as members of a group, taking responsibility for leadership and conflict resolution and evaluating the strengths of their own and others arguments.	This skill will be developed through participation in weekly SGSs and ISs, in which students will frequently be directed to work in small groups or teams to work towards the resolution of specific legal problems.	<p><b>Summative</b> This skill will not be subject to summative assessment.</p> <p><b>Formative</b> See B1</p>
3	Critically evaluate their own and others' performance, seeking and making use of feedback.	<p>This skill will be developed through participation in SGSs and ISs, particularly those sessions involving individual and group presentations and moots/debates. Students will receive feedback from tutors and peers, will give feedback to peers and will watch their peers receiving feedback.</p> <p>Self-assessment will be specifically focused upon in the marking analysis exercise on equitable remedies, in which students will mark their own answers to an unseen assessment attempted in class, encouraging them to critically evaluate their own work.</p> <p>In addition, students will receive feedback on formative and summative assessments, including MCTs.</p>	Although this skill will not be summatively assessed, it will be subject to ongoing narrative assessment through tutor assessment of student performance in SGSs.
4	Carry out research, with minimum guidance, using a full range of paper and electronic resources within the discipline, selecting and managing	See C1 above	See B1 above

	information and working professionally within the discipline.		
5	Communicate effectively with others, through professional engagement in oral debate and the production of detailed and coherent written advice.	<p>These skills will be developed through preparation for and participation in SGSs and IS - through preparation of written answers prior to sessions and participation in presentations, discussions and debates.</p> <p>Written communication skills will be further developed in formative and summative assessments.</p>	<p><b>Summative</b> See B1 above</p> <p><b>Formative</b> Formatively assessed through narrative assessment of student performance in SGSs.</p>
6	Coherently and accurately discuss the law in relation to particular factual problems and in relation to possible areas of reform.	This skill will be developed through SGSs and IS – both in terms of written preparation and oral participation in debates, moots and group presentations.	<p><b>Summative</b> The oral component will not be summatively assessed.</p> <p>The written component will be summatively assessed through the final examination.</p> <p><b>Formative</b> The oral component will be narratively assessed through student participation in SGSs and ISs.</p> <p>The written component will be formatively assessed through the practise assessment scheme outlined at A1 above.</p>
7	Listen effectively, assimilating complex data and asking questions where appropriate.	The ability to listen effectively will be developed in interactive and non-interactive lectures, complemented by highly interactive SGSs and IS in which students will be expected to listen to the tutor and their peers, asking questions where appropriate.	Although this skill will not be subject to summative assessment, it will be formatively assessed through ongoing narrative assessment of student performance in SGSs.
8	Evaluate the strengths and weaknesses of their own arguments as well as those of others.	See C3 above	See C3 above

**D. Professional skills and attitudes**

Ref	D. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Act autonomously, with minimal direction, within agreed guidelines.	This skill will be developed through preparation for lectures, SGSs and ISs; Independent Learning Exercises; coursework; and preparation for formative and summative assessments	This skill will be indirectly formatively and summatively assessed, as per B1 above.
2	Operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques	This skill will be developed in SGSs and ISs, through the introduction of additional material relevant to the CIP which students will not have had the opportunity to analyse in advance	This skill will be formatively assessed in the final written examination and formatively assessed through narrative tutor assessment of student performance in SGSs and ISs.
3	Coherently and accurately discuss the law relevant to a given problem, cogently making a persuasive case for a particular solution in the light of the facts given.	This skill will be developed through debate, mooting exercises, small group discussion and individual presentation in SGSs and ISs.	Although the oral component of this skill will not be subject to summative assessment, the final written examination will test students' ability to make a persuasive case in writing. The oral component will be narratively assessed by tutor assessment of student performance in SGSs.

**BPP College of Professional Studies****Land Law****Module Information****SECTION 1: GENERAL INFORMATION**

School/department		Law			
Module title		<b>Land Law</b>			
Module replaces (if appropriate)		N/A			
Level	<b>6</b>	Credit Value	<b>30</b>	Contact Hours	<b>54 hours</b> comprised of 20 x lectures of 1 hour, 10 x SGSs of 1 hour, 10 x IS of 1 hour, 10 x Consolidation of 1 hour, 4 x Revision Lectures of 1 hour.
Programme(s) in which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (C)			
Intended start date(s)		Current.			
Related modules	Pre-requisites	None.			
	Co-requisites	None.			
	Excluded combinations	None.			
External accrediting body (if appropriate)		JASB approval necessary for the module to count towards an LLB with QLD status.			
Delivery locations		Waterloo, Manchester, Leeds.			

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of the module are to develop in students:</p> <ul style="list-style-type: none"> <li>• A detailed knowledge of the fundamental principles and concepts which underpin land law.</li> <li>• A comprehensive understanding of the ethical issues which arise within land law and the ability to demonstrate a personal appreciation of the responsibilities of land lawyers.</li> <li>• A detailed knowledge of the estates and interests which can be held in land, how they are acquired and how they can exist.</li> <li>• A detailed understanding of key areas within the discipline, such as the respective roles of trustees and beneficiaries in the context of co-owned land; covenants and easements; registered and unregistered land; and leases and licences.</li> <li>• A detailed knowledge and critical understanding of the development of land law (along with policy considerations and relevant international comparators) and the ability to identify areas for and means of reform.</li> <li>• The cognitive skills of analysis, application, evaluation and synthesis.</li> <li>• The general transferable skills of effective communication, research, problem-solving and teamwork.</li> <li>• The professional ability to work autonomously in complex and unpredictable work environments and cogently and persuasively make a case for specific solutions to complex legal problems.</li> </ul> <p style="text-align: center;"><b>The relationship between the module aims and the rationale of the LLB as a whole</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p>
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	<p><b>1. To provide students with an academically rigorous programme of legal education:</b></p> <ul style="list-style-type: none"> <li>This module will introduce students to the fundamental principles of land law and develops the skills necessary to interpret and critically evaluate primary and secondary sources.</li> </ul> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional:</b></p> <ul style="list-style-type: none"> <li>The land law module introduces students to the research, analytical and presentational skills necessary to join and succeed on the professional courses. These skills are developed throughout the module. (NB. LPC and BVC civil litigation tutors were consulted in the design of the module.)</li> </ul> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer:</b></p> <ul style="list-style-type: none"> <li>This module introduces students to research, analytical and problem-solving skills required in professional employment as a lawyer. This module also develops the written and spoken communication skills of students developed at stages 1 and 2 of the LLB.</li> </ul>
External sources consulted in establishing the need for the module (eg, HE agencies, employers, current & former students).	This module is one of the Foundations of Legal Knowledge, as set out in Schedule Two of the Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Academic Stage of Training by Obtaining an Undergraduate Degree.
External reference points informing the design of the module (eg, benchmarking statements, national qualifications frameworks, professional bodies, experts in the field).	<ol style="list-style-type: none"> <li>The following were studied: The QAA Benchmarking statement for law; the QAA guidance on academic credit and the SEEC credit level descriptors; and the Law Society and Bar Council joint announcements on the academic stage of training and QLDs.</li> <li>Land law modules at other universities were consulted, such as London Metropolitan University, the universities of Warwick, Manchester, Kent, Southampton, Sussex, Liverpool, KCL and the LSE.</li> <li>Leading land law textbooks were studied to ensure full and appropriate content and approach, such as Gray, Megarry and Wade, Cheshire and Burn,</li> </ol>

	<p>and Dixon. Practitioner texts were also consulted, particularly <i>Emmet on Title</i> and <i>A Practical Approach to Conveyancing</i>.</p> <p>4. The Module Leader for Property on the LPC was also consulted.</p>
Intended teaching methods (eg, lecture, tutorial, seminar, workshop) and the ratio between them.	54 hours comprised of 20 one-hour lectures (37%), 10 one-hour tutorials (19%), 10 one-hour seminars (19%), 10 one-hour consolidation classes (19%), and 4 one-hour revision lectures (7%).
Mode of assessment.	Coursework and written examination
The allocation of marks between different modes of assessment.	Coursework – 30%; examination – 70%.

**SECTION 3: RESOURCES**

Teachers	Julie Harris, Module Leader, Land Law (LLB and GDL) Christian Daly, Deputy Module Leader, Land Law (LLB and GDL) Jan Maltby, Senior Lecturer (Land Law) Safina Zarif, Lecturer (Land Law, and Equity and Trusts Law)
Is any special training required for staff in preparation to teach the module?	No.
Does the module require any special arrangements for it to be externally examined?	No.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What library resources does the module require?	<p><b>Pre Course Reading</b> <i>Land Law</i>, Roger Sexton, Oxford University Press</p> <p><b>Provided</b> <i>Property Law</i>, Roger Smith, Longman Law Series</p> <p><i>Property Law - Cases and Materials</i>, Roger Smith, Longman Law Series</p> <p><i>Blackstone's Property Statutes</i></p> <p><b>Further Reading</b> <i>Land Law Cases and Materials</i>, Maudsley &amp; Burns, Oxford University Press</p> <p><i>Textbook on Land Law</i>, Mackenzie and Phillips, Oxford University Press</p> <p><i>Elements of Land Law</i>, Kevin Gray and Susan Gray, Oxford University Press</p> <p><i>Cheshire and Burn's Modern Law of Real Property</i>, Oxford University Press</p> <p><i>Megarry and Wade's The Law of Real Property</i>, Thomson, Sweet &amp; Maxwell</p> <p><i>Land Law</i>, Elizabeth Cooke, Clarendon Law Series, Oxford University Press</p> <p><i>Law of Property</i>, Lawson and Rudden, Clarendon Law Series, Oxford University Press</p>



	<p><i>Property Law, Commentary and Materials, Law in Context</i>, Clarke &amp; Kohler, Cambridge University Press</p> <p><i>Introduction to Land Law</i>, Riddall, Oxford University Press</p> <p><b>Journals</b>          Cambridge Law Journal</p> <p>The Conveyancer and Property Lawyer</p> <p>Estates Gazette</p> <p>Law Quarterly Review</p> <p>Modern Law Review</p> <p>New Law Journal</p> <p><b>Practitioner Texts</b>  <i>Emmet and Farrand on Title</i>, Thomson, Sweet &amp; Maxwell</p> <p><i>A Practical Approach to Conveyancing</i>, Abbey &amp; Richards, Oxford University Press</p> <p>Registered Land, Law and Practice under the LRA 2002, Harpum and Bignell, Jordans</p> <p>Spry, Equitable Remedies, Lawbook Co</p> <p>Landlord and Tenant, Woodfall, Sweet &amp; Maxwell</p> <p>Gale on the Law of Easements, CJ Gale, Sweet &amp; Maxwell</p>
What additional IT and database resources does the module require?	Existing provision adequately covers the module's requirements.
Does the module have any special accommodation requirements (for example in relation to teaching rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements, beyond teaching rooms and the Lecture Theatre.
Is there any special distance learning or other learning support resources required (e.g. web casts, DVDs, online teaching)?	No, all appropriate resources are already in place, eg, the technology to facilitate the recording and streaming of lectures.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	A detailed knowledge of the fundamental principles and concepts which underpin land law.	<p>The majority of topics are taught via a combination of lectures, tutorials, seminars, and consolidation classes.</p> <p>Lectures are used to provide an overall structure for the student's study of any given area of law. Students are required to carry out textbook and casebook reading ahead of the lecture. The lecture then equips the student for the tutorial, seminar and consolidation work that follows. Lectures are delivered live and/or recorded. Live lectures are recorded and placed onto the virtual learning environment as streamed audio files for students to download.</p> <p>The aim of the tutorials is to set the black letter law distilled from private reading and the lecture into a practical context. A number of methods of delivery are used. These include real-life practical exercises encapsulated in Client Information Packs (CIPs), research problems and independent learning exercises. A more traditional format of problem/essay questions is used where appropriate.</p> <p>The role of the seminar is to bring together the black letter law from private study and the lecture, and the factual analysis of the tutorial into a systematic whole – yielding practical client advice or academic conclusions as appropriate.</p> <p>The fundamental principles of land law are studied in the first part of the course, giving students a comprehensive understanding of how land law has developed. This base of core knowledge will be built upon throughout the remainder of the module.</p>	<p><b>Summative</b> Seen coursework assessment</p> <p>Final written examination</p> <p><b>Formative</b> There is one opportunity to submit a practice assessment during the course of the module. Students receive written – and where required oral – feedback on these assessments.</p> <p>Students are given ongoing oral feedback on their presentations, skills and participation during tutorials, seminars and consolidation classes.</p> <p>Online MCTs and e-tutorials on all subject areas allow students to receive regular feedback on their substantive knowledge.</p>
2	A comprehensive understanding of the ethical issues which arise within land law, eg, the human rights issues involved with forced sales of property by mortgagees, and the ability	<p>Throughout the module students are required to address the ethical issues that arise in the practice of land law and how these impact on the professional obligations of practitioners.</p> <p>For example, in Topic 5, students are given</p>	<p><b>Summative</b> Seen coursework assessment</p> <p>Final written examination</p> <p><b>Formative</b> Students are given</p>

	to demonstrate a personal appreciation of the responsibilities of land lawyers.	the opportunity to debate the appropriateness of mortgagees' rights to possession and sale of residential properties; and they are expected to articulate reasoned opinions on the possible need for law reform in this area.	ongoing oral feedback on their presentations, skills and participation during tutorials, seminars and consolidation classes.  Online MCTs and e-tutorials on all subject areas allow students to receive regular feedback on their substantive knowledge.
3	A detailed knowledge of the estates and interests which can be held in land and how these can exist.	See A1 above.  Topic 1 provides the students with a comprehensive knowledge of the estates and interests in land: how they arise, how they are formalised, and how they may be protected.  Students have opportunity at each stage to undertake online MCTs on these fundamental issues. This tests substantive knowledge and facilitates instant feedback.	<b>Summative</b> See A2 above.  <b>Formative</b> See A2 above.
4	A detailed knowledge of the unregistered and registered systems of conveyancing.	See A1 above.  Topic 3 will look in detail at the principles of registered and unregistered conveyancing. These principles provide key awareness which underpins the later study of specific interests in future sessions.	<b>Summative</b> See A2 above.  <b>Formative</b> See A2 above.
5	A comprehensive understanding of the respective roles of trustees and beneficiaries in the context of co-owned land.	See A1 above.  Topic 7 looks in detail at the co-ownership of land and the principles underpinning trusts of land.	<b>Summative</b> See A2 above.  <b>Formative</b> See A2 above.
6	A detailed appreciation of the practical formalities governing the acquisition of interests in land.	See A1 above.  All topics involving particular interests in land examine in detail the practical formalities required to create and convey those interests.	<b>Summative</b> See A2 above.  <b>Formative</b> See A2 above.
7	A detailed knowledge of the rights and liabilities of landlords and tenants arising from both leases and licences in a residential and commercial context.	See A1 above.  Topics 8 and 9 focus exclusively on landlord and tenant issues. Practical scenarios, such as the CIP for topic 9, require students to actively engage with the commercial realities of leasehold practice.	<b>Summative</b> See A2 above.  <b>Formative</b> See A2 above.
8	A detailed knowledge of how land use is regulated through private law mechanisms such as covenants and easements, and a corresponding	See A1 above.  Topics on freehold covenants and easements allow the students to build up a comprehensive knowledge of these complex areas of land law.	<b>Summative</b> See A2 above.  <b>Formative</b> See A2 above. A practice assessment on

	awareness of how to effectively achieve the aims of a client through such mechanisms.		freehold covenants is issued once the tutorials, seminars and consolidation sessions have been completed.
9	A detailed knowledge of how legal and equitable charges can be used to raise finance from an estate in land.	<p>See A1 above.</p> <p>An independent learning exercise on mortgages develops a deep understating of the principles relating to legal and equitable charges. The tutorial and seminar build on this study, and allow the development and discussion of key themes.</p>	<p><b>Summative</b> See A2 above.</p> <p><b>Formative</b> See A2 above.</p> <p>A practice assessment on this area is issued once the tutorials, seminars and consolidation sessions have been completed.</p>
10	A detailed knowledge and critical understanding of the development of land law (along with relevant policy considerations and international comparators) and the ability to identify areas for and means of reform.	<p>See A1 above.</p> <p>Where appropriate, students are required to provide recommendations for the reform of land law, backed up by critical analysis of the development of land law to date and arrangements in other jurisdictions.</p>	<p><b>Summative</b> See A2 above.</p> <p><b>Formative</b> See A2 above.</p>

**B. Cognitive / Intellectual skills**

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Analyse and critically evaluate, without guidance, a complex land law problem, using relevant classifications and principles.	This skill will be developed pervasively across the module in tutorials and seminars using a combination of real-life scenarios, complex problem-based learning, individual research exercises, and classroom questioning and discussion. It will also be tested in the coursework exercise, which requires independent analysis of a complex legal problem.	See A1 above.
2	Apply a range of given tools/methods accurately and carefully to a complex land law problem before reaching well supported conclusions.	<p>This skill will be developed over the course of the module, through the preparation of tutorial and seminar exercises, and the delivery of presentations in these sessions.</p> <p>These skills will be formatively assessed in the practice assessments, requiring independent research and analysis of a problem.</p> <p>There will also be opportunity to refine these skills in carrying out the coursework exercise, which will require students to compile a range of sources before forming them into a coherent response to the coursework question.</p>	See A1 above.
3	Listen effectively, assimilating complex data and asking questions where appropriate.	This skill will be developed through participation in lectures, tutorials and seminars.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an ongoing basis.

### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Interact effectively with others as members of a group and proactively lead/manage a team or support/recognise leadership in others as appropriate, evaluating the strengths of their own and others' arguments.	Each tutorial and seminar will require the students to interactively consider the legal issues arising from the client information pack or other material being addressed. Some sessions will utilise team oral presentations and/or group policy discussion, which will require students to organise themselves into teams with a coherent strategy and lead representatives.	Not summatively assessed  Formatively assessed, in tutorials and seminars, through feedback by tutors and reflection from students.
2	Coherently and accurately discuss the law in relation to particular factual problems and in relation to possible areas of reform.	This skill will be developed through tutorials and seminars – both in terms of written preparation and oral participation in debates, moots and group presentations.	<b>Summative</b> The oral component will not be summatively assessed.  The written component will be summatively assessed through the final examination.  <b>Formative</b> The oral component will be narratively assessed through student participation in tutorials and seminars.  The written component will be formatively assessed through the practise assessment scheme outlined at A1 above.
3	Communicate advice effectively to clients, both orally and in writing, and debate with colleagues in a professional manner with a view to producing consensus agreements.	All tutorials and seminars will focus on the practical skill of a land lawyer. In many sessions the students will be required to provide articulate oral advice to a client.  Formative practice assessments will test the students' ability to provide clear, concise written advice.  In addition, the coursework assessment will provide the opportunity for students to express complex legal arguments, giving personal thoughts on contentious issues.	See A1 above.
4	Manage learning resources, pinpointing areas requiring research, accessing and	All tutorials and seminars will require thorough preparation, which will involve the use of both paper and electronic, primary	This skill will be indirectly summatively assessed in the coursework exercise.

	using a full range of source material in the context of a carefully considered research strategy, covering a full range of primary and secondary sources.	and secondary, sources of law.  The independent learning exercises will furnish students with a specific opportunity to hone this skill, requiring as they do extensive research of the relevant area.	It will be formatively assessed through ongoing feedback of performance in tutorials and seminars, which itself will be determined by students' capacity to perform this skill.
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**D. Professional Skills and Attitudes**

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Act autonomously, within defined guidelines, with minimum supervision or direction.	<p>See A1 above.</p> <p>All classes will demand a high degree of self-discipline and autonomy, both in terms of ensuring the work is carried out, and in adhering to the principles under discussion and focusing on the questions being assessed. The coursework exercise will involve a high degree of self-discipline and motivation.</p>	<p>Summatively assessed via the coursework.</p> <p>Formatively assessed as explained at A1 above.</p>
2	Operate in complex and unpredictable professional environments, applying skills and knowledge to the resolution of complex problems in the area.	<p>See A1 above.</p> <p>Each group session will provide a testing environment, both in terms of the challenges faced by conflicting opinions/attitudes held by other students and in respect of the demands of the tutor, who will often take the role of the 'client'.</p>	<p>Not summatively assessed.</p> <p>Formatively assessed, in tutorials and seminars through feedback by tutors and reflection from students.</p>
3	Cogently and coherently discuss the law in relation to complex problems within the discipline and persuasively argue for a particular resolution in the light of the facts presented.	<p>This skill will be developed pervasively in tutorials and seminars across the module.</p> <p>Students will be encouraged throughout to 'take a position' in relation to legal issues and problems and offer practical client advice, rather than 'sit on the fence'.</p>	<p>This skill will be summatively assessed through the final written assessment (though the oral demonstration of this skill will not be summatively assessed).</p> <p>However, the oral ability to conduct this skill will be narratively assessed through tutor assessment of student performance in tutorials and seminars.</p>



**BPP University College of Professional Studies****International Law of Armed Conflict****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		International Law of Armed Conflict			
Module Replaces (if appropriate)		N/A			
Level	6	Credit Value	15	Contact Hours	28 hours comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		January/June 2012			
Related Modules	Pre-requisites	English Legal System and Reasoning Public International Law			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo			
Module Proposer		Matthew E Carn			

Date Approved within School		Signature of the Dean	
Date of Receipt by Director QAE		Signature of Director, QAE	
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council	D of S to Board of Directors
Decision		Decision	Decision

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<ol style="list-style-type: none"> <li>1. To understand the various legal and non-legal foundations of both <i>jus ad bellum</i> and <i>jus in bello</i> and understand how they are connected;</li> <li>2. To develop an appreciation of the format and composition of LOAC and how it applies;</li> <li>3. To develop a systematic and critical understanding of the role of the law in armed conflicts;</li> <li>4. To develop an understanding of the role of custom, precedent, and necessity in international LOAC;</li> <li>5. To develop an understanding of the effects of the Hague and Geneva Conventions and subsequent documents that affect public international law;</li> <li>6. To develop an awareness and understanding of how LOAC operates within the greater sphere of international law and international criminal justice.</li> </ol> <p style="text-align: center;"><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LLB is:</b>          To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer with a specific focus on public international law and its particular applications.</p> <p><b>To provide students with:</b></p> <ol style="list-style-type: none"> <li><b>1. An academically rigorous programme of legal education</b></li> </ol> <p>This module aims to develop in students a detailed knowledge and understanding of the legal framework, principles and concepts which underline the International Law of Armed Conflict.</p> <ol style="list-style-type: none"> <li><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></li> </ol>
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	<p>In addition to providing knowledge and understanding of the general principles of LOAC, the module will assist students in developing legal skills which are necessary for successful completion of both the academic and vocational courses. These skills include: the ability to analyse and evaluate legal materials; research methodology, writing, drafting and presentational skills.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical / problem-solving skills and research skills, which are necessary for practice as a lawyer, whether in international law or not.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	Various employers and academic leaders on the LLB course.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• The QAA Law Benchmark statements</li> </ul> <p><b>Textbooks and Case Books including, <i>inter alia</i>:</b>  International Committee of the Red Cross, <i>The Hague Conventions of 1907</i>  International Committee of the Red Cross, <i>The Geneva Conventions of 12 August 1949</i>, ICRC, 1995  International Committee of the Red Cross, <i>Additional Protocols to the Geneva Conventions of 12 August 1949</i>, ICRC, 1995  Solis, Gary D., <i>The Law of Armed Conflict</i>, Cambridge University Press, 2010  Dinstein, Y., <i>The Conduct of Hostilities Under the Law of International Armed Conflict</i>, 2<sup>nd</sup> edition, Cambridge University Press, 2010  Roberts, A. and Guelff, R. <i>Documents on the Laws of War</i>, 3<sup>rd</sup> edition, Oxford University Press, 2000  Ministry of Defence, <i>The Joint Service Manual of the Law of Armed Conflict</i>, Cambridge University Press, 2004  Seibt, H., <i>Compendium of Case Studies of International Humanitarian Law</i>, ICRC, 1994.</p> <ul style="list-style-type: none"> <li>• BPP's LLB Public International Law Course Outline</li> <li>• National Qualifications Framework for Higher Education</li> <li>• Course descriptors for similar modules provided by other universities (both at first degree and</li> </ul>

	postgraduate levels) including: Essex, Kent, KCL. <ul style="list-style-type: none"> <li>• Consultation with Alex Lawson (LLB co co-ordinator of Public International Law and John Clifford (LLB Programme Leader and co-ordinator Medical Law elective)</li> </ul>
What are the intended teaching methods (e.g. lecture, seminar, SGS, workshops) and what is the ratio between them?	25.33 hours comprising: 10 x 1 hour lectures 5 x 1 hour 20 min SGSs 5 x 1 hour 20 minute ISs 2 x 1 hour revision lectures <ul style="list-style-type: none"> <li>• There will be one "headstart" session for students to understand the sources and ambit of the International Law of Armed Conflict and to familiarise themselves with both primary and secondary sources.</li> <li>• There will be 10 x 1 hour lectures. These will both provide an overview, as well as a more detailed exposition of core areas within LOAC.</li> <li>• There will be 5 x 1.2 hour ISs which will deal principally with an aspect of LOAC appropriate for discussion, debate, presentation, video or formal student presentation.</li> <li>• There will be 5 x 1.2 hour SGSs. These will be in groups of no more than 20 students. They will be used to develop the student skills of application, evaluation and problem-solving in relation to a number of realistic problem-based scenarios. Each of these will be orientated around a LOAC issue.</li> </ul>
How will the module be assessed?	Examination - TBC Coursework - max. 2500 words Formative assessment will take place regularly within SGSs, alongside a formal mock assessment set midway through the module.
If there is more than one assessment component how will the marks be combined?	30% - Exam (TBC) 70% - Coursework

**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	Matthew E Carn Current contact hours of teaching staff is approximately 16 hours, to be undertaken alongside administrative responsibilities as module leader for Equity & Trusts on the GDL.
Is any special training required for staff in preparation to teach the module?	The staff member is technically expert in the subject discipline and has undergone relevant training / continues to receive ongoing professional development organised by the Director of Staff Training and Development (DSTD).
Does the module require any special arrangements for it to be externally examined?	An external examiner will be appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Provided Textbook</b> Solis, Gary D., <i>The Law of Armed Conflict</i>, 2010, Cambridge University Press</p> <p><b>Statute book</b> Roberts, A and Guelff, R., <i>Documents on the Laws of War</i>, 3<sup>rd</sup> Edition, 2000, Oxford University Press</p> <p><b>Casebook</b></p> <ul style="list-style-type: none"> <li>• Seibt, H., <i>Compendium of Case Studies of International Humanitarian Law</i>, ICRC, 1994.</li> <li>• Bowden, Mark., <i>Black Hawk Down</i>, Transworld Publishing, 2002.</li> <li>• Rose, General Sir Michael., <i>Fighting for Peace</i>, Warner Books, 1998.</li> </ul> <p><b>Recommended Textbooks</b></p> <ul style="list-style-type: none"> <li>• Dinstein, Y., <i>The Conduct of Hostilities under the Law of International Armed Conflict</i>, 2<sup>nd</sup> Edition, Cambridge University Press, 2010.</li> <li>• Seibt, H., <i>Compendium of Case Studies of International Humanitarian Law</i>, ICRC, 1994.</li> <li>• Bowden, Mark., <i>Black Hawk Down</i>, Transworld Publishing, 2002.</li> <li>• Rose, General Sir Michael., <i>Fighting for Peace</i>, Warner Books, 1998.</li> </ul>

	<ul style="list-style-type: none"> <li>• International Committee of the Red Cross, <i>The Geneva Conventions of 12 August 1949</i>, ICRC, 1995.</li> <li>• International Committee of the Red Cross, <i>Additional Protocols to the Geneva Conventions of 12 August 1949</i>, ICRC, 1995.</li> </ul> <p><b>Casebooks</b></p> <ul style="list-style-type: none"> <li>• Seibt, H., <i>Compendium of Case Studies of International Humanitarian Law</i>, ICRC, 1994.</li> <li>• Bowden, Mark., <i>Black Hawk Down</i>, Transworld Publishing, 2002.</li> <li>• Rose, General Sir Michael., <i>Fighting for Peace</i>, Warner Books, 1998.</li> </ul> <p><b>Statute Books</b></p> <ul style="list-style-type: none"> <li>• ICRC International Humanitarian Law Database</li> </ul> <p><b>Practitioner Books</b></p> <ol style="list-style-type: none"> <li>1. Ministry of Defence, <i>The Joint Service Manual of the Law of Armed Conflict</i>, Cambridge University Press, 2004.</li> <li>2. U.S. Department of the Army, <i>The Law of Land Warfare</i>, Washington, GPO, 1956.</li> </ol> <p><b>Journals / periodicals / loose-leaf</b></p> <ul style="list-style-type: none"> <li>• <i>Arms Control Today</i></li> <li>• <i>International Criminal Justice</i></li> <li>• <i>International Review of the Red Cross</i></li> <li>• <i>Journal of Armed Conflict Law</i> (OUP)</li> <li>• <i>European Journal of International Law</i> (OUP)</li> <li>• <i>Journal of Conflict and Security Law</i> (OUP)</li> </ul>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond SGS rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. webcasts, DVDs, online teaching)?	The module has no special accommodation requirements beyond SGS rooms and the Lecture Theatre. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	To appreciate the various legal disciplines which combine and interact to compose the International Law of Armed Conflict.	<p>LOAC is actually a composite of several areas of law including: Public International Law, Customary Law, International Humanitarian Law, and International Criminal Law. Likewise, there are several sources of law that must be considered including international conventions and domestic legislation. Alongside these legal sources students will be introduced to the various concepts and principles which underline many of the topics.</p> <p>The aim of both the first IS and SGS will be to introduce this wide ambit of legal sources. Students will be encouraged to consider the whole array of international, customary, and statutory provisions available. To provide context, much of this material will be introduced through a brief historical development of LOAC.</p> <p>For more detail as to pedagogic methodology, please see below.</p>	<p><b>Summative</b> Coursework and Exam</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
2	To develop an appreciation of the principles and concepts which form the basis of LOAC in Public International Law.	<p>Customary law will be a constant and reoccurring theme throughout the module. For this reason students will be introduced (principally in SGS 1 and 2) to the basic theories and concepts surrounding LOAC from a very early stage of the course. Emphasis will always be placed on the practical approach to utilising such customary law through case studies, discussion boards and moots. All problem-based scenarios will involve LOAC issues. Students will be encouraged to discuss these issues and evaluate the merits (or otherwise) of the various approaches in devising solutions to problems. It is hoped that by encouraging students to consider alternative approaches to problems this will develop their ability to reason critically.</p>	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 to be submitted at the end of Reading Week. It will consist of either a problem-based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
3	To develop a systematic and critical understanding of the role of the law within international relations	<p>A number of both SGSs and ISs will focus on developing an evaluative and critical approach to the law in this area.</p>	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> Students' understanding will</p>



	and armed conflict.		also be formatively assessed throughout the module. This will primarily occur within SGS sessions.
4	To develop an understanding as to the role of case law, precedent, customary, and conventional law as they operate within LOAC.	Please see 1 above.	<p><b>Summative</b> Seen written assessment</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
5	To develop an understanding of the importance of International Law in armed conflicts around the world.	Throughout both ISs and SGSs, reference will be made to case studies from both the past and present. For example, the issue of LOAC for both international and non-international conflicts and the role of PIL conventions. Many problem-based scenarios will require students to consider LOAC issues and how they relate to the conduct of armed conflict.	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
6	An awareness and understanding of how LOAC operates within the realities of a diverse political and economic environment.	As stated above, the emphasis throughout the module will be on the application of law within both international and non-international armed conflicts. Whenever possible, problem-based scenarios, moot points and case studies will be put in the context of actual events. Students will be encouraged to consider the manner in which the courts have considered social, political and economic factors in determining the outcome of cases. For example, the right to prisoner of war status arises in a number of areas including Combatants (in SGS 3) and Distinction (in SGS 4).	<p><b>Summative</b> Coursework.</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS.</p>

## B. Subject Specific Professional Skills and Attitudes

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	(Without guidance) apply their knowledge of the principles and methodology of relevant areas of law to analyse reasonably complex actual or hypothetical problems (which may contain incomplete information) and to arrive at reasoned conclusions.	There are a number of ways in which this skill will be developed including the requirement that students analyse hypothetical problem scenarios in both SGSs and ISs, participation in class debates and the submission of reasoned argument. Students will prepare their analysis in advance, for discussion within the SGS / IS, where they will be asked to present their answers either individually or in groups. Question and answer sessions will take place after any presentation.	Please see A1 above
2	(Without guidance) construct a reasoned legal argument taking into account and critically evaluating the merits of alternative arguments and conclusions.	This skill will be developed throughout the module. SGSs will regularly require students to demonstrate both their ability to analyse legal and pragmatic arguments and to critical evaluate set material. The factual content of problems will frequently be changed within SGSs to encourage adaptability and flexibility in formulating a conclusion. For example, altering the circumstances of an armed incident or the nature of a combatant/civilian. Critical reasoning and evaluation will be further developed through a formative assessment.	Please see A1 above
3	Identify accurately legal issues which require research and to rank legal issues in terms of relevance and importance.	See under A 1 to 5 above and B1 above.	Please see A1 above  Research skills, including the ability to prioritise issues, will be a significant component of the coursework assessment. The assessment will involve an area of LOAC requiring a high degree of independent research combined with a need to identify relevant material from that which is irrelevant.
4	Conduct legal research by identifying and retrieving up-to-date relevant legal information using a variety of different paper and electronic sources (primary and secondary)	The students will be required to regularly conduct both directed and self-guided research. Reference will be made to an array of materials including: textbooks, regulatory body guidelines and customary law. Emphasis will be placed on cross-checking material to ensure its validity and probative value. SGS 2 (on LOAC sources) and IS 1 (on LOAC	<b>Summative</b> See B3 above.  <b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for SGS

	and to synthesise this information in the construction of legal arguments	principles) will introduce them to the range of primary and secondary sources relevant to the module.  Students will practise synthesising these materials into a cohesive argument by preparing, in writing, for SGSs and ISs and presenting their work (in whole or in part) to the class.	questions and the formative assessment handed out in week 5.
5	Describe and comment on particular aspects of current debate and applicability of LOAC and appreciate the uncertainty, ambiguity and limits of LOAC in the current geopolitical environment.	Many areas of LOAC are currently under review (particularly those involving terrorist and non-conventional forces issues). Three specific areas the students will be directed towards are: the right to demand LOAC protection, the issue of discrimination and the conduct of armed conflict in both international and non-international spheres, and the debate surrounding a nation's right to go to war. In both SGSs and ISs students will be encouraged to appreciate the limitations of law within certain areas of practice and how other societal and economic factors can play a pivotal role.	<p><b>Summative</b> The coursework assessment will require knowledge of current research and debate</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will specifically focus on developing areas of law and current scholarship.</p> <p>This skill will also be formatively assessed in SGSs throughout the module</p>
6	Engage in autonomous learning by: i) acting independently in planning and undertaking tasks in areas of law which they have already studied; ii) undertaking independent research in areas of law which they have not previously studied starting from standard legal information sources	<p>(i) This will be achieved throughout the module specifically by research and preparation for both SGS and IS questions and both the formative and (specifically) the coursework assessment.</p> <p>(ii) This will be the primary purpose of the coursework assessment, (though there will be elements in other areas of the module).</p>	<p><b>(i) Summative (coursework) assessment</b> The assessment set will include analysis and evaluation of material already covered on the module. Students will need to utilise their research skills in order to develop and expand upon the topic in question.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for SGS questions and the formative assessment handed out in week 5.</p> <p><b>(ii) Summative (coursework)</b> The assessment will</p>

			<p>cover an array of topics, some of which will not have been formally dealt with on the module. Students will be required to undertake their own independent research with a limited degree of guidance as to materials.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for SGS questions and the formative assessment handed out in week 5.</p>
7	Reflecting on their own learning and seeking and making use of feedback.	This will be developed by providing students with feedback on their oral presentations, and participation, in SGSs, by watching their peers receive feedback and by feedback received on both formative and summative assessments. In addition, tutors will operate an open door policy in which students are encouraged to consult staff on their performance throughout the module.	<p><b>Coursework Assessment</b> Full feedback oral / written will be given to students with regards to their performance in the coursework.</p> <p><b>Formative</b> Not formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed.</p>
8	Using appropriate technical and complex language, demonstrate the ability to orally present a coherent, logical and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, and to engage effectively in debate	Students will be expected to participate in both SGSs and ISs in a variety of formats, including: responding to direct questions, presentations, debates, moots, discussions with tutors and their peers.	<p><b>Summative</b> Not summatively assessed</p> <p><b>Formative</b> This skill will be formatively assessed in SGSs throughout the module</p>
9	Using appropriate technical and complex language, demonstrate the ability to present a coherent, logical and well-structured written legal argument in a way	Students will be expected to prepare in writing for SGSs. Feedback on this written work will be obtained by asking students to present their arguments based on their written material and providing appropriate oral feedback. Students will also benefit from feedback provided by their peers.	<p><b>Summative Coursework</b></p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It</p>

	that is comprehensible to others and which is relevant to their concerns	Feedback on the formative and summative assessments will also play an important role in developing this skill.	will consist of either a problem-based scenario or an essay question.  This skill will also be formatively assessed in SGSs throughout the module
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### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Bring together information from a variety of different sources and to synthesise this information in the construction of reasoned arguments	Please see B3,4 and 5 above	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>This skill will also be formatively assessed in SGS throughout the module</p>

### D. Cognitive Skills

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques	This skill will be developed through the introduction of new material and scenarios in SGSs, requiring students to think on their feet and react to new situations they will not have had time to prepare.	<p><b>Summative</b> This skill will be tested through the coursework.</p> <p><b>Formative</b> This skill will be narratively assessed through tutor assessment of student performance in SGSs.</p>

**BPP College of Professional Studies****Company Law I****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>Company Law I</b>			
Module Replaces (if appropriate)		N/A			
Level	<b>6</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LL.B (Hons) LL.B (Hons) Business Law LL.B (Hons) with Psychology (E)			
Intended Start Date(s)		Current			
Related Modules	Pre-requisites	English Legal System and Reasoning Law of Contract Law of Tort			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		None			
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Bristol, Birmingham, Cambridge, Leeds, Liverpool, Manchester, Swindon and Waterloo			
Module Proposer		Leyanda Cocks			
Date Approved within School		29/2/08	Signature of the Dean		

Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)	12/3/08	D of S to Academic Council		D of S to Board of Directors	
Decision	Approved	Decision		Decision	



**SECTION 2: RATIONALE & DELIVERY**

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p><b>The aims of this module are as follows:</b></p> <ol style="list-style-type: none"> <li>1. To develop a knowledge and understanding of the general principles of Company Law;</li> <li>2. To develop an appreciation of the role the 'company' plays (as a business vehicle) in our economic system and of the social, political and economic forces that affect how companies operate and are regulated;</li> <li>3. To develop a knowledge and understanding of the sources of Company Law (eg statute, common law / equity and regulation) on a domestic level and an appreciation of the importance and increasing impact of EU Law;</li> <li>4. To develop an awareness of the ethical dimension of company law and how this informs the content of relevant legal rules;</li> <li>5. To develop a knowledge and understanding of: the legal nature of a registered company and limited liability; of the establishment and management of a registered company; and of other types of business vehicle;</li> <li>6. To develop a knowledge and understanding, both legally and practically, of the relationship between the managers and shareholders of a company, and of the legal and regulatory mechanisms that control and regulate that relationship;</li> <li>7. To develop an ability to apply the principles of Company Law to factual scenarios through the study of specific legal duties and obligations and present and make a reasoned choice between alternative solutions to problems raised within these scenarios; and</li> <li>8. To develop an ability to critically analyse Company Law principles and policy, as well as proposed reforms of Company Law, and make a critical judgment on the merits of particular arguments.</li> </ol> <p><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on</p>
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	<p>the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module will develop a student's knowledge of the general principles of Company Law, in relation to the establishment and nature of a company and its internal management and structure.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional.</b></p> <p>In addition to providing knowledge of the general principles of Company Law (which are encountered on the LPC (Business Law and Practice) and BPTC (Company Law and Practice), the module will develop general legal skills that are necessary for successful completion of the vocational courses. These skills include: the ability to analyse and evaluate legal materials; the use of research skills; and the development of presentational skills. These skills are further detailed in section 4.</p> <p>The appropriate LPC and BPTC tutors have been consulted in the design of this module.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical and problem-solving skills and research skills, which are necessary for employment in business and commercially-oriented professions.</p>
What risk factors exist and how will they be addressed?	<p>One risk is that the content of the modules at Stage 3 will overlap with or duplicate aspects of the professional courses.</p> <p>This risk has been addressed through consultation with the relevant members of the BPTC and LPC teams during modular design, to ensure a complementary programme which acts as a bridge between the academic and professional programmes.</p>
What external sources have been consulted in establishing the need for the	<p>Various law firms have been consulted. Louise Stoker at Slaughter &amp; May was particularly helpful in her comments, noting that Company Law is the one area in which</p>

<p>module? (e.g, H.E. agencies, employers, current &amp; former students).</p>	<p>students are often lacking the relevant knowledge following the academic stage of training, with obvious consequences for the vocational stage and beyond.</p> <p>Current students have also been consulted through focus groups - Company Law being the most commonly suggested area for additional modular study. This student demand is also attested to by the popularity of the existing voluntary mini-programme in Company Law and feedback surveys.</p>
<p>What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?</p>	<p>Reference has been made to:</p> <ol style="list-style-type: none"> <li>1. Professor John Lowry, co-author of Dignam &amp; Lowry, Company Law, from University College London has acted as an advisor in devising the content of the course, and will be delivering a number of lectures.</li> <li>2. The Law Benchmark Statements (QAA).</li> <li>3. Course Descriptors from various other institutions offering similar modules, including: The Liverpool Law School, The University of Manchester School of Law, Edinburgh Law School, Manchester Metropolitan University School of Law, University of Bristol School of Law; and University College London.</li> <li>4. Various academic and practitioner texts including: Mayson, French &amp; Ryan, Mayson (2007) French &amp; Ryan on Company Law 2006-2007, 23<sup>rd</sup> Edition, OUP; Gower &amp; Davies (2003) Principles of Modern Company Law, 7<sup>th</sup> Edition, Sweet &amp; Maxwell; Pettet (2005) Company Law, 2<sup>nd</sup> Edition, Pearson/Longman Law Series; Wareham (2006) Tolley's Company Law Handbook 2006, LexisNexis Butterworths; Morse (2006) Palmer's Company Law: Annotated Guide to The Companies Act 2006, Sweet &amp; Maxwell; Dignam &amp; Lowry (2006) Company Law, 4<sup>th</sup> Edition, OUP; Griffin (2005) Company Law: Fundamental Principles, 4<sup>th</sup> Edition, Pearson Education; Morse (2005) Charlesworth's Company Law, 17<sup>th</sup> Edition, Sweet &amp; Maxwell; Hannigan (2003) Company Law, LexisNexis Butterworths; and Boyle &amp; Bird (2007) Boyle &amp; Bird's Company Law, 5<sup>th</sup> Edition, Jordan Publishing.</li> <li>5. The BPTC and LPC teams at BPP Law School were also consulted, including Sally Peters (BPTC Co-ordinator for Company Law) and David Watson (LPC Module Leader for Business Law and Practice).</li> </ol>
<p>What are the intended teaching methods (e.g. lecture, IS, SGS, workshop) and what is the ratio between them?</p>	<p>A variety of teaching methods and pedagogic tools will be utilised in delivery of the module. The module has been designed to allow maximum flexibility of delivery from a student perspective.</p>

	<ul style="list-style-type: none"> <li>• The module may be undertaken entirely online through the virtual learning environment on which all programme materials will be available..</li> <li>• There will be a variety of online learning activities and resources including online tutorials, MCTs, audio files of lectures and seminars, film, and reading materials.</li> <li>• For face to face students, there will be 5 x tutorials and 5 x seminars in addition to 2 x induction e-tutorials. Lectures will be delivered live once in every academic year.</li> </ul>
How will the module be assessed?	<p>Summative Assessment - the module will be assessed through two assessments: one piece of coursework and one MCTs.</p> <p>The coursework will comprise either:</p> <ul style="list-style-type: none"> <li>• A research-based assessment in which students will develop and hone their research skills in an area of company law involving substantial use of primary and secondary source material. (or a problem-based exercise in which students will be required to analyse a complex factual problem in company law and present and make a reasoned choice between potential alternative solutions to the issues raised in the problem. (2500 words).</li> </ul> <p>The MCT will take place at the end of the module.</p> <p>Formative assessment</p> <ul style="list-style-type: none"> <li>• There will be formative MCTs for each topic.</li> <li>• Students will be given the opportunity to complete a mini-mock coursework and a practice MCT assessment.</li> </ul>
If there is more than one assessment component how will the marks be combined?	<p>The weighting will be 70% coursework; 30% MCT. Students will need to pass all units of assessments to obtain an overall pass.</p>

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**SECTION 3: RESOURCES**


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Who will teach the module? (Please provide CVs). What impact will this have upon their current duties?	Professor John Lowry (Head of Company Law at UCL and the lead academic consultant in the development of this module) Leyanda Cocks Chris Howard Fiona Lamont All the above staff will have time dedicated to the Company Law option.
Is any special training required for staff in preparation to teach the module?	All staff have undergone relevant training and will continue to receive ongoing professional development organised by the Director of Staff Training and Development (DSTD). Staff have been and in some cases will be provided with training on teaching and learning in a VLE organised by the DSTD. Please see the Programme Proposal Form for details.
Does the module require any special arrangement for it to be externally examined?	The External Examiner for these modules is Dr John Tribe.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Texts Provided:</b> Dignam &amp; Lowry (2012) Company Law, 7<sup>th</sup> Edition, OUP Sealy and Worthington (2010) Cases and Materials in Company Law, 9<sup>th</sup> Edition, OUP</p> <p>Statute Book: French (2012) Blackstone's Statutes on Company Law 2012-2013, 16<sup>th</sup> Edition, OUP.</p> <p><b>Recommended:</b> Mayson, French &amp; Ryan (2012) Mayson, French &amp; Ryan on Company Law 2006-2007, 29<sup>th</sup> Edition, OUP Gower &amp; Davies (2012) Principles of Modern Company Law, 9<sup>th</sup> Edition, Sweet &amp; Maxwell Pettet (2012) Company Law, 4<sup>th</sup> Edition, Pearson/Longman Law Series</p> <p><b>Further Textbooks:</b> Gore-Browne on Company Law, 44<sup>th</sup> Edition, Jordans loose-leaf (Practitioners' works) Robert Wareham (2006) Tolley's Company Law Handbook 2006, LexisNexis Butterworths Geoffrey Morse (2006) Palmer's Company Law: Annotated Guide to The Companies Act 2006, Sweet &amp; Maxwell Stephen Griffin (2005) Company Law: Fundamental Principles, 4<sup>th</sup> Edition, Pearson Education Morse (2005) Charlesworth's Company Law, 17<sup>th</sup> Edition, Sweet &amp; Maxwell</p>

	<p>Hannigan (2012) Company Law, 3<sup>rd</sup> Edition, LexisNexis Butterworths  Boyle &amp; Bird (2007) Boyle &amp; Bird's Company Law, 5<sup>th</sup> Edition, Jordan Publishing</p> <p><b>Journals and Periodicals:</b>  Company Lawyer  Journal of International Banking and Financial Law  Journal of Business Law  New Law Journal</p>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	No special requirements. Lectures (where appropriate), tutorials, seminars and second chance sessions (where appropriate) will be delivered in classrooms at the law school.
Are there any special distance learning or other learning support resources required (e.g. web-casts, DVDs, online teaching)?	<p>The programme will be delivered entirely online for those students who are studying the distance learning LLB or who choose to study Company Law I at a site where live classes are not running due to small numbers..</p> <p>This will utilise a variety of resources (e.g. streamed audio files of lectures on MP4; webcasts; discussion boards; and web-chat supplemented by tutor blogs – all of which can be delivered through the existing virtual learning environment.</p>

## Section 4: Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Demonstrate a systematic understanding of the general principles of Company Law and apply relevant knowledge to factual problems of limited complexity to provide arguable solutions to those problems.	<p>The module is made up of three sections with approximately three topics per section. Most of the topics covered will be taught through a combination of tutorials, seminars, MCTs, lectures, and online e-learning resources.</p> <p>The aim of the tutorials and seminars is to introduce and outline the fundamental concepts, principles and legal theory relevant to Company Law. They will contain activity points, problem questions, and MCTs, and in addition to being taught live, will follow an interactive online format which will be lively and stimulating. Most topics will also have a lecture. All live lectures will also have online versions.</p> <p>Where appropriate, within certain live lectures, a 'Harvard' style seminar approach will be adopted (e.g. in discussing the need for directors' duties and the need for minority shareholder protection).</p> <p>Students will be expected to prepare for lectures and especially tutorials and seminars by reading directed materials such as relevant parts of texts, case law, articles or commentaries and working through online activities. This will assist students in understanding the topics covered in the relevant lectures.</p> <p>Seminars will adopt a variety of teaching methods, including research exercises, class discussions, presentations and problem-solving exercises. Some Seminars will require students to prepare formal presentations, thus practising oral and drafting skills. In other Tutorials students will focus on case study problems, thus practising their analytical and / or research skills.</p> <p>In Tutorials, students will be expected to prepare by reading selected materials as set out above, working through online MCTs, online activity points.</p> <p>Summary: Most of the topics covered in the course will be taught through a combination of Tutorials with MCTs, 'Harvard' style Seminars, and lectures.</p> <p>For more details please see the Syllabus.</p>	<p><b>Formative</b> Each module will comprise MCTs to test understanding before the Tutorial or Seminar, and further MCTs once the Tutorial or Seminar has been completed.</p> <p>Additionally students will be offered the chance to complete one mini mock per module.</p> <p><b>Summative</b> The course will be examined through a combination coursework MCT.</p> <p>The weighting will be 70% coursework; 30% MCTs.</p> <p>Students will need to pass all assessments to obtain an overall pass.</p>

2	Demonstrate a systematic understanding of the formalities in company formation.	<p>The focus here will be on introducing students to the fundamental principles of company law, in relation to the establishment and nature of a company and its internal management and structure. It will also cover Corporate Law theory and lifting the veil in detail in topics 1-3.</p> <p>Students will be expected to prepare by reading directed materials such as relevant parts of texts, case law, articles and commentaries. Parts One and Two will require a detailed reading of judgments; a knowledge of the background to the judgments; and the socio-economic factors present at the time.</p>	<p><b>Formative</b> MCTs and mock assessments.</p> <p><b>Summative</b> A piece of coursework will be set on this area which will involve a large element of autonomous student research.</p>
3	To develop an understanding, both legally and practically, of the relationship between the managers and shareholders of a company, and of the legal and regulatory mechanisms that control and regulate that relationship.	<p>The latter part of the module will cover aspects of the internal management of a company and, in particular, the position of directors and shareholders - respectively Parts Two and Three of the module. The topics covered will include: the division of power within a company; shareholder democracy; directors (including types of directors, how directors are appointed, management powers and how Boards of Directors function); directors' duties (including the various sources of duties, constraints on power and monitoring of directors internally and by outside bodies or organisations); shareholder litigation (including the rule in <i>Foss v Harbottle</i> and derivative actions); and minority shareholder protection.</p> <p>Overall, these areas will be focused on in seven lectures, four Tutorials and three seminars. A large volume of independent reading will be required from students to adequately prepare for these sessions.</p> <p>In certain topics (e.g. directors' duties, shareholder litigation and minority shareholder protection), part of the session may include a question and answer forum.</p> <p>Online tutorials will utilise a variety of teaching methods, including: legal research; streamed MP4 files of round table discussions; presentations; and problem-based questions.</p> <p>In a number of tutorials (e.g. shareholder democracy and directors' duties), students will be presented with problem-based questions and will be expected to research and analyse the relevant law and apply it to problem scenarios. Students will be directed to a variety of both primary (statute law and cases) and secondary sources (e.g. academic texts) to assist in the performance of these exercises.</p>	<p><b>Formative</b> MCTs (which will cover the entire syllabus).</p> <p><b>Summative</b> MCTs</p>
4	Demonstrate an awareness of the ethical dimension of Company Law	This will be a pervasive aspect of the Company Law module, with ethical issues discussed in lectures, seminars and tutorials as and when they become relevant (for example, the duty of a director under section 172 of the Companies Act 2006 to act in good faith and promote the success of the company).	This will be indirectly assessed both formatively and summatively through the coursework programmes and associated preparation.



**B. Subject Specific/Professional Skills and Attitudes**

Ref	B. By the end of the course students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Coherently and accurately discuss the law relevant to a given problem / scenario	Students will be required to discuss the relevant law in relation to practical problems in tutorials, seminars and in coursework.	See A1 above – one of the mocks (formative) and one of the pieces of coursework (summative) will assess this skill.
2	Cogently and persuasively argue how the relevant law should be applied to the resolution of a given problem	Students will be required to discuss the relevant law in relation to practical problems in tutorials, seminars and in courseworks and argue for appropriate resolutions in the light of their analysis.	See B1 above
3	Identify, find and use a range of sources of legal information, using information technology where appropriate, to assist in legal research and to extract the essential points from the data surveyed	<p>In the course of their preparation for tutorials, seminars and lectures students will have to find and use a range of sources of legal information, e.g. cases and legislation (primary sources) and practitioner texts (secondary sources), either in hard copy form (within the library facilities situated within the Law School or wherever they decide to undertake the project) or online.</p> <p>Students will also be required to use this diverse source material in completing their courseworks.</p>	See B1 above.
4	Autonomously investigate and research effectively using both paper and electronic sources and extract essential information.	The onus will be on students to manage their own learning reflectively, making appropriate use of the diverse range of online resources at their disposal.	Although this will not be subject to formal formative or summative assessment, performance in the courseworks will be dictated by students' ability to demonstrate this skill.

### C. General Transferable Skills

Ref	C. By the end of the course students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Present an argument based upon the application of law to factual scenarios and communicate this effectively in a professional manner	This skill will be developed through participation in tutorials and seminars.	<b>Formative</b> Participation in seminars  <b>Summative</b> This skill will be tested in the coursework, comprising 70% of the assessment weighting.
2	Demonstrate time management skills	Students will have to manage their workload on the module appropriately in the light of their other commitments and work through the material in a systematic and timely manner prior to submission / completion of the relevant assessments.	See B4 above.
3	Apply their own criteria of judgment and challenge received opinion reflectively	Tutorials, seminars and lectures will stimulate reflection on the state of the law and potential areas for reform.  Students will develop and utilise this skill throughout the module, notably in the context of writing an essay on a contentious area of Company Law.	<b>Formative</b> Mock coursework  <b>Summative</b> Coursework
4	Identify and define complex problems and apply appropriate knowledge, tools / methodology to devising a solution	Tutorials and seminars will focus on practical legal problems, in answer to which students will be required to identify the pertinent issues of Company Law and suggest potential solutions.  Coursework will also centre around a practical legal problem, requiring students to advise a hypothetical client appropriately as to their potential remedies.	Formative Assessment mock coursework  Summative Assessment – coursework

**D. Cognitive Skills**

Ref	D. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	To develop an ability to apply legal principles to factual scenarios through the study of specific legal duties and obligations	In a number of tutorials (e.g. shareholder democracy – directors' duties), students will be presented with problem-based questions and expected to research and analyse the relevant law and apply it to the problems when going through the tutorial. Students will again be directed to a variety of primary and secondary legal sources during their preparation for these exercises.	<b>Formative</b> MCTs  <b>Summative</b> This learning outcome will be assessed through the coursework and MCTs.
2	To develop an ability to critically analyse legal principles and policy and proposed reforms of Company Law as discussed in relevant primary and secondary legal source materials	When appropriate to the topic, recent or proposed reforms will be discussed (e.g. changes in the Companies Act 2006 to company constitution; corporate governance and EU law issues; and changes to directors' duties in the Companies Act 2006).	This learning outcome will be assessed through the coursework totalling 70% of the overall mark.
3	Synthesise abstract data and concepts, deriving practical solutions to legal problems	During tutorials and seminars students will be asked to advise hypothetical clients on practical solutions to problems in the light of extensive research of both primary and secondary sources.  Coursework will replicate this exercise, in the context of a strict word count mandating brevity and succinct analysis.	<b>Formative</b> Mock coursework  <b>Summative</b> coursework

**BPP University College of Professional Studies****Law of Evidence****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		Law of Evidence			
Module Replaces (if appropriate)		N/A			
Level	6	Credit Value	15	Contact Hours	28 hours comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		September 2012			
Related Modules	Pre-requisites	English Legal System and Reasoning Criminal Law			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo			
Module Proposer		David Chantry			
Date Approved within			Signature of the Dean		

School			
Date of Receipt by Director QAE		Signature of Director, QAE	
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council	D of S to Board of Directors
Decision		Decision	Decision

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<ol style="list-style-type: none"> <li>1. To acquire knowledge and understanding of the substantive law of evidence.</li> <li>2. To further develop critical and legal analytical skills.</li> <li>3. To develop a knowledge and understanding of the general principles of the law of evidence.</li> <li>4. To understand the mechanisms by which English courts control what may or may not be admitted as evidence.</li> <li>5. To develop an understanding of the role of case precedent and statute as they operate within law of evidence.</li> <li>6. To develop and understanding of the effects of the Human Rights Act 1998 within the law of Evidence.</li> </ol> <p><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LL.B is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module aims to develop in students a detailed knowledge and understanding of the legal framework, principles and concepts which underline and inform the constant development of the Law of Evidence.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional.</b></p> <p>In addition to providing knowledge and understanding of the general principles of the Law of Evidence, the module will assist students in developing legal skills which are necessary for successful completion of both the academic and vocational courses. These skills include: the ability to analyse and evaluate legal materials; research methodology, writing, drafting, reading and presentational skills.</p>
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	<p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical / critical thinking skills and research skills (including comparative cross-jurisdictional awareness), which are necessary for practice as a lawyer.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	Current and former students.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• The QAA Law Benchmark statements</li> <li>• Textbooks and practitioner texts including, <i>inter alia</i>:</li> <li>• Murphy on Evidence, 12<sup>th</sup> Edition OUP, 2011</li> <li>• Archbold, Criminal Pleading, Evidence and Practice</li> <li>• Blackstone's Criminal Practice.</li> <li>• National Qualifications Framework for Higher Education</li> <li>• Course descriptors for similar modules provided by other universities (both at undergraduate and postgraduate levels).</li> </ul>
What are the intended teaching methods (e.g. lecture, seminar, TUTORIAL, workshops) and what is the ratio between them?	<p>22 contact hours comprising:</p> <p>10 x 1 hour lectures</p> <p>5 x 1 hour tutorials</p> <p>5 x 1 hour seminars</p> <p>2 x 1 hour revision lectures</p> <ul style="list-style-type: none"> <li>• There will be 10 x 1 hour lectures. These will both provide an overview, as well as a more detailed exposition of core areas of substantive law and academic comment within the Law of Evidence.</li> <li>• There will be 5 x 1 hour tutorials which will deal principally with an aspect of the Law of Evidence appropriate for discussion, debate, presentation or formal student presentation.</li> <li>• There will be 5 x 1 hour seminars. These will be in groups of no more than 20 students. They will be</li> </ul>

	used to develop the student skills of application, evaluation and problem-solving, developing argument and critical analysis of complex legal issues.
How will the module be assessed?	MCT – (1.5 hours) Coursework - max. 2,500 words) Formative assessment will take place regularly within Tutorials, alongside a formal mock assessment set midway through the module.
If there is more than one assessment component how will the marks be combined?	30% - MCT 70% - Coursework



**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	The Module Leader <i>Current contact hours (p/w) of teaching staff are approximately 9 hours each, to be undertaken alongside administrative responsibilities.</i>
Is any special training required for staff in preparation to teach the module?	No. Staff member is technically expert in the subject discipline and has undergone relevant training / continues to receive ongoing professional development organised by the Director of Staff Training and Development (DSTD).
Does the module require any special arrangements for it to be externally examined?	An external examiner will need to be appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Provided Textbook</b> Murphy on Evidence, 12<sup>th</sup> Edition Oxford University Press, 2011</p> <p><b>Statute book</b> Huxley, Blackstone's statutes on evidence, 11<sup>th</sup> Edition Oxford University Press, 2010</p> <p><b>Recommended Textbooks</b></p> <ul style="list-style-type: none"> <li>• Keane, Griffiths, McKeown, <i>The Modern Law of Evidence</i>, 8<sup>th</sup> Edition Oxford University Press, 2010</li> <li>• Durston. <i>Evidence : text &amp; materials</i>, 2nd Edition Oxford University Press, 2011.</li> <li>• Choo, <i>Evidence</i>, 2nd Edition Oxford University Press, 2009.</li> </ul> <p><b>Practitioner Books</b></p> <ol style="list-style-type: none"> <li>1. Archbold Criminal Pleading, Evidence and Practice</li> <li>2. Blackstone's Criminal Practice</li> </ol> <p><b>Journals / periodicals / loose-leaf</b></p>

	<p>Law Quarterly Review          European Human Rights Law Review          Modern Law Review          Cambridge Law Journal          Oxford Journal of Legal Studies          Legal Studies          Public Law          Journal of Law and Society          New Law Journal          Criminal Law Review</p>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond tutorial rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. webcasts, DVDs, online teaching)?	The module has no special accommodation requirements beyond tutorial rooms and the Lecture Theatre. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	To acquire knowledge and understanding of the substantive law of evidence and their evolving role within the English legal system.	<p>The Law of Evidence is a part of the law that is constantly and very quickly evolving. Students will be introduced early on to principles that underpin the development of the Law of Evidence in England and Wales.</p> <p>The induction lecture will provide information about the technicalities of the course and the teaching method to be adopted. It will also introduce students to the theory behind the law and its practical application.</p> <p>The first tutorial will be a broad-ranging and interactive debate on why there are rules of evidence and the concept of a fair trial and the difference between an adversarial approach compared to an inquisitorial approach.</p> <p>Tutorial sessions will continually return to the theme of the module – the evolving role of evidence in the legal system. Students will have substantial opportunities for discussion and debate in Tutorials as well as Seminars.</p> <p>For more detail as to pedagogic methodology, please see below.</p>	<p><b>Summative</b> Coursework and MCT</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
2	To further develop critical and legal analytical skills and to assess the relevance, admissibility and weight of a piece of evidence.	This will be demonstrated particularly in Seminar 2 and throughout the Module in assessing relevance, admissibility and weight of a piece of evidence.	<p><b>Summative</b> Coursework and MCT</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
3	To develop a knowledge and understanding of the general principles of the law of evidence in affecting the outcome of criminal and civil cases.	<p>Lectures in each topic will address the practical elements of each area of the law as it currently stands. Essential reading will supplement this. Lectures will further introduce students to a range of academic comment and ideas on each topic, and flag up issues for contemplation during their study time. Lectures will also draw out underlying principles which underlie the development of the Law of Evidence in England and Wales.</p> <p>Seminar 2 will involve a discussion of the</p>	<p><b>Summative</b> Coursework and WA</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>

		<p>statutory and common law provisions relating to the burden and standard of proof including the recent House of Lords authorities and European Court authorities regarding reverse burdens, and students will discuss a problem scenario.</p> <p>Tutorial 3 will be a practical seminar aimed at deciding whether witnesses are either competent or compellable to give evidence for either side in a trial and the public interest issues which this involves.</p> <p>Seminar 4 will involve a discussion of the competing interests of the defence and prosecution in relation to the admissibility of confessions.</p> <p>Tutorial 5 will examine the concept of unfairly obtained evidence and the exercise of judicial discretion to exclude it.</p>	
4	To understand the mechanisms by which English courts control what may or may not be admitted as evidence.	These themes will be continually referred to throughout the Module, in relation to relevance, admissibility, and exclusionary rules generally. This will also involve an appreciation of when evidence must be excluded as a matter of policy, as a matter of law and as a matter of discretion.	<p><b>Summative</b> Coursework and WA</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
5	To develop an understanding of the role of case precedent and statute as they operate within law of evidence.	This will be explored throughout the module and particularly in the tutorial 7 and 9 and seminar 8 in the context of Hearsay evidence and evidence of the character of the defendant under the Criminal Justice Act 2003.	<p><b>Summative</b> Coursework and WA</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
6	To develop an understanding of the effects of the Human Rights Act 1998 within the law of Evidence	<p>This is a continuing theme running through the Module.</p> <p>In both Seminars and tutorials, students will have substantial opportunities to critically evaluate the manner in which these different jurisdictions have attempted to grapple with the complexities of balancing the rights of a defendant to a fair trial and the rights regarding the administration of Justice and how this is promoted by the Criminal Procedure Rules and the Civil Procedure Rules.</p>	<p><b>Summative</b> Coursework and WA.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorials.</p>

**B. Subject Specific Professional Skills and Attitudes**

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	(Without guidance) apply their knowledge of the principles and methodology of relevant areas of law to analyse reasonably complex actual or hypothetical problems (which may contain incomplete information) and to arrive at reasoned conclusions.	There are a number of ways in which this skill will be developed including the requirement that students analyse hypothetical problem scenarios in both Tutorials and Seminars, participation in class debates and the submission of reasoned argument. Students will prepare their analysis in advance, for discussion within the tutorial / Seminar, where they will be asked to present their answers either individually or in groups. Question and answer sessions will take place after any presentation.	Please see A1 above
2	(Without guidance) construct a reasoned legal argument taking into account and critically evaluating the merits of alternative arguments and conclusions.	This skill will be developed throughout the module. Tutorials will regularly require students to demonstrate both their ability to analyse legal arguments and to critically evaluate academic comment. The factual content of problems will frequently be changed within Tutorials to encourage adaptability and flexibility in formulating conclusions. For examples, the competing interests of relevance and prejudice in the court hearing about a defendant's previous bad character; the merits and public policy issues of forcing a spouse to give evidence against their spouse, reverse burdens of proof and the right to a fair trial enshrined in Article 6 ECHR. Critical reasoning and evaluation will be further developed through a formative assessment.	Please see A1 above
3	Identify accurately legal issues which require researching and to rank legal issues in terms of relevance and importance.	See under A 1 to 5 above and B1 above.	Please see A1 above  Research skills, including the ability to prioritise issues, will be a significant component of the coursework assessment. The assessment will involve an area of the law of evidence requiring a high degree of independent research combined with a need to identify relevant material from that which is irrelevant.

4	Conduct legal research by identifying and retrieving up-to-date relevant legal information using a variety of different paper and electronic sources (primary and secondary) and to synthesise this information in the construction of legal arguments	<p>The students will be required to regularly conduct both directed and self-guided research. Reference will be made to an array of materials including: textbooks, academic journals, other academic books (including collections of essays) and Practitioner texts. Emphasis will be placed on the importance of being aware of new judgments as they are reported, since this area of the law can develop quite quickly.</p> <p>VLE announcements will be made flagging up major developments as and when these occur.</p> <p>Students will practise synthesising these materials into a cohesive argument by preparing, in writing, for Tutorials and seminars and presenting their work (in whole or in part) to the class.</p>	<p><b>Summative</b> See B3 above.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for TUTORIAL questions and the formative assessment made available in week 5.</p>
5	Describe and comment on particular aspects of current research or advanced scholarship in the Law of Evidence and appreciate the competing interests involved in a trial.	<p>The Law of Evidence continues to develop and reflect changing social, technological and scientific and political needs. Students will be encouraged to use social and news media to keep as up-to-date as possible with legal developments and social critique of them.</p> <p>Students will be encouraged to read relevant academic comment on each topic before every class (seminar and tutorial). In class discussions, the manner in which the law may or ought to develop will frequently arise as issues to note.</p>	<p><b>Summative</b> The coursework assessment will require knowledge of current research and debate</p> <p>This skill will also be formatively assessed in Tutorials throughout the module</p>
6	Engage in autonomous learning by: i) acting independently in planning and undertaking tasks in areas of law which they have already studied; ii) undertaking independent research in areas of law which they have not previously studied starting from standard legal information sources	<p>(i) This will be achieved throughout the module specifically by research and preparation for both Tutorial and Seminar questions and debates, and both the formative and (specifically) the coursework assessment.</p> <p>(ii) This will be the primary purpose of the coursework assessment, (though there will be elements in other areas of the module, notably in preparation for Seminars).</p>	<p><b>(i) Summative (coursework)</b> The assessment set will include analysis and evaluation of material already covered on the module. Students will need to utilise their research skills in order to develop and expand upon the topic in question.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for TUTORIAL questions and the formative assessment made available in week 5.</p>

			<p><b>(ii) Summative (coursework)</b> The assessment will cover an array of topics, some of which will not have been formally dealt with on the module. Students will be required to undertake their own independent research with a limited degree of guidance as to materials.</p>
7	Reflecting on their own learning and seeking and making use of feedback.	This will be developed by providing students with feedback on their oral presentations, and participation, in Tutorials, by watching their peers receive feedback and by feedback received on both formative and summative assessments. In addition, tutors will operate an open door policy in which students are encouraged to consult staff on their performance throughout the module.	<p><b>Coursework assessment</b> Full oral/written feedback will be given to students with regards to their performance in the coursework.</p> <p><b>Formative</b> Not formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed.</p>
8	Using appropriate technical and complex language, demonstrate the ability to <b>orally</b> present a coherent, logical and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, and to engage effectively in debate	<p>Students will be expected to participate in both Tutorials and Seminars in a variety of formats, including: responding to direct questions, presentations, debates, and both small and large group discussions with tutors and their peers.</p> <p>The final debate in Seminar 5 will be the culminating point of the course, and all students will be expected to have prepared to make a substantial contribution to it.</p>	<p><b>Summative</b> Not summatively assessed</p> <p><b>Formative</b> This skill will be formatively assessed in Tutorials throughout the module</p>
9	Using appropriate technical and complex language, demonstrate the ability to present a coherent, logical and well-structured <b>written</b> legal argument in a way that is comprehensible to others and which is relevant to their concerns	<p>Students will be expected to prepare in writing for Tutorials and Seminars. Feedback on this written work will be obtained by asking students to present their arguments based on their written material and providing appropriate oral feedback. Students will also benefit from feedback provided by their peers.</p> <p>Feedback on the formative written assessment made available in week 5 and on summative assessments will also play an important role in developing this skill.</p>	<p><b>Summative</b> Coursework and WA This skill will also be formatively assessed in Tutorials throughout the module</p>

**C. General Transferable Skills**

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Bring together information from a variety of different sources and to synthesise this information in the construction of reasoned arguments	Please see B 2, 3, 4 and 5 above	<b>Summative</b> Coursework and WA  This skill will also be formatively assessed in tutorials throughout the module

**D. Cognitive Skills**

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques	This skill will be developed through the discussion of problem scenarios in Tutorials, where tutors will moot alternate circumstances within those scenarios, requiring students to think on their feet and react to new situations they will not have had time to prepare. The skill will also be developed through the debates conducted in Seminars, some of which will include unseen scenarios upon which students will have to comment.	<b>Summative</b> Coursework and WA  <b>Formative</b> This skill will be narratively assessed through tutor assessment of student performance in Tutorials.



**BPP University College of Professional Studies****Landlord and Tenant Law****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>Landlord and Tenant Law</b>			
Module Replaces (if appropriate)		<b>N/A</b>			
Level	<b>6</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		September 2012			
Related Modules	Pre-requisites	Land Law			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo / Manchester / Leeds / Bristol / Birmingham / Swindon (New College)/Liverpool/ Cambridge			
Module Proposer		Jonathan Clore			
Date Approved within			Signature of the Dean		

School					
Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

**SECTION 2: RATIONALE & DELIVERY**

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<ol style="list-style-type: none"> <li>1. To develop a critical appreciation of the key concepts, theories and legal principles which form the basis of Landlord and Tenant Law.</li> <li>2. To understand the process of legal reasoning and evaluation in Landlord and Tenant Law.</li> <li>3. To develop a systematic and critical understanding of and ability to critically analyse Landlord and Tenant Law.</li> <li>4. To develop an understanding of the role of case law and statute as they operate within Landlord and Tenant Law.</li> <li>5. To develop an understanding of the effects of Human Rights, Contract Law, Tort law and Public law on Landlord and Tenant Law.</li> <li>6. To develop an awareness and understanding of how Landlord and Tenant Law operates within the social, political and economic environment.</li> </ol> <p style="text-align: center;"><b>Relationship between the module aims and the rationale of the LLB as a whole</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To aim of the module is to provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education.</b></p> <p>This module aims to develop in students a detailed knowledge and understanding of the legal framework, principles and concepts which underlie Landlord and Tenant Law.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></p> <p>In addition to providing knowledge and understanding of the general principles of Landlord and Tenant Law, the module will also assist students in developing legal skills which are necessary for the successful completion of both the academic and vocational courses. These include: the ability to analyse and evaluate legal materials; research</p>
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	<p>methodology; legal writing, drafting and presentation skills; and advocacy skills.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical/problem-solving skills as well as research skills, which are necessary for practice as a lawyer.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	<p>Various external sources have been consulted in establishing the need for this module, including the QAA, current/former students, practising barristers in landlord and tenant and chancery chambers, and modules at other universities. Anecdotal evidence from current and former students shows that there is a student demand for this elective. Several students have requested a landlord and tenant module, particularly after studying land law and also due to personal interest resulting from their own tenancy issues, and also from vocational interest. There is a vocational demand for this module. It is a well known, popular area in practice; many law firms and barristers chambers practice in landlord and tenant, and many students are interested in practising in this field.</p>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• The QAA Law Benchmark statements</li> <li>• National Qualifications Framework for Higher Education</li> <li>• Course descriptors for similar modules provided by other universities (at both first degree and postgraduate levels) including: City University; the University of Reading; Sheffield Hallam University; the University of Manchester; Northumbria University; Nottingham Trent University the University of Hull; and London Metropolitan University</li> <li>• External review of the proposed module by a specialist landlord and tenant tutor and barrister, Tim Felton of University of West of England and University of Plymouth</li> <li>• Textbooks including: <i>Woodfall on Landlord and Tenant</i> (Thomson, Sweet &amp; Maxwell), <i>Hill and Redman's Landlord and Tenant</i> (Lexis Nexis Butterworths), <i>A Practical Approach to Landlord and Tenant</i> (Oxford) and <i>Landlord and Tenant Law</i> (Palgrave Macmillan)</li> <li>• Informal consultation with barristers at various landlord and tenant and chancery chambers</li> <li>• Reference has been made to the Landlord and Tenant parts of the LPC conveyancing course, and the BPTC property and chancery option at BPP (which is taught by the proposer of this module)</li> <li>• The module proposer has also relied on 26 years experience of practising, teaching (including at other universities) and advising on Landlord and Tenant law.</li> </ul>

What are the intended teaching methods (e.g. lectures, tutorials, seminars, workshops) and what is the ratio between them?	<p>21 hours comprising:</p> <p>10 x 1 hour lectures  5 x 1 hour tutorials  5 x 1 hour seminars  1 x 1 hour revision lectures</p> <ul style="list-style-type: none"> <li>• There will be 10 x 1 hour lectures. These will provide an overview, as well as a more detailed exposition of core areas within Landlord and Tenant Law.</li> <li>• There will be 5 x 1 hour seminars which will deal principally with an aspect of Landlord and Tenant Law appropriate for research, critical analysis, discussion, debate and presentation within a larger group than a tutorial.</li> <li>• There will be 5 x 1 hour tutorials. These will be in groups of no more than 20 students. They will be used to develop the student skills of application, critical evaluation and analysis, problem-solving, and mooting in relation to a number of realistic problem-based scenarios largely presented through the medium of a Client Information Pack. Each of these will be orientated around a Landlord and Tenant Law problem.</li> </ul>
How will the module be assessed?	<p>Examination – Written Exam (2 questions out of 4, in 3 hours)</p> <p>Formative assessment will take place regularly within tutorials, alongside a formal mock assessment set midway through the module.</p>
If there is more than one assessment component how will the marks be combined?	Not applicable

**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	Jonathan Clore Current contact hours of teaching staff are approximately 9 hours each, to be undertaken alongside administrative responsibilities.
Is any special training required for staff in preparation to teach the module?	The staff member is technically expert in the subject discipline and has undergone relevant training, and will continue to receive ongoing professional development in that discipline as organised by the Director of Staff Training and Development (DSTD).
Does the module require any special arrangements for it to be externally examined?	An external examiner will be appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Provided Textbook</b></p> <ul style="list-style-type: none"> <li>Garner and Frith, <i>A Practical Approach to Landlord and Tenant</i>, 6<sup>th</sup> edition (Oxford 2010)</li> </ul> <p><b>Statute book</b></p> <ul style="list-style-type: none"> <li>Driscoll, <i>Butterworths Residential Landlord and Tenant Handbook</i>, 6<sup>th</sup> edition (Lexis Nexis Butterworths, 2012)</li> </ul> <p><b>Casebook</b></p> <ul style="list-style-type: none"> <li>Madge and Sephton, <i>Housing Law Casebook</i>, 4<sup>th</sup> edition (LAG, 2008)</li> </ul> <p><b>Recommended Textbooks</b></p> <ul style="list-style-type: none"> <li>Evans and Smith, <i>The Law of Landlord and Tenant</i>, 6<sup>th</sup> edition (Butterworths 2002)</li> <li>Wilkie, Luxton, Morgan &amp; Cole, <i>Landlord and Tenant Law</i>, 5<sup>th</sup> edition (Palgrave Macmillan 2006)</li> <li>Gray and Gray, <i>Elements of Land Law</i>, 5<sup>th</sup> edition (Oxford 2009)</li> <li>Harpum, Bridge and Dixon, Megarry and Wade, <i>The Law of Real Property</i>, 7<sup>th</sup> edition (Thomson, Sweet &amp; Maxwell 2008)</li> <li>Arden and Dymond, <i>Manual of Housing Law</i>, 9<sup>th</sup> edition (Thomson, Sweet &amp; Maxwell 2012)</li> <li>Luba, Gallagher, McConnell and Madge, <i>Defending Possession Proceedings</i>, 7<sup>th</sup></li> </ul>

	<p>edition (LAG 2010)</p> <ul style="list-style-type: none"> <li>• Lewison, <i>Drafting Business Leases</i>, 7<sup>th</sup> edition (Thomson, Sweet &amp; Maxwell 2007)</li> <li>• Freedman, <i>Service Charges, Law and Practice</i>, 5<sup>th</sup> edition (Jordans, 2012)</li> </ul> <p><b>Casebooks</b></p> <ul style="list-style-type: none"> <li>• Williams, <i>Landlord and Tenant Casebook</i>, 3<sup>rd</sup> edition (Taylor &amp; Francis, 2002)</li> </ul> <p><b>Statute Books</b></p> <ul style="list-style-type: none"> <li>• Bradford, <i>Butterworths Business Landlord and Tenant Handbook</i>, 6<sup>th</sup> edition (Lexis Nexis Butterworths, 2012)</li> </ul> <p><b>Practitioner Book</b></p> <ul style="list-style-type: none"> <li>• <i>Woodfall: Landlord and Tenant</i> (Sweet &amp; Maxwell)</li> <li>• <i>Hill and Redman's Law of Landlord and Tenant</i> (Lexis Nexis Butterworths)</li> <li>• <i>Encyclopedia of Housing Law and Practice</i> (Thomson, Sweet &amp; Maxwell)</li> <li>• <i>Ross: Commercial Leases</i> (Lexis Nexis Butterworths)</li> <li>• <i>Hague on Leasehold Enfranchisement</i> (Thomson, Sweet &amp; Maxwell)</li> </ul> <p><b>Journals / periodicals / loose-leaf</b></p> <ul style="list-style-type: none"> <li>• <i>Law Quarterly Review</i></li> <li>• <i>Modern Law Review</i></li> <li>• <i>The Conveyancer and Property Lawyer</i></li> <li>• <i>Journal of Housing Law</i></li> <li>• <i>Legal Action Group Journal</i> (contains a monthly Housing law section)</li> <li>• <i>Estates Gazette</i> (contains a weekly law section on property or landlord and tenant law for students)</li> <li>• <i>Landlord and Tenant Review</i></li> <li>• <i>New Law Journal</i></li> <li>• <i>Solicitors Journal</i></li> </ul>
What additional IT and database resources will the module require?	Access to a number of legal databases including LexisNexis and Westlaw.
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond tutorial rooms and the lecture theatre.

Are there any special distance learning or other learning support resources required (e.g. webcasts, DVDs, online teaching)?	The module has no special accommodation requirements beyond tutorial rooms and the lecture theatre. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised: all of the course materials, as well as additional exercises and references will be on the VLE.
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## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators).	
		Learning and Teaching Methods	Assessment Methods
1	A critical appreciation of the key concepts, theories and legal principles which form the basis of Landlord and Tenant Law.	<p>The concepts, theories and principles underlying Landlord and Tenant Law will be a constant and reoccurring theme throughout the module. For this reason, students will be introduced to the basic theories and concepts surrounding Landlord and Tenant Law from a very early stage of the course. Then every tutorial and seminar will cover the key concepts, theories and principles for that topic.</p> <p>Emphasis will always be placed on the practical approach to utilise such concepts, theories and principles through case studies, discussion or moots. All problem-based scenarios will involve theoretical issues in Landlord and Tenant Law.</p> <p>Students will be encouraged to discuss the issues and to evaluate the merits (or otherwise) of the various opinions and approaches in devising solutions to problems. It is hoped that by encouraging students to consider alternative approaches to problems, they will develop their ability to reason critically.</p>	<p><b>Summative</b> Written exam</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 to be submitted at the end of Reading Week. This will consist of either a problem-based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
2	An understanding of the process of legal reasoning and evaluation in Landlord and Tenant Law.	All of the tutorials and seminars will focus on developing students understanding of the process of legal reasoning and evaluation in Landlord and Tenant Law. By way of example, in the tutorial on repairing covenants, students will develop an understanding of the reasoning by which liability for repairs is determined, how the court evaluates whether work counts as "repair" or "renewal"; and more broadly the students will evaluate whether the law is satisfactory.	<p><b>Summative</b> Written exam</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 to be submitted at the end of Reading Week. It will consist of either a problem-based scenario or an essay question.</p> <p>Students' understanding will also be formatively</p>

			assessed throughout the module. This will primarily occur within tutorial sessions.
3	A systematic and critical understanding of and ability critically to analyse Landlord and Tenant Law.	A number of tutorials and seminars will focus on developing an evaluative and critical approach to the law in this area. For example, the students will be encouraged to develop a deep systematic and critical approach to the law on certainty of term, repairing covenants, reasonableness of landlords' refusal to assign, the law of forfeiture, the development of statutory security of tenure in both the domestic and commercial spheres, and the efficacy of the law on service charges.	<p><b>Summative</b> Written exam</p> <p><b>Formative</b> Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
4	A comprehensive understanding of the role of case law and statute as they operate within Landlord and Tenant Law.	<p>The majority of tutorials and seminars will place emphasis on the role of case law and statute. Students will look in depth at the substantial body of case law that has developed the principles on certain topics, for example, the distinction between "repair" and renewal", or the reasonableness of the landlord's refusal to consent to assignment. In contrast, several topics will look in depth at the detailed legislation on many areas of this module (e.g. on security of tenure, services charges and enfranchisement), whilst also looking at the case law interpreting those statutes.</p> <p>Therefore, throughout, the students will develop an understanding of the close relationship between case law and statutes within landlord and tenant law.</p>	<p><b>Summative assessment</b> Written exam</p> <p><b>Formative assessment</b> A formative assessment will be handed out in week 5 to be submitted at the end of Reading Week. It will consist of either a problem-based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>
5	An understanding of the effects of Human Rights, Contract Law, Tort law and Public law on Landlord and Tenant Law.	Where relevant, connections will be made with other areas of law, and students will develop an understanding of how landlord and tenant law interacts with, or is in part an amalgam of, other areas. For example, students will consider in depth the impact of human rights law and public law on council tenants' security of tenure and also disrepair of council properties; the overlap between landlord and tenant law and tort law on disrepair of properties; and the relationship between contract law and landlord and	<p><b>Summative</b> Written exam</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 to be submitted at the end of Reading Week. It will consist of either a problem-based scenario or an essay question.</p> <p>Students' understanding will also be formatively</p>

		tenant legislation on security of tenure and on service charge disputes; and the importance of interpretation of contracts in various topics, such as certainty of term, disrepair, rent review and service charge disputes.	assessed throughout the module. This will primarily occur within tutorial sessions.
6	An awareness and critical understanding of how Landlord and Tenant Law operates within the social, political and economic environment.	<p>The emphasis throughout the module will be on the application of Landlord and Tenant Law in the context of social, political and economic considerations. In particular, students will study the social, political and economic background to the leasehold estate itself, statutory security of tenure, rent review, service charge disputes, and right to buy legislation. This will include making the students aware of the commercial context behind business tenancy disputes.</p> <p>Further, problem-based scenarios, moot points and case studies will be put in the context of actual events.</p> <p>In addition, students will also be encouraged to consider the manner in which the courts have considered social, political and economic factors in determining the outcome of cases.</p>	<p><b>Summative</b> Written exam</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 to be submitted at the end of Reading Week. It will consist of either a problem-based scenario or an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorial sessions.</p>

**B. Subject Specific Professional Skills and Attitudes**

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators).	
		Learning and Teaching Methods	Assessment Methods
1	(Without guidance) apply their knowledge of the principles and methodology of relevant areas of law to critically analyse reasonably complex actual or hypothetical problems (which may contain incomplete information) and to arrive at reasoned conclusions.	There are a number of ways in which this skill will be developed including the requirement that students analyse hypothetical problem scenarios in tutorials and seminars, participation in class debates and the submission of reasoned argument. Students will prepare their analysis in advance, for discussion within the tutorials and seminars, where they will be asked to present their answers either individually or in groups. Question and answer sessions will take place after any presentation. Students will also argue moots in two of the tutorials.	Please see A1 above.
2	(Without guidance) construct a reasoned legal argument taking into account and critically evaluating the merits of alternative arguments and conclusions.	This skill will be developed throughout the module. Tutorials and seminars will regularly require students to demonstrate both their ability to construct arguments and to take into account and critically evaluate alternative arguments. Two tutorials will include moots. Critical reasoning and evaluation will be further developed through the formative assessment.	Please see A1 above.
3	Identify accurately legal issues which require researching and to rank legal issues in terms of relevance and importance.	See under A 1 to 5 above and B1 above. Students will be required in most of the tutorials and seminars to identify and rank the legal issues, for example in tackling the case studies on covenants, business tenancies and service charge disputes.	Please see A1 above
4	Conduct legal research by identifying and retrieving up-to-date relevant legal information using a variety of different paper and electronic sources (primary and secondary) and to synthesise this information in the construction of legal arguments	<p>The students will be required to regularly conduct both directed and self-guided research. Reference will be made to an array of materials including: textbooks, practitioner guides and online databases. Emphasis will be placed on cross-checking material to ensure its validity and probative value. A number of tutorials and seminars will introduce them to the range of primary and secondary sources relevant to the module.</p> <p>Students will practise synthesising these materials into a cohesive argument by preparing, in writing, for tutorials and seminars as well as presenting their work (in whole or in part) to the class.</p>	<p><b>Summative</b> Written exam. Students will be expected to demonstrate research from a variety of sources in answering the exam questions</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for tutorial questions and in preparation for the formative assessment handed out in week 5.</p>
5	Describe and comment on particular aspects of current research or advanced scholarship in	In particular topic areas, students will be required to read, describe and discuss current research or advanced scholarship, by reading journal articles and reports. For example,	<p><b>Summative</b> The assessment will require knowledge of current research and</p>

	Landlord and Tenant Law and appreciate the uncertainty, ambiguity and limits of knowledge relating to relevant areas of law.	students will read and comment on articles on certainty of term, repair, rent review, human rights defences to possession proceedings, and reports proposing reform of the law on forfeiture and on termination of leases and security of tenure. Reading this material and discussion in class will help the students appreciate the uncertainty, ambiguity and limits of knowledge relating to those areas.	debate  <b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will partially focus on developing areas of law and current scholarship. This skill will also be formatively assessed in tutorials and seminars throughout the module.
6	Engage in autonomous learning by: i) acting independently in planning and undertaking tasks in areas of law which they have already studied; ii) undertaking research in areas of law which they have not previously studied starting from standard legal information sources	This will be achieved throughout the module by research and preparation for tutorial and seminar questions and the formative assessment.	<b>i. Summative</b> The assessment set will include analysis and evaluation of material already covered on the module. Students will need to utilise their research skills in order to develop and expand upon the topic in question.  <b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for tutorial questions and the formative assessment handed out in week 5.  <b>ii. Summative</b> The assessment will cover an array of topics, some of which will not have been formally dealt with on the module. Students will be required to undertake independent research with a limited degree of guidance.  <b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for tutorial questions and the formative assessment handed out in week 5.

7	Reflect on their learning and seek and make use of feedback.	<p>This will be developed by providing students with feedback on their oral presentations and moots, by participation in tutorials, by watching their peers receive feedback and by feedback received on formative assessments. Students will be encouraged to reflect on their learning and feedback, and demonstrate in classroom and assessment performance that they have learnt from previous feedback.</p> <p>In addition, tutors will operate an open door policy in which students are encouraged to consult staff on their performance throughout the module.</p>	<p><b>Summative</b> Written exam</p> <p><b>Formative</b> Not formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed.</p>
8	Using appropriate technical and complex language, demonstrate the ability to orally present a coherent, logical and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, and to engage effectively in debate.	Students will be expected to participate in both tutorials and seminars in a variety of formats, including: responding to direct questions, presentations, debates, moots, discussions with tutors and their peers.	<p><b>Summative</b> Not summatively assessed.</p> <p><b>Formative</b> This will be formatively assessed in tutorials and seminars throughout the module.</p>
9	Using appropriate technical and complex language, demonstrate the ability to present a coherent, logical and well-structured written legal argument in a way that is comprehensible to others and which is relevant to their concerns.	<p>Students will be expected to prepare in writing for tutorials. Feedback on this written work will be obtained by asking students to present their arguments based on their written material and providing appropriate oral feedback. Students will also benefit from feedback provided by their peers.</p> <p>Feedback on the formative and summative assessments will also play an important role in developing this skill.</p>	<p><b>Summative</b> Written exam</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem-based scenario or an essay question.</p> <p>This skill will also be formatively assessed in tutorials throughout the module</p>

**C. General Transferable Skills**

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators).	
		Learning and Teaching Methods	Assessment Methods
1	Bring together information from a variety of different sources and to synthesise this information in the construction of reasoned arguments.	Please see B 1, 2, 3, 4, 8 and 9 above. Research, bringing information together and synthesising the information in construction of reasoned arguments will be an integral part of most of the tutorials and seminars and also the formative and summative assessments.	<p><b>Summative</b> Written exam</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of either a problem based scenario or an essay question.</p> <p>This skill will also be formatively assessed in tutorials and seminars throughout the module.</p>

**D. Cognitive Skills**

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques.	<p>This skill will be developed: Firstly, by the variety of cases and exercises addressed on this module, differing in style and complexity</p> <p>Secondly, through the introduction of new unseen material in some tutorials and seminars, requiring students to think on their feet and react to new situations.</p>	<p><b>Summative</b> Written exam</p> <p><b>Formative</b> This will be narratively assessed through tutor assessment of student performance in tutorials and seminars.</p>

**BPP College of Professional Studies****Intellectual Property Law 1****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		Intellectual Property Law 1			
Module Replaces (if appropriate)		N/A			
Level	6	Credit Value	15	Contact Hours when delivered in classroom live	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard-style seminars (HSSs ISs), 5 x consolidation hours, 2 x 1 hour revision classes
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		June 2009			
Related Modules	Pre-requisites	Progression from Level 4 and Level 5 Modules			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		None			
Delivery Locations (Holborn/Leeds/Manchester/ Waterloo)		All LLB centres			
Module Proposer		Roxanne Stockwell			
Date Approved within School		29/2/08	Signature of the Dean		
Date of Receipt by Director QAE			Signature of Director, QAE		
Date of submission to CVP/ETC (as appropriate)		12/3/08	D of S to Academic Council		D of S to Board of Directors
Decision		Approved	Decision		Decision



## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of this module are as follows:</p> <ul style="list-style-type: none"> <li>• To introduce students to the governing principles of intellectual property law;</li> <li>• To develop students faculties of critical analysis in the context of intellectual property law and its commercial role;</li> <li>• To introduce students to the main sources of intellectual property law;</li> <li>• To enable students to apply knowledge of intellectual property to real world problems and identify appropriate solutions;</li> <li>• To develop an understanding of some of the key methods of exploiting intellectual property assets;</li> <li>• To develop an understanding of the impact of the principal international intellectual property organisations, the regulatory framework and sources of law;</li> <li>• To develop an understanding of contemporary issues in intellectual property law and critically assess how intellectual property law is developing;</li> <li>• To develop an awareness of the ethical issues arising out of IP law and how they affect individuals with practical legal difficulties;</li> <li>• To develop students' legal reasoning skills and the ability to spot issues and identify solutions from a range of legal areas; and</li> <li>• To develop an understanding of regulation and application formalities in a number of jurisdictions</li> </ul> <p style="text-align: center;"><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education.</b></p> <p>This module develops students' knowledge of the general principles of a range of areas of substantive law relevant to intellectual property and commerce.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional.</b></p>
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	<p>This module will enhance and develop the general legal skills required on the LPC and BVC, including legal methodology, analysis, research, critical analysis and problem solving. Further detail on the development of these skills is set out in section 4/A-C of this form. Further information on the skills outcomes for this module can be found above in section 2.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>This module develops a range of the transferable skills required in professional employment, including presentation, written and spoken communication, analysis, problem solving and general research.</p> <p>Further detail on the development of these skills is set out in section 4/D of this form. Further information on the skill outcomes for this module can be found above in section 2.</p> <p>This module also encourages students to develop a commercial focus. Many of the IS feature practical situations where students will receive client papers/commercial briefs and be expected to present or draft advice on contentious and non-contentious issues.</p>
What risk factors exist and how will they be addressed?	<p>One risk is that the content of the module will overlap with or duplicate aspects of the professional courses.</p> <p>This risk has been addressed through consultation with the relevant members of the BPTC and LPC teams during modular design, to ensure a complementary programme which acts as a bridge between the academic and professional programmes.</p>
What external sources have been consulted in establishing the need for the module? (e.g. H.E. agencies, employers, current & former students).	<p>Both current and former students have been consulted, in addition to solicitors firms and colleagues from the BPTC and LPC teams. External SMEs were also consulted as well as the FHEQ and Benchmark statements, and IP Professional bodies.</p>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, and experts in the field)?	<p>Reference has been made to:</p> <p>The QAA Law Benchmark Statements</p> <p>Course descriptors from various other institutions offering intellectual property modules:</p> <ul style="list-style-type: none"> <li>• London Metropolitan University</li> <li>• University Of Kent</li> <li>• Southampton University</li> <li>• Queens University, Belfast</li> <li>• LSE and UCL</li> </ul> <p>LPC and BVC Tutors on Intellectual Property electives.</p> <p>Textbooks and Casebooks, including:</p> <ul style="list-style-type: none"> <li>• Intellectual Property – MacQueen, OUP 2007</li> <li>• Intellectual Property – Bainbridge, Pearson 2007</li> <li>• Intellectual Property – Cornish and Llewellyn, Sweet and Maxwell, 2007</li> </ul>

	<p>Syllabus for the foundation papers for the following institutions:</p> <ul style="list-style-type: none"> <li>• CIPA – Chartered Institute of Patent Attorneys</li> <li>• ITMA – Institute of Trade mark Attorneys.</li> </ul> <p>Syllabus and regulations of the Joint Examination Board of the following foundation level exams for ITMA and CIPA as appropriate:</p> <ul style="list-style-type: none"> <li>• Copyright and design</li> <li>• Basic UK Trademark Law</li> <li>• Basic UK Trademark Practice</li> <li>• Basic Overseas Trademark Law and Practice.</li> <li>• Basic UK Patent Law and Procedure</li> </ul> <p>The syllabi and regulations can be found here:  <a href="http://www.jointexaminationboard.org.uk/syllabi.php">http://www.jointexaminationboard.org.uk/syllabi.php</a>  <a href="http://www.cipa.org.uk/download_files/Examregulations.pdf">http://www.cipa.org.uk/download_files/Examregulations.pdf</a></p> <p>The syllabus and module proposal form have been scrutinised and approved by Gary Watt, Reader at Law at the University of Warwick.</p>
What are the intended teaching methods (e.g. lecture, IS, SGS, workshop) and what is the ratio between them?	<p>22 hours comprising:  10 x 1 hour lectures  5 x 1 hour tutorials  5 x 1 hour seminars  2 x 1 hour revision lectures</p> <ul style="list-style-type: none"> <li>• There will be one “introduction” session for students to understand the sources and the ambit of IP Law and to familiarise themselves with both primary and secondary sources (including quasi-legal provisions).</li> <li>• There will be 10 x 1 hour lectures. These will both provide an overview, as well as a more detailed exposition of core areas within IP Law.</li> <li>• There will be 5 x 1 hour tutorials which will deal principally with an aspect of IP Law appropriate for discussion, debate, presentation, video or formal student presentation. They will also be used to develop the student skills of application, evaluation and problem-solving in relation to a number of questions and realistic problem-based scenarios largely presented through the medium of a Client Information Pack. Each of these will be orientated around a IP Law problem.</li> </ul> <p>There will be 5 x 1 hour seminars which will deal principally with an aspect of IP Law appropriate for discussion, debate, presentation, video or formal student presentation. They will also be used to develop the student skills of application, evaluation and problem-solving in relation to a number of questions and realistic problem-based scenarios largely presented through the medium of a Client Information Pack. Each of these will be orientated around a IP Law problem.</p>
How will the module be assessed?	<p>Summative assessment  The module will be examined through the following assessments:  100% Written Examination (2 questions from 4 in 3 hours).</p>
If there is more than one assessment component how will the marks be combined?	<p>The weighting will be 100% final examination</p>

**SECTION 3: RESOURCES**

Who will teach the module (please provide CVs)? What impact will this have upon their current duties?	<p>Julian Davies Louise Dobrin Ann Evans Caroline Barrow Jon Silverman</p> <p>All the above staff would have time dedicated to the IP module and be relieved from other duties as appropriate.</p> <p>We will also use a range of guest speakers and may draw on LPC, GDL and BPTC staff. Such staff members would participate on a voluntary and paid basis.</p>
Is any special training required for staff in preparation to teach the module?	<p>All staff will have a budget to attend relevant training programmes organised by the Director of Programmes.</p> <p>Topics would be allocated to teaching some time before the module starts in order to allow sufficient preparation time and any relevant training to be undertaken.</p> <p>Staff have been and in some cases will be provided with training on teaching and learning in a virtual learning environment to be organised by the Director of Staff Training and Development on the GDL. Please see the Programme Proposal Form for details.</p>
Does the module require any special arrangement for it to be externally examined?	An external examiner has been appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b>Core Texts</b>  <i>Intellectual Property Law, Davis, OUP</i>  <i>Contemporary Intellectual Property, MacQueen et al, OUP</i>  <i>Intellectual Property Law Cases and Materials, Cornish and Llewellyn, Sweet and Maxwell</i></p> <p><b>Additional Reading</b>  <i>Intellectual Property, Bentley and Sherman, OUP</i>  <i>Intellectual Property, Bainbridge, Pearson</i>  <i>Intellectual Property Law, Torremans, OUP</i>  <i>Intellectual Property Law, Cornish and Llewellyn, Sweet and Maxwell</i>  <i>Intellectual property; Omnipresent, Distracting, Irrelevant? Cornish, Sweet and Maxwell</i>  <i>Computer Law, Reed and Angel, OUP</i>  <i>Gowers Review of Intellectual Property, HM Treasury</i>  <i>A User's Guide to Copyright, Flint, Tottel</i>  <i>A User's Guide to Patents, Cook, Tottel</i></p> <p><b>Statute Books</b>  <i>Statutes on Intellectual Property Law, Blackstone</i></p>

	<p><b>Journals</b>  <i>Journal of Intellectual Property Law</i>  <i>European Intellectual Property Review</i>  <i>Intellectual Property Quarterly</i>  <i>Journal of Intellectual Property Law and Practice</i>  <i>Entertainment Law Review</i>  <i>European Intellectual Property Review</i>  <i>Intellectual Property Forum</i>  <i>Intellectual Property Journal</i>  <i>Managing Intellectual Property</i>  <i>Perspectives on Intellectual Property</i>  <i>Trademark World</i></p> <p><b>Practitioner Texts</b>  <i>Kerly on Trademarks</i>,  <i>The Law of Passing Off; Unfair Competition by Misrepresentation</i>  <i>Terrell on the Law of Patents; Sweet and Maxwell</i></p>
What additional IT and database resources will the module require?	Online access to the above journals.
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond tutorial/seminar rooms and the lecture theatre and/or a teaching room capable of holding up to 60 students that is equipped with recording facilities.
Are there any special distance learning or other learning support resources required (e.g. web-casts, DVDs, online teaching)?	The module has no special accommodation requirements beyond those set out above. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised.

## Section 4: Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Demonstrate a systematic understanding of the nature and basic principles of intellectual property law.	<p>This module brings together a diverse area of law characterised as intellectual property (IP). In addition, there are a wide range of important regulatory frameworks in the UK, the EU and world-wide.</p> <p>All topics will include the following learning package:</p> <p>Independent reading MCT (introductory) Online SGSs MCT (advanced) Lectures</p> <p>A number of the topics will also have ISs.</p> <p>For details on the precise nature of the topics, lectures, SGSs and IS please see the syllabus.</p>	<p><b>Formative</b> MCTs for every topic, both introductory and advanced. Additionally students will be offered the chance to complete one mock assessment in the form of a written assessment</p> <p><b>Summative</b> Written assessment</p>
2	Demonstrate an ability to identify the main sources of Law relating to the selected areas of Intellectual Property Law and use these primary and secondary sources effectively in finding solutions to practical problems.	<p>A key feature of IP law is the wide range of national and international sources of law. Students will be expected to be able to identify and work with the main sources of law for each substantive IP right.</p> <p>The main sources of law will be introduced in the headstart lecture.</p> <p>IS will enable students to learn how to work with the various sources of law and enable them to develop research skills.</p>	<p><b>Formative</b> MCTs</p> <p><b>Summative</b> Written Assessment</p>
3	Demonstrate a systematic understanding of the basic legal principles governing selected areas of intellectual property law.	<p>These principles will be outlined to the students in the lecture programme. Student understanding of the concepts will be challenged in SGSs and ISs.</p> <p>For details on the breakdown of topics please see the syllabus.</p>	<p><b>Formative:</b> MCTs</p> <p><b>Summative</b> Written Assessment</p>

4	Demonstrate a systematic understanding of the impact of the principal international intellectual property organisations, the regulatory framework and sources of law.	<p>The international dimension of IP law is a key area of the module. This applies to all the substantive IP rights and is introduced to the students in the early lectures on each IP right.</p> <p>Students will be expected to develop their knowledge of the relevant rights and to be able to apply this knowledge to commercial situations.</p>	<p><b>Formative:</b> MCTs</p> <p><b>Summative</b> Written Assessment</p>
5	Demonstrate an understanding of contemporary issues in intellectual property law and an ability to critically assess how intellectual property law is developing.	The overall focus of the IP module is on commercial and contemporary issues in IP law. After each substantive right is introduced students will have the opportunity to discuss research and advise clients on developing areas of law.	<p><b>Formative</b> MCTs</p> <p><b>Summative</b> Written Assessment</p>
7	Demonstrate an awareness of the ethical issues arising out of IP law and how they affect practical client scenarios	Students will be invited to consider in lectures and IS the wider impact of intellectual property law on society and whether the rights benefit or are detrimental to society generally.	Although this outcome will not be directly examined, ethical issues will feature in all of the assessments set within the module.

**B. Subject Specific/Professional Skills and Attitudes**

Ref	By the end of the course) Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Coherently and accurately discuss the law relevant to a given problem /scenario.	Students will be required to discuss the relevant law in relation to practical problems in SGSs, IS and in the assessment.  Students will also have the opportunity to engage in further such discussion through the online discussion board.	See A1 above – one of the mocks (formative) and the written assessment (summative) will assess this skill.
2	Cogently and persuasively argue how the relevant law should be applied to the resolution of a given problem	Students will be required to discuss the relevant law in relation to practical problems in SGSs, IS.  Students will also have the opportunity to engage in further such discussion through the online discussion board.	See B1 above
3	Identify, find and use a range of sources of legal information, using information technology where appropriate, to assist in legal research and to extract the essential points from the data surveyed.	In the course of their preparation for SGSs, IS and lectures students will have to find and use a range of sources of legal information, e.g. cases and legislation (primary sources) and practitioner texts (secondary sources), either in hard copy form (within the library facilities situated within the Law School or wherever they decide to undertake the project) or online.	See B1 above.
4	Autonomously investigate and research effectively using both paper and electronic sources and extract essential information.	The onus will be on students to manage their own learning reflectively, making appropriate use of the diverse range of online resources at their disposal.	Although this will not be subject to formal formative or summative assessment, performance in the written assessment will be dictated by students' ability to demonstrate this skill.



**C. General Transferable Skills**

Ref	C. By the end of the course students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Present an argument based upon reasoned conclusions, derived from the application of basic IP principles to problem scenarios, professionally and in a way which is comprehensible to others.	Students will be required in SGSs and IS to draft advice or make client presentations in the light of problem scenarios.  For details on the breakdown of topics please see the syllabus.	<b>Formative</b> MCTs  <b>Summative</b> Written assessment
2	Demonstrate time management skills.	Students will have to manage their workload on the module appropriately in the light of their other commitments and work through the material in a systematic and timely manner prior to submission / completion of the relevant assessments.	See B4 above.
3	Apply their own criteria of judgment and challenge received opinion reflectively.	SGSs, IS and lectures will stimulate reflection on the state of the law and potential areas for reform.  Students will develop and utilise this skill throughout the module, notably in the context of writing an essay on a contentious area of IP Law.	<b>Formative</b> Mock Assessment  <b>Summative</b> Written Assessment
4	Identify and define complex problems and apply appropriate knowledge, tools / methodology to devising a solution.	SGSs and IS will focus on practical legal problems, in answer to which students will be required to identify the pertinent issues of IP Law and suggest potential solutions.  One of the courseworks will also centre around a practical legal problem, requiring students to advise a hypothetical client appropriately as to their potential remedies.	<b>Formative</b> Mock Assessment  <b>Summative</b> Written Assessment

**D. Cognitive Skills**

Ref	A. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Demonstrate an ability to apply the basic legal principles governing selected areas of IP Law to a case study or problem question.	As stated above, these principles will be outlined to the students in the lecture programme, with student understanding challenged in SGSs and ISs. The majority of these will involve case studies and / or problem questions where students will be expected to draft advice or make client presentations. Materials will be made available to students prior to ISs.	<b>Formative</b> MCTs  <b>Summative</b> Written Assessment
2	Demonstrate an ability to critically analyse the rationale for intellectual property law and its role in commerce, and make a critical judgment on the merits of particular arguments advanced in this sphere.	<p>Topics will be taught through a combination of lectures and ISs. The lectures will be available live and online and will be used to introduce the various IP rights; show how they apply in the commercial context; and introduce relevant contemporary issues.</p> <p>Some lectures will involve group activities. For example, in Lecture 3 on registered trademarks, the students will be required to advise a client on an infringement action. Students will bring prepared work to the lecture.</p> <p>A variety of delivery methods will be employed in ISs, including: problem-solving scenarios; debates and presentations; analytical discussion; and practical exercises involving draft client materials.</p> <p>Students will be expected to prepare for IS and to participate in various ways, including: question and answer sessions; presentation of their answers to the class; and presentations as part of a group. Presentations will be partly oral but will also involve use of IT resources and require prior legal research. A majority of the materials provided to students will be client-based – where a client has a commercial IP problem upon which they require advice.</p> <p>Specific areas of substantive law will be examined in both lectures and ISs. Students' critical understanding will be nurtured by developing certain themes (see A 3 and 4 above).</p>	<b>Formative</b> MCTs and mock  <b>Summative</b> Written Assessment
3	Synthesise abstract data and concepts, deriving practical solutions to legal problems.	<p>During SGSs and IS students will be asked to advise hypothetical clients on practical solutions to problems in the light of extensive research of both primary and secondary sources.</p> <p>One of the mock assessments will replicate this exercise, in the context of a strict word count mandating brevity and succinct analysis.</p>	<b>Formative</b> Mock Assessment  <b>Summative</b> Written Assessment

**BPP College of Professional Studies****Intellectual Property Law 2****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		Intellectual Property Law 2			
Module Replaces (if appropriate)		N/A			
Level	6	Credit Value	15	Contact Hours when delivered in classroom live	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard-style seminars (HSSs ISs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		June 2009			
Related Modules	Pre-requisites	Progression from Level 4 and Level 5 Modules and Intellectual Property Part 1			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		None			
Delivery Locations (Holborn/Leeds/Manchester/ Waterloo)		All LLB centres			
Module Proposer		Roxanne Stockwell			
Date Approved within School		29/2/08	Signature of the Dean		
Date of Receipt by Director QAE			Signature of Director, QAE		
Date of submission to CVP/ETC (as appropriate)		12/3/08	D of S to Academic Council		D of S to Board of Directors
Decision		Approved	Decision		Decision

**SECTION 2: RATIONALE & DELIVERY**

What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?

The aims of this module are as follows:

- To introduce students to the governing principles of intellectual property law;
- To develop students faculties of critical analysis in the context of intellectual property law and its commercial role;
- To introduce students to the main sources of intellectual property law;
- To enable students to apply knowledge of intellectual property to real world problems and identify appropriate solutions;
- To develop an understanding of some of the key methods of exploiting intellectual property assets;
- To develop an understanding of the impact of the principal international intellectual property organisations, the regulatory framework and sources of law;
- To develop an understanding of contemporary issues in intellectual property law and critically assess how intellectual property law is developing;
- To develop an awareness of the ethical issues arising out of IP law and how they affect individuals with practical legal difficulties;
- To develop students' legal reasoning skills and the ability to spot issues and identify solutions from a range of legal areas; and
- To develop an understanding of regulation and application formalities in a number of jurisdictions

**Relationship between module aims and the rationale of the LLB as a whole:**

To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.

**To provide students with:**

**1. An academically rigorous programme of legal education**

This module develops students' knowledge of the general principles of a range of areas of substantive law relevant to intellectual property and commerce.

	<p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional.</b></p> <p>This module will enhance and develop the general legal skills required on the LPC and BVC, including legal methodology, analysis, research, critical analysis and problem solving. Further detail on the development of these skills is set out in section 4/A-C of this form. Further information on the skills outcomes for this module can be found above in section 2.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>This module develops a range of the transferable skills required in professional employment, including presentation, written and spoken communication, analysis, problem solving and general research.</p> <p>Further detail on the development of these skills is set out in section 4/D of this form. Further information on the skill outcomes for this module can be found above in section 2.</p> <p>This module also encourages students to develop a commercial focus. Many of the IS feature practical situations where students will receive client papers/commercial briefs and be expected to present or draft advice on contentious and non-contentious issues.</p>
What risk factors exist and how will they be addressed?	<p>One risk is that the content of the module will overlap with or duplicate aspects of the professional courses.</p> <p>This risk has been addressed through consultation with the relevant members of the BPTC and LPC teams during modular design, to ensure a complementary programme which acts as a bridge between the academic and professional programmes.</p>
What external sources have been consulted in establishing the need for the module? (e.g. H.E. agencies, employers, current & former students).	<p>Both current and former students have been consulted, in addition to solicitors firms and colleagues from the BPTC and LPC teams. External SMEs were also consulted as well as the FHEQ and Benchmark statements, and IP Professional bodies.</p>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, and experts in the field)?	<p>Reference has been made to: The QAA Law Benchmark Statements</p> <p>Course descriptors from various other institutions offering intellectual property modules:</p> <ul style="list-style-type: none"> <li>• London Metropolitan University</li> <li>• University Of Kent</li> <li>• Southampton University</li> <li>• Queens University, Belfast</li> <li>• LSE and UCL</li> </ul> <p>LPC and BVC Tutors on Intellectual Property electives. Textbooks and Casebooks, including:</p> <ul style="list-style-type: none"> <li>• Intellectual Property – MacQueen, OUP 2007</li> <li>• Intellectual Property – Bainbridge, Pearson 2007</li> <li>• Intellectual Property – Cornish and Llewellyn, Sweet and</li> </ul>

	<p>Maxwell, 2007</p> <p>Syllabus for the foundation papers for the following institutions:</p> <ul style="list-style-type: none"> <li>• CIPA – Chartered Institute of Patent Attorneys</li> <li>• ITMA – Institute of Trade mark Attorneys.</li> </ul> <p>Syllabus and regulations of the Joint Examination Board of the following foundation level exams for ITMA and CIPA as appropriate:</p> <ul style="list-style-type: none"> <li>• Copyright and design</li> <li>• Basic UK Trademark Law</li> <li>• Basic UK Trademark Practice</li> <li>• Basic Overseas Trademark Law and Practice.</li> <li>• Basic UK Patent Law and Procedure</li> </ul> <p>The syllabi and regulations can be found here:  <a href="http://www.jointexaminationboard.org.uk/syllabi.php">http://www.jointexaminationboard.org.uk/syllabi.php</a>  <a href="http://www.cipa.org.uk/download_files/Examregulations.pdf">http://www.cipa.org.uk/download_files/Examregulations.pdf</a></p> <p>The syllabus and module proposal form have been scrutinised and approved by Gary Watt, Reader at Law at the University of Warwick.</p>
What are the intended teaching methods (e.g. lecture, IS, SGS, workshop) and what is the ratio between them?	<p>22 hours comprising:  10 x 1 hour lectures  5 x 1 hour tutorials  5 x 1 hour seminars  2 x 1 hour revision lectures</p> <ul style="list-style-type: none"> <li>• There will be one “introduction” session for students to understand the sources and the ambit of IP Law and to familiarise themselves with both primary and secondary sources (including quasi-legal provisions).</li> <li>• There will be 10 x 1 hour lectures. These will both provide an overview, as well as a more detailed exposition of core areas within IP Law.</li> <li>• There will be 5 x 1 hour tutorials which will deal principally with an aspect of IP Law appropriate for discussion, debate, presentation, video or formal student presentation. They will also be used to develop the student skills of application, evaluation and problem-solving in relation to a number of questions and realistic problem-based scenarios largely presented through the medium of a Client Information Pack. Each of these will be orientated around a IP Law problem.</li> </ul> <p>There will be 5 x 1 hour seminars which will deal principally with an aspect of IP Law appropriate for discussion, debate, presentation, video or formal student presentation. They will also be used to develop the student skills of application, evaluation and problem-solving in relation to a number of questions and realistic problem-based scenarios largely presented through the medium of a Client Information Pack. Each of these will be orientated around a IP Law problem.</p>
How will the module be assessed?	<p>Summative Assessment</p> <p>The module will be examined through the following assessments:  <b>100% Written Examination (2 questions from 4 in 3 hours).</b></p>
If there is more than one assessment component how will the marks be combined?	<p>The weighting will be 100% final examination</p>

**SECTION 3: RESOURCES**

Who will teach the module (please provide CVs)? What impact will this have upon their current duties?	<p>Julian Davies Louise Dobrin Ann Evans Caroline Barrow Jon Silverman</p> <p>All the above staff would have time dedicated to the IP module and be relieved from other duties as appropriate</p> <p>We will also use a range of guest speakers and may draw on LPC, GDL and BPTC staff.. Such staff members would participate on a voluntary and paid basis.</p>
Is any special training required for staff in preparation to teach the module?	<p>All staff will have a budget to attend relevant training programmes organised by the Director of Programmes.</p> <p>Topics would be allocated to teaching some time before the module starts in order to allow sufficient preparation time and any relevant training to be undertaken.</p> <p>Staff have been and in some cases will be provided with training on teaching and learning in a virtual learning environment to be organised by the Director of Staff Training and Development on the GDL. Please see the Programme Proposal Form for details.</p>
Does the module require any special arrangement for it to be externally examined?	An external examiner has been appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b>Core Texts</b>  <i>Intellectual Property Law, Davis, OUP</i>  <i>Contemporary Intellectual Property, MacQueen et al, OUP</i>  <i>Intellectual Property Law Cases and Materials, Cornish and Llewellyn, Sweet and Maxwell</i></p> <p><b>Additional Reading</b>  <i>Intellectual Property, Bentley and Sherman, OUP</i>  <i>Intellectual Property, Bainbridge, Pearson</i>  <i>Intellectual Property Law, Torremans, OUP</i>  <i>Intellectual Property Law, Cornish and Llewellyn, Sweet and Maxwell</i>  <i>Intellectual property; Omnipresent, Distracting, Irrelevant? Cornish, Sweet and Maxwell</i>  <i>Computer Law, Reed and Angel, OUP</i>  <i>Gowers Review of Intellectual Property, HM Treasury</i>  <i>A User's Guide to Copyright, Flint, Tottel</i>  <i>A User's Guide to Patents, Cook, Tottel</i></p> <p><b>Statute Books</b>  <i>Statutes on Intellectual Property Law, Blackstone</i></p>

	<p><b>Journals</b>  <i>Journal of Intellectual Property Law</i>  <i>European Intellectual Property Review</i>  <i>Intellectual Property Quarterly</i>  <i>Journal of Intellectual Property Law and Practice</i>  <i>Entertainment Law Review</i>  <i>European Intellectual Property Review</i>  <i>Intellectual Property Forum</i>  <i>Intellectual Property Journal</i>  <i>Managing Intellectual Property</i>  <i>Perspectives on Intellectual Property</i>  <i>Trademark World</i></p> <p><b>Practitioner Texts</b>  <i>Kerly on Trademarks</i>,  <i>The Law of Passing Off; Unfair Competition by Misrepresentation</i>  <i>Terrell on the Law of Patents, Sweet and Maxwell</i></p>
What additional IT and database resources will the module require?	Online access to the above journals.
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond tutorial/seminar rooms and the lecture theatre and/or a teaching room capable of holding up to 60 students that is equipped with recording facilities.
Are there any special distance learning or other learning support resources required (e.g. web-casts, DVDs, online teaching)?	The module has no special accommodation requirements beyond those set out above. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised.



## Section 4: Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Demonstrate a systematic understanding of the nature and basic principles of intellectual property law.	<p>This module brings together a diverse area of law characterised as intellectual property (IP). In addition, there are a wide range of important regulatory frameworks in the UK, the EU and world-wide.</p> <p>All topics will include the following learning package:</p> <p>Independent reading MCT (introductory) Online SGSs MCT (advanced) Lectures</p> <p>A number of the topics will also have ISs.</p> <p>For details on the precise nature of the topics, lectures, SGSs and IS please see the syllabus.</p>	<p><b>Formative</b> MCTs for every topic, both introductory and advanced. Additionally students will be offered the chance to complete one mock assessment in the form of a written assessment</p> <p><b>Summative</b> Written assessment</p>
2	Demonstrate an ability to identify the main sources of Law relating to the selected areas of Intellectual Property Law and use these primary and secondary sources effectively in finding solutions to practical problems.	<p>A key feature of IP law is the wide range of national and international sources of law. Students will be expected to be able to identify and work with the main sources of law for each substantive IP right.</p> <p>The main sources of law will be introduced in the head-start lecture.</p> <p>IS will enable students to learn how to work with the various sources of law and enable them to develop research skills.</p>	<p><b>Formative</b> MCTs</p> <p><b>Summative</b> Written Assessment</p>
3	Demonstrate a systematic understanding of the basic legal principles governing selected areas of intellectual property law.	<p>These principles will be outlined to the students in the lecture programme. Student understanding of the concepts will be challenged in SGSs and ISs.</p> <p>For details on the breakdown of topics please see the syllabus.</p>	<p><b>Formative</b> MCTs</p> <p><b>Summative</b> Written Assessment</p>

4	Demonstrate a systematic understanding of the impact of the principal international intellectual property organisations, the regulatory framework and sources of law.	<p>The international dimension of IP law is a key area of the module. This applies to all the substantive IP rights and is introduced to the students in the early lectures on each IP right.</p> <p>Students will be expected to develop their knowledge of the relevant rights and to be able to apply this knowledge to commercial situations.</p>	<p><b>Formative</b> MCTs</p> <p><b>Summative</b> Written Assessment</p>
5	Demonstrate an understanding of contemporary issues in intellectual property law and an ability to critically assess how intellectual property law is developing.	The overall focus of the IP module is on commercial and contemporary issues in IP law. After each substantive right is introduced students will have the opportunity to discuss research and advise clients on developing areas of law.	<p><b>Formative</b> MCTs</p> <p><b>Summative</b> Written Assessment</p>
7	Demonstrate an awareness of the ethical issues arising out of IP law and how they affect practical client scenarios.	Students will be invited to consider in lectures and IS the wider impact of intellectual property law on society and whether the rights benefit or are detrimental to society generally.	Although this outcome will not be directly examined, ethical issues will feature in all of the assessments set within the module.

**B. Subject Specific/Professional Skills and Attitudes**

Ref	By the end of the course) Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Coherently and accurately discuss the law relevant to a given problem / scenario.	Students will be required to discuss the relevant law in relation to practical problems in SGSs, IS and in the assessment  Students will also have the opportunity to engage in further such discussion through the online discussion board.	See A1 above – one of the mocks (formative) and the written assessment (summative) will assess this skill.
2	Cogently and persuasively argue how the relevant law should be applied to the resolution of a given problem.	Students will be required to discuss the relevant law in relation to practical problems in SGSs, IS.  Students will also have the opportunity to engage in further such discussion through the online discussion board.	See B1 above
3	Identify, find and use a range of sources of legal information, using information technology where appropriate, to assist in legal research and to extract the essential points from the data surveyed.	In the course of their preparation for SGSs, IS and lectures students will have to find and use a range of sources of legal information, e.g. cases and legislation (primary sources) and practitioner texts (secondary sources), either in hard copy form (within the library facilities situated within the Law School or wherever they decide to undertake the project) or online.	See B1 above.
4	Autonomously investigate and research effectively using both paper and electronic sources and extract essential information.	The onus will be on students to manage their own learning reflectively, making appropriate use of the diverse range of online resources at their disposal.	Although this will not be subject to formal formative or summative assessment, performance in the written assessment will be dictated by students' ability to demonstrate this skill.

**C. General Transferable Skills**

Ref	C. By the end of the course students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Present an argument based upon reasoned conclusions, derived from the application of basic IP principles to problem scenarios, professionally and in a way which is comprehensible to others.	Students will be required in SGSs and IS to draft advice or make client presentations in the light of problem scenarios.  For details on the breakdown of topics please see the syllabus.	<b>Formative</b> MCTs  <b>Summative</b> Written Assessment
2	Demonstrate time management skills.	Students will have to manage their workload on the module appropriately in the light of their other commitments and work through the material in a systematic and timely manner prior to submission / completion of the relevant assessments.	See B4 above.
3	Apply their own criteria of judgment and challenge received opinion reflectively.	SGSs, IS and lectures will stimulate reflection on the state of the law and potential areas for reform.  Students will develop and utilise this skill throughout the module, notably in the context of writing an essay on a contentious area of IP Law.	<b>Formative</b> Mock Assessment  <b>Summative</b> Written Assessment
4	Identify and define complex problems and apply appropriate knowledge, tools / methodology to devising a solution.	SGSs and IS will focus on practical legal problems, in answer to which students will be required to identify the pertinent issues of IP Law and suggest potential solutions.  One of the courseworks will also centre around a practical legal problem, requiring students to advise a hypothetical client appropriately as to their potential remedies.	<b>Formative</b> Mock Assessment  <b>Summative</b> Written Assessment

**D. Cognitive Skills**

Ref	A. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Demonstrate an ability to apply the basic legal principles governing selected areas of IP law to a case study or problem question.	As stated above, these principles will be outlined to the students in the lecture programme, with student understanding challenged in SGSs and ISs. The majority of these will involve case studies and / or problem questions where students will be expected to draft advice or make client presentations. Materials will be made available to students prior to ISs	<b>Formative</b> MCTs  <b>Summative</b> Written Assessment
2	Demonstrate an ability to critically analyse the rationale for intellectual property law and its role in commerce, and make a critical judgment on the merits of particular arguments advanced in this sphere.	<p>Topics will be taught through a combination of lectures and ISs. The lectures will be available live and online and will be used to introduce the various IP rights; show how they apply in the commercial context; and introduce relevant contemporary issues.</p> <p>Some lectures will involve group activities. For example, in Lecture 3 on registered trademarks, the students will be required to advise a client on an infringement action. Students will bring prepared work to the lecture.</p> <p>A variety of delivery methods will be employed in ISs, including: problem-solving scenarios; debates and presentations; analytical discussion; and practical exercises involving draft client materials.</p> <p>Students will be expected to prepare for IS and to participate in various ways, including: question and answer sessions; presentation of their answers to the class; and presentations as part of a group. Presentations will be partly oral but will also involve use of IT resources and require prior legal research. A majority of the materials provided to students will be client-based – where a client has a commercial IP problem upon which they require advice.</p> <p>Specific areas of substantive law will be examined in both lectures and ISs. Students' critical understanding will be nurtured by developing certain themes (see A 3 and 4 above).</p>	<b>Formative</b> MCTs and Mock Assessment  <b>Summative</b> Written Assessment
3	Synthesise abstract data and concepts, deriving practical solutions to legal problems.	<p>During SGSs and IS students will be asked to advise hypothetical clients on practical solutions to problems in the light of extensive research of both primary and secondary sources.</p> <p>One of the mock assessments will replicate this exercise, in the context of a strict word count mandating brevity and succinct analysis.</p>	<b>Formative</b> Mock Assessment  <b>Summative</b> Written Assessment

**BPP University College of Professional Studies****The Law of International Trade and Commerce II****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>The Law of International Trade and Commerce II</b>			
Module Replaces (if appropriate)		<b>N/A</b>			
Level	<b>5</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (O)			
Intended Start Date(s)		September 2012			
Related Modules	Pre-requisites	English Legal System and Reasoning Law of Tort Law of Contract The Law of International Trade and Commerce I			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Initially Waterloo. This could then be taught at all other locations.			

Module Proposer	Chris Monaghan				
Date Approved within School		Signature of the Dean			
Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<ol style="list-style-type: none"> <li>1. To acquire substantial knowledge regarding the various areas that makes up the law relating to international trade.</li> <li>2. To develop and maintain a comprehensive understanding of key areas underpinning International Trade and Commerce II.</li> <li>3. To develop and maintain in-depth knowledge of some of the most important areas of the Law of International Trade and Commerce.</li> <li>4. To understand the importance of the carriage of goods by sea, the role of finance and the use of English law and jurisdiction.</li> <li>5. Gain an understanding of the role of the International Chamber of Commerce.</li> </ol> <p><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <ol style="list-style-type: none"> <li>1. <b>An academically rigorous programme of legal education</b></li> </ol> <p>This module aims to develop in students a detailed knowledge and understanding of the legal framework, principles and concepts which underline and inform the constant development of International Trade and Commerce II.</p> <ol style="list-style-type: none"> <li>2. <b>Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></li> </ol> <p>International Trade and Commerce II is intended to give students a thorough overview of the law in this important area of international commerce. The skills which will be developed on this module: analysis, comparison of different laws and legal systems, application of rules to problem questions. The skills and knowledge gained will</p>
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	<p>be important preparation for the vocational courses and practice.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical / critical thinking skills and research skills (including comparative cross-jurisdictional awareness), which are necessary for practice as a lawyer.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	Various external subject matter experts and the modules taught at other LLB providers.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• The QAA Law Benchmark statements</li> <li>• Textbooks and practitioner texts including, <i>inter alia</i>: Carr, <i>International Trade law</i> (Routledge, 2010) Sealy &amp; Hooley, <i>Commercial Law: Text, Case and Materials</i> (OUP, 2010) Wilson, <i>Carriage of Goods by Sea</i> (Pearson, 2011) Mckendrick, <i>Goode on Commercial Law</i> (Penguin, 2011)</li> </ul> <p><b>National Qualifications Framework for Higher Education</b></p> <ul style="list-style-type: none"> <li>• Course descriptors for similar modules provided by other universities (both at undergraduate and postgraduate levels).</li> </ul>
What are the intended teaching methods (e.g. lecture, seminar, SGS, workshops) and what is the ratio between them?	<p>22 contact hours comprising:</p> <p>11 x 1 hour lectures</p> <p>5 x 1 hour SGSs (Tutorials)</p> <p>5 x 1 hour HSSs ('Harvard-Style' Seminars)</p> <p>1 x 1 hour revision lectures</p> <ul style="list-style-type: none"> <li>• There will be 11 x 1 hour lectures. This will include one induction lecture, which will provide students with an introduction to the various sources of International Trade and Commerce II. The lectures will both provide an overview, as well as a more detailed exposition of core areas of substantive law and academic comment within International Trade and Commerce II.</li> <li>• There will be 5 x 1 hour HSSs which will cover more academic material.</li> <li>• There will be 5 x 1 hour SGSs. These will be in groups of no more than 20 students. They will be used to develop the student skills of application, evaluation and problem-solving, developing</li> </ul>

	argument and critical analysis of complex legal issues.
How will the module be assessed?	Examination – Written exam (1.5 hours) Coursework - max. 2,500 words Formative assessment will take place regularly within SGSs, alongside a formal mock assessment set midway through the module.
If there is more than one assessment component how will the marks be combined?	50% - Examination 50% - Coursework

**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	Chris Monaghan Current contact hours (p/w) of teaching staff are approximately 14 hours each, to be undertaken alongside administrative responsibilities.
Is any special training required for staff in preparation to teach the module?	No. Staff member is technically expert in the subject discipline and has undergone relevant training / continues to receive on going professional development. Publishes in Contract, Commercial and International Trade Law. Currently module leader for Commercial Contract, and has taught International Trade Law previously at another university.
Does the module require any special arrangements for it to be externally examined?	An external examiner will need to be appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Provided Textbook</b></p> <p>Carr, <i>International Trade Law</i> (London, Routledge: 2010)</p> <p>This is the most student friendly textbook in this area. It incorporated pedagogic features and is well written.</p> <p><b>Statute book</b></p> <p>Rose, <i>Blackstone's Statutes on Commercial and Consumer Law 2011-12</i> (Oxford, Oxford: 2011)</p> <p><b>Recommended Textbooks</b></p> <p>Mckendrick, <i>Goode on Commercial Law</i> (London, Penguin: 2010) (several copies needed for library)</p> <p>Furmston &amp; Chuah, <i>Commercial and Consumer Law</i> (Harlow, Pearson: 2010) (several copies would be needed for the library)</p> <p>Chuah, <i>The Law of International Trade</i> (London, Sweet &amp; Maxwell: 2009)</p> <p>Wilson, <i>Carriage of Goods by Sea</i> (Harlow, Pearson: 2011)</p> <p>Sealy &amp; Hooley, <i>Commercial Law: Text, Cases and Material</i> (Oxford, OUP: 2011)</p>

	<b>Journals / periodicals / loose-leaf</b> Journal of Business Law Lloyd's Maritime and Commercial Law Quarterly Law Quarterly Review Modern Law Review Cambridge Law Journal Oxford Journal of Legal Studies
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond SGS rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. webcasts, DVDs, online teaching)?	The module has no special accommodation requirements beyond SGS rooms and the Lecture Theatre. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	To appreciate various domestic and international legal sources which make up the law relating to International Trade.	The Law of International Trade and Commerce II would give students an understanding of the law relating to international business. Students will be presented with a variety of sources and pedagogic features to facilitate their learning. Formative and summative assessments, with detailed feedback and review, will support student understanding of the module.	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
2	To understand the key trade terms, international rules and statutes which are used for contracts for the carriage of goods by sea.	Sufficient time will be devoted in the sessions to provide students with an understanding of the key trade terms, international rules and statutes which are used for contracts for the carriage of goods by sea. Students will be apply these to problem questions and access their impact by way of essay questions. Reference will be made to case law, statutes and academic opinion.	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
3	To appreciate the different contracts which operate to facilitate International Trade and Commerce II.	The Law of International Trade and Commerce II involves a number of contracts. Students will learn how these contracts interrelate and operate together. Individual sessions will focus on contracts for the international of goods, contracts for letters of contract, contracts for the sale of goods and insurance contracts. Problem questions will involve consideration of these contracts and the applicable law.	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the</p>

			module. This will primarily occur within SGS sessions.
4	To gain an enhanced knowledge of the international aspects of the module, with an understanding of the role of the International Chamber of Commerce.	The international aspect of this module is very important, as students will need to be aware that contracts can be governed by other law apart from English. Reference will be made to alternative law including the Uniform Commercial Code, the Common European Sales Law, the Vienna Convention of the International Sale of Goods. The role of the International Chamber of Commerce will be discussed and students will engage with materials it produces, such as INCOTERMS and the UCP 600.	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
5	To develop key practical skills, such as mediation and negotiation in a commercial context	<p>A tasks in sessions will focus on developing practical skills. Students will engage with a meditation exercise. The exercise will offer a recap of the law they will have learnt, and give an insight into the importance of ADR. Reference will be made to the civil procedure rules, and international aspects of ADR.</p> <p>There will be the possibility of arranging a guest lecture to discuss arbitration, with this lecture being recorded and uploaded onto the VLE for future use.</p>	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
6.	To be able to engage with numerous legal sources, in order to develop enhanced problem solving skills.	In both HSSs and SGSs students studying International Trade and Commerce II will have opportunities to develop problem solving skills. Practical problems will be presented in each session, and students will use their knowledge of the law to identify the issue and to offer the client a solution. This will offer a legal and a commercial perspective to the issues raised by international trade. The skills learnt will assist students with preparation for the professional training courses (LPC and BPTC).	<p><b>Summative</b> Coursework and WA.</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS.</p>

## B. Subject Specific Professional Skills and Attitudes

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	(Without guidance) apply their knowledge of the principles and methodology of relevant areas of law to analyse reasonably complex actual or hypothetical problems (which may contain incomplete information) and to arrive at reasoned conclusions.	There are a number of ways in which this skill will be developed including the requirement that students analyse hypothetical problem scenarios in both SGSs and HSSs, participation in class debates and the submission of reasoned argument. Students will prepare their analysis in advance, for discussion within the SGS / HSS, where they will be asked to present their answers either individually or in groups. The use of practical skills such as mediation and negotiation will be a method of achieving this objective.	Please see A1 above
2	(Without guidance) construct a reasoned answer to a question assessing the development of International Trade and Commerce II.	This skill will be developed throughout the module. SGSs will regularly require students to demonstrate both their ability to analyse legal arguments and to critically evaluate academic comment. The first sessions will look at the Vienna Convention and why the United Kingdom has not ratified it. Students will be directed to independent reading and will be expected to develop their own reasoned opinion as to the merits of ratification.	Please see A1 above
3	Identify accurately legal problems and provide solutions.	Candidates will be required to identify the salient issues and bring their knowledge to provide a solution. Often it might be practical rather than strictly legal, however this would reflect commercial considerations of the client in practice. International Trade and Commerce II would encourage strong problem solving skills and consideration of the pertinent legal issues.	Please see A1 above  Research skills, including the ability to prioritise issues, will be a significant component of the coursework assessment. The assessment will involve an area of International Trade and Commerce II requiring a high degree of independent research combined with a need to identify relevant material from that which is irrelevant.
4	Conduct legal research by identifying and retrieving up-to-date relevant legal information using a variety of different paper and electronic sources (primary and secondary) and to	The students will be required to regularly conduct both directed and self-guided research. Reference will be made to an array of materials including: textbooks, academic journals, other academic books (including collections of essays), international sources of law, the	<b>Summative</b> See B3 above.  <b>Formative</b> Students will be given feedback on the research they have undertaken in

	synthesise this information in the construction of legal arguments	<p>International Chamber of Commerce's website and other organisational websites.</p> <p>Students will be encouraged to rate resources and use the most appropriate, thus avoiding relying on unreliable resources and building up good research skills. Referencing skills will be incorporated into all assessments.</p> <p>VLE announcements will be made flagging up major developments as and when these occur.</p> <p>Students will practise synthesising these materials into a cohesive argument by preparing, in writing, for SGSs and ISs and presenting their work (in whole or in part) to the class.</p>	preparation for SGS questions and the formative assessment made available in week 5.
5	Students will understand areas for reform and the differences between alternative international rules and law.	Students will be expected to understand the differences between the Hague-Visby, Rotterdam and Hamburg Rules, and thus to be able to assess the merits of each set of rules. Students will gain an awareness of the alternatives to English law and a brief overview of the key differences. Students will be expected to evaluate the benefit of incorporating legal sources into their client's contract.	<p><b>Summative</b> The coursework assessment will require knowledge of current research and debate</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will specifically focus on developing areas of law and current scholarship.</p> <p>This skill will also be formatively assessed in SGSs throughout the module</p>
6	<p>Engage in autonomous learning by:</p> <p>iii) acting independently in planning and undertaking tasks in areas of law which they have already studied;</p> <p>iv) undertaking independent research in areas of law which they have not previously</p>	<p>(i) This will be achieved throughout the module specifically by research and preparation for both SGS and HSS questions and debates, and both the formative and (specifically) the coursework assessment. Students will be encouraged to engage with advance reading, and sources will be actively incorporated into SGS and HSS.</p> <p>(ii) This will be the primary purpose of the coursework assessment, (though there will be elements in other areas of the module, notably in preparation for HSSs).</p>	<p><b>(i) Summative (coursework) assessment</b> The assessment set will include analysis and evaluation of material already covered on the module. Students will need to utilise their research skills in order to develop and expand upon the topic in question.</p> <p><b>Formative</b> Students will be given feedback on the research</p>



	studied starting from standard legal information sources		<p>they have undertaken in preparation for SGS questions and the formative assessment made available in week 5.</p> <p><b>(ii) Summative (coursework) assessment</b> The assessment will cover an array of topics, some of which will not have been formally dealt with on the module. Students will be required to undertake their own independent research with a limited degree of guidance as to materials.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for SGS questions and the formative assessment made available in week 5.</p>
7	Reflecting on their own learning and seeking and making use of feedback.	This will be developed by providing students with feedback on their oral presentations, and participation, in SGSs, by watching their peers receive feedback and by feedback received on both formative and summative assessments. In addition, tutors will operate an open door policy in which students are encouraged to consult staff on their performance throughout the module. Students will be encouraged to submit work for review by tutors, and as part of the module for peer-review.	<p><b>Coursework assessment</b> Full oral/written feedback will be given to students with regards to their performance in the coursework.</p> <p><b>Formative</b> Not formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed.</p>
8	Using appropriate technical and complex language, demonstrate the ability to <b>orally</b> present a coherent, logical and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, and to engage effectively in debate	<p>Students will be expected to participate in both SGSs and HSSs in a variety of formats, including: responding to direct questions, presentations, debates, and both small and large group discussions with tutors and their peers. Informed debate will be encouraged and there will be the possibility of arranging guest speakers.</p> <p>Students will engage into practical mediation and negotiation exercises, and</p>	<p><b>Summative</b> Not summatively assessed</p> <p><b>Formative</b> This skill will be formatively assessed in SGSs throughout the module</p>

		will express themselves clearly in order to act in the best interests of their clients.	
9	Using appropriate technical and complex language, demonstrate the ability to present a coherent, logical and well- structured <b>written</b> legal argument in a way that is comprehensible to others and which is relevant to their concerns	<p>Students will be expected to prepare in writing for SGSs and HSSs. Feedback on this written work will be obtained by asking students to present their arguments based on their written material and providing appropriate oral feedback. This will take the form in students using PowerPoint and briefing sheets as a method of presenting their answers to the group. Students will also benefit from feedback provided by their peers.</p> <p>Feedback on the formative written assessment made available in week 5 and on summative assessments will also play an important role in developing this skill.</p>	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available in week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>This skill will also be formatively assessed in SGSs throughout the module</p>

**C. General Transferable Skills**

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Bring together information from a variety of different sources and to synthesise this information in the construction of reasoned arguments	Please see B 2, 3, 4 and 5 above	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> A formative assessment will be made available in week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>This skill will also be formatively assessed in SGS throughout the module</p>

**D. Cognitive Skills**

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques	This skill will be developed through the discussion of problem scenarios in SGSs, where tutors will moot alternate circumstances within those scenarios, requiring students to think on their feet and react to new situations they will not have had time to prepare. The skill will also be developed through the debates conducted in HSSs, some of which will include unseen scenarios upon which students will have to comment.	<p><b>Summative</b> Coursework and WA</p> <p><b>Formative</b> This skill will be narratively assessed through tutor assessment of student performance in SGSs.</p>

**BPP University College of Professional Studies****Jurisprudence****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>Jurisprudence</b>			
Module Replaces (if appropriate)		<b>N/A</b>			
Level	<b>6</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard- style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (O)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (O)			
Intended Start Date(s)		September 2012			
Related Modules	Pre-requisites	English Legal System and Reasoning			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo			
Module Proposer		Nigam Nuggehalli			
Date Approved within School			Signature of the Dean		

Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

**SECTION 2: RATIONALE & DELIVERY**

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<ol style="list-style-type: none"> <li>1. Appreciate and develop an understanding of fundamental theories addressing the definition of law.</li> <li>2. To develop an understanding of the essential characteristics of law and a legal system, as identified by leading theorists.</li> <li>3. To develop an understanding of major controversies as regards the proper definition of law.</li> <li>4. To develop a critical understanding of how theoretical conceptions of the law can influence practical definitions and applications of the law.</li> <li>5. To develop an understanding of the particular conceptual difficulties associated with considering legal theory within the English legal tradition.</li> <li>6. To develop an understanding as to the particular role of rights theory in modern conceptions of the philosophy basis and utility of law.</li> <li>7. To be able to understand the role of wider philosophical concepts in influencing the formation of law (eg: law vs. morality).</li> </ol> <p><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LLB is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module aims to develop in students a detailed knowledge and understanding of the principles and concepts which underline the definition of law itself. In addition to this the module aims to address the key controversies within the subject.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></p> <p>In addition to providing knowledge and understanding of</p>
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	<p>the theoretical underpinnings of Law itself, the module will assist students in developing legal skills which are necessary for successful completion of both the academic and vocational courses. These skills include: the ability to analyse and evaluate legal materials; research methodology, writing, drafting and presentational skills.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical / problem-solving skills and research skills, which are necessary for practice as a lawyer.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	Current students and members of staff.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• The QAA Law Benchmark statements</li> <li>• Textbooks, inter alia, Cotterell, R, <i>The Politics of Jurisprudence</i>, LexisNexis UK, 2<sup>nd</sup> Edition, 2003</li> </ul> <p>Freeman, M, <i>Lloyd's Introduction to Jurisprudence</i> Sweet &amp; Maxwell; 8th Edition, 2008</p> <p>Penner, J, <i>McCoubrey &amp; White's Textbook on Jurisprudence</i>, OUP, 4<sup>th</sup> Edition</p> <p>Simmons, N, <i>Central Issues in Jurisprudence: Justice, Law and Rights</i>, Sweet &amp; Maxwell; 3<sup>rd</sup> Edition, 2008</p> <ul style="list-style-type: none"> <li>• BPP's GDL constitutional and administrative law module, BPP's LLB constitutional and administrative law module.</li> <li>• National Qualifications Framework for Higher Education</li> <li>• Course descriptors for similar modules provided by other universities (both at first degree and postgraduate levels).</li> </ul>
What are the intended teaching methods (e.g. lecture, seminar, tutorial, workshops) and what is the ratio between them?	<p>25.33 contact hours comprising:</p> <p>10 x 1 hour lectures</p> <p>5 x 1 hour 20 min SGSs (Tutorials)</p> <p>5 x 1 hour 20 minute HSSs ('Harvard-Style' Seminars)</p> <p>2 x 1 hour revision lectures</p> <ul style="list-style-type: none"> <li>• There will be one "headstart" session for students to understand the foundational issues in jurisprudence.</li> <li>• There will be 10 x 1 hour lectures. These will both provide an overview, as well as a more detailed</li> </ul>

	<p>exposition of the core debates in legal philosophy associated with leading legal philosophers.</p> <p>There will be 5 x 1.2 hour HSSs which will deal principally with an aspect of a legal philosopher's work that is appropriate for discussion, debate, presentation or formal student presentation.</p> <ul style="list-style-type: none"> <li>• There will be 5 x 1.2 hour SGSs. These will be in groups of no more than 20 students. They will be used to develop the student skills of application, evaluation and analysis, developing argument and critical analysis of complex issues in legal philosophy.</li> </ul>
How will the module be assessed?	<p>Examination – Written Paper (1.5 hours)</p> <p>Coursework - max. 2500 words</p> <p>Formative assessment will take place regularly within SGSs, alongside a formal mock assessment set mid-way through the module.</p>
If there is more than one assessment component how will the marks be combined?	100% coursework



**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	Dr. Nigam Nuggehalli and Mr. Mark Higgins Current contact hours of teaching staff are approximately 9 hours each, to be undertaken alongside administrative responsibilities.
Is any special training required for staff in preparation to teach the module?	Members are technically expert in the subject discipline and have undergone relevant training / continue to receive ongoing professional development organised by the Director of Staff Training and Development (DSTD). Dr. Nigam Nuggehalli has recently completed his DPhil in Legal Philosophy from Oxford University.
Does the module require any special arrangements for it to be externally examined?	An external examiner will be appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Provided Textbook</b></p> <p>HLA Hart, <i>The Concept of Law</i>, 2<sup>nd</sup> Edition (Clarendon)</p> <p><b>Recommended Textbooks</b></p> <p>Cotterell, R, <i>The Politics of Jurisprudence</i>, LexisNexis UK, 2<sup>nd</sup> Edition, 2003</p> <p>Cotterell, R, <i>The Sociology of Law: An Introduction</i>, OUP; 2<sup>nd</sup> Edition, 1992</p> <p>Dworkin, R, <i>Law's Empire</i> Hart Publishing; New Edition, 1998</p> <p>Dworkin, R, <i>Taking Rights Seriously</i> Gerald Duckworth &amp; Co Ltd; New Edition, 1996</p> <p>Finnis, J, <i>Natural Law and Natural Rights</i>, OUP Oxford; 2<sup>nd</sup> Edition, 2011</p> <p>Freeman, M, <i>Lloyd's Introduction to Jurisprudence</i> Sweet &amp; Maxwell; 8th Edition, 2008</p> <p>Rawls, J, <i>A Theory of Justice</i>, Revised Edition, 1999</p> <p>Raz, J, <i>The Authority of Law: Essays on Law and Morality</i> OUP Oxford; 2<sup>nd</sup> Edition, 2009</p> <p>Simmons, N, <i>Central Issues in Jurisprudence: Justice, Law and Rights</i>, Sweet &amp; Maxwell; 3<sup>rd</sup> Edition, 2008</p>

	<p>Twining, W and Miers, D, <i>How to Do Things with Rules</i>, Cambridge University Press; 5<sup>th</sup> Edition, 2010</p> <p>Wacks, R, <i>Understanding Jurisprudence: An Introduction to Legal Theory</i>, OUP Oxford; 2 edition 2009</p> <p><b>Journals / periodicals / loose-leaf</b></p> <p>All England Annual Review  ALT (Association of Law Teachers) Bulletin  American Journal of Comparative Law  Cambridge Law Journal  Common Market Law Review  Criminal Law Review  Current Legal Problems  European Human Rights Law Review  European Journal of International Law  European Journal of Legal Education  European Law Review  Harvard Human Rights Journal  Harvard International Law Journal  Harvard Law Review  Human Rights Law Review  International &amp; Comparative Law Quarterly  International Journal of Constitutional Law  Law Quarterly Review  The Law Teacher  Legal Ethics  Legal Studies  Modern Law Review  New Law Journal  Oxford Journal of Legal Studies  Stanford Law Review  Yale Law Journal</p>
What additional IT and database resources will the module require?	None.
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. webcasts, DVDs, online teaching)?	The module has no special accommodation requirements beyond rooms and the Lecture Theatre. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	To appreciate the various philosophical theories that form the foundation of the study of law itself.	<p>The subject is not overly concerned with the content of legal rules, at least not at his early stage. Rather, we begin by asking the most fundamental of questions – what is law? From this flows other questions about the nature of rules and a legal system itself. But the most basic of questions is premised at the level of general philosophy.</p> <p>Philosophy provides an explanation of how we live and why we live the way we do. Since law is a human construct, it is appropriate to approach it from his perspective. We try to get past the mere fact of laws existence and ask what it is for and could it perhaps be better designed to achieve those objectives.</p> <p>The aim of Tutorial 1 will be to introduce the course and this type of philosophical enquiry to students. We will also introduce some of the central themes and currents in philosophy, as well as the basic vocabulary of jurisprudence.</p> <p>Tutorial 1 will involve the specific comparison of general theories of philosophy with legal theories (or jurisprudence). This will seek to illuminate both the connections between general philosophy and the specific field of legal theory, as well as the differences.</p>	<p><b>Summative</b> Coursework and Written Assessment</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will occur within tutorials and HSS sessions.</p>
2	To be able to explain and articulate the key linguistic concepts of general philosophy, but more specifically, of legal theory.	Mastering the language of philosophy and specifically of legal theory is essential at an early stage. This is essential because it will enable students to make sense of much of the material (i.e. their reading), but also because mastery of the language is the first stage in understanding what	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 to be submitted at the end of Reading Week. It will consist of an</p>

		<p>the concepts actually mean.</p> <p>Tutorial 1 will feature presentations on some of the specific concepts of legal theory. Student will be responsible for briefing each other in their allotted areas and will be open to questions from their peers. This is preferable to teacher-led classes, because it ensures that the explanations are pitched at a level that the whole group can understand. Anyone can recite a particular legal theory from a book (e.g. 'what is utilitarianism?'), but that is not at all the same thing as explaining it.</p>	<p>essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will occur within tutorials and HSS sessions.</p>
3	To develop a systematic and critical understanding of a selection of the key writers in the field of legal theory, of the trends in their thought and of how they critique and relate to one another.	A number of both tutorials and HSS focus on specific writers and the debates they have had through their works.	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> Students' understanding will also be formatively assessed throughout the module. This will occur within both tutorials and HSS sessions.</p>
4	To develop a critical understanding of the historical development of legal theory, identifying and extracting emergent themes. An example would be the rise of rights theory, associated with western legal systems in the last 60 years.	Sessions in the latter half of the course particularly focus on these thematic issues (by then, students will be equipped to identify them).	<p><b>Summative</b> Written assessment and Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily within tutorials and HSS sessions.</p>
5	To develop an understanding of the way in which jurists have responded to American Legal Realism and Critical Legal Studies.	This provides the conclusion to the course and will occur in HSS 5. Practical examples of jurisprudential questions referred to earlier in the course will be re-examined at this time.	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the</p>

			module. This will primarily occur within tutorials and HSS sessions.
6	An awareness and understanding of the law is influenced by changes in the social and political environment.	This is a pervasive theme, but it also addressed specifically through sessions which focus on the difference between law and morality (defined as generally synonymous with the values of the social and political environment).	<p><b>Summative</b> Coursework.</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within tutorials and HSS sessions.</p>

## B. Subject Specific Professional Skills and Attitudes

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	(Without guidance) apply their knowledge of the principles and methodology of relevant areas of law to analyse reasonably complex actual or hypothetical problems (which may contain incomplete information) and to arrive at reasoned conclusions.	There are a number of ways in which this skill will be developed including the requirement that students analyse hypothetical philosophical issues in both Tutorials and HSS's, participation in class debates and the submission of reasoned argument. Students will prepare their analysis in advance, for discussion within the Tutorials / HSS, where they will be asked to present their answers either individually or in groups. Question and answer sessions will take place after any presentation.	Please see A1 above
2	(Without guidance) construct a reasoned legal argument taking into account and critically evaluating the merits of alternative arguments and conclusions.	This skill will be developed throughout the module. Tutorials will regularly require students to demonstrate both their ability to analyse arguments within philosophy and legal theory.	Please see A1 above
3	Identify accurately legal issues which require researching and to rank legal issues in terms of relevance and importance.	See under A 1 to 5 above and B1 above.	Please see A1 above  Research skills, including the ability to prioritise issues, will be a significant component of the coursework assessment. The assessment will involve an area of jurisprudence that the student is especially interested in. They will then be required to research it further, requiring a high degree of independent research combined with a need to identify relevant material from that which is irrelevant.
4	Conduct legal research by identifying and retrieving up-to-date relevant legal information using a variety of different paper and electronic sources (primary and secondary) and to synthesise this	The students will be required to regularly conduct both directed and self-guided research. Reference will be made to an array of materials including: textbooks, journals, monographs etc. Students will be encouraged to not only research a particular legal theory, but also all of the other theories that developed from it – to see legal theory as a large continuum with many offshoots, rather	<b>Summative</b> See B3 above.  <b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for tutorial questions and the formative

	information in the construction of legal arguments	<p>than a series of discrete debates.</p> <p>Students will practise synthesising these materials into a cohesive argument by preparing, in writing, for tutorials and HSSs and presenting their work (in whole or in part) to the class.</p>	assessment handed out in week 5.
5	Describe and comment on particular aspects of current research or advanced scholarship in legal theory and appreciate the uncertainty, ambiguity and limits of knowledge relating to relevant areas of law.	<p>The subject does not stand still and perhaps its most salient feature is the way that old arguments tend to re-emerge in slightly new clothing over time.</p> <p>Students will be encouraged to take a holistic and contextual view of the subject – to see how what they have studied relates to real life legal dilemmas and proposals for law reform.</p> <p>In both tutorials and HSSs students will be encouraged to appreciate the limitations of law within certain areas of practice and how other societal factors can play a pivotal role.</p>	<p><b>Summative</b> The coursework assessment will require knowledge of current research and debate</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will specifically focus on developing areas of law and current scholarship. This skill will also be formatively assessed in tutorials and HSS's throughout the module.</p>
6	<p>Engage in autonomous learning by:</p> <p>i) acting independently in planning and undertaking tasks in areas of law which they have already studied;</p> <p>ii) undertaking independent research in areas of law which they have not previously studied starting from standard legal information sources</p>	<p>(i) This will be achieved throughout the module specifically by research and preparation for both tutorials and HSS questions and both the formative and (specifically) the coursework assessment.</p> <p>(ii) This will be the primary purpose of the coursework assessment, (though there will be elements in other areas of the module).</p>	<p><b>(i) Summative (coursework) assessment</b> The assessment set will include analysis and evaluation of material already covered on the module. Students will need to utilise their research skills in order to develop and expand upon the topic in question.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for tutorials and HSS questions and the formative assessment handed out in week 5.</p> <p><b>(ii) Summative (coursework) assessment</b> The assessment will cover an array of topics, some of which will not have been formally dealt with on the module. Students will be required to undertake their own independent research</p>

			<p>with a limited degree of guidance as to materials.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for tutorials and HSS questions and the formative assessment handed out in week 5.</p>
7	Reflecting on their own learning and seeking and making use of feedback.	This will be developed by providing students with feedback on their oral presentations, and participation, in tutorials, by watching their peers receive feedback and by feedback received on both formative and summative assessments. In addition, tutors will operate an open door policy in which students are encouraged to consult staff on their performance throughout the module.	<p><b>Coursework assessment</b> Full feedback oral / written will be given to students with regards to their performance in the coursework.</p> <p><b>Formative</b> Not formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed.</p>
8	Using appropriate technical and complex language, demonstrate the ability to orally present a coherent, logical and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, and to engage effectively in debate.	Students will be expected to participate in both tutorials and HSSs in a variety of formats, including: responding to direct questions, presentations, debates, moots, discussions with tutors and their peers.	<p><b>Summative</b> Not summatively assessed</p> <p><b>Formative</b> This skill will be formatively assessed in tutorials and HSS's throughout the module</p>
9	Using appropriate technical and complex language, demonstrate the ability to present a coherent, logical and well-structured written legal argument in a way that is comprehensible to others and which is relevant to their concerns	<p>Students will be expected to prepare in writing for tutorials. Feedback on this written work will be obtained by asking students to present their arguments based on their written material and providing appropriate oral feedback. Students will also benefit from feedback provided by their peers.</p> <p>Feedback on the formative and summative assessments will also play an important role in developing this skill.</p>	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>This skill will also be formatively assessed in tutorials and HSS's throughout the module</p>



### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Bring together information from a variety of different sources and to synthesise this information in the construction of reasoned arguments	Please see B4 and 5 above	<p><b>Summative</b> Coursework</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week. It will consist of an essay question.</p> <p>This skill will also be formatively assessed in tutorials and HSS's throughout the module</p>

### D. Cognitive Skills

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques	This skill will be developed by asking students to prepare for one side of an argument within legal theory and then asking them to actually give their presentation from the opposite side.	<p><b>Summative</b> This skill will be tested through the coursework.</p> <p><b>Formative</b> This skill will be narratively assessed through tutor assessment of student performance in tutorials and HSS's.</p>

**BPP University College of Professional Studies****Media Law****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		<b>Law</b>			
Module Title		<b>Media Law</b>			
Module Replaces (if appropriate)		N/A			
Level	<b>6</b>	Credit Value	<b>15</b>	Contact Hours	<b>28 hours</b> comprising: 1 x 1 hour introduction ("head-start") class, 10 x 1 hour lectures, 5 x 1 hour small group sessions (SGSs), 5 x 1 hour Harvard-style seminars (HSSs), 5 x consolidation hours, 2 x 1 hour revision classes.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LLB (Hons) Law LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		September 2011			
Related Modules	Pre-requisites	None			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)					
Delivery Locations (Holborn/Leeds/Manchester/ Waterloo)		Waterloo			
Module Proposer		Tom Bennett			
Date Approved within School			Signature of the Dean		

Date of Receipt by Director QAE		Signature of Director, QAE			
Date of submission to CVP/ETC (as appropriate)		D of S to Academic Council		D of S to Board of Directors	
Decision		Decision		Decision	

**SECTION 2: RATIONALE & DELIVERY**

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<ol style="list-style-type: none"> <li>1. To acquire substantial knowledge regarding the various legal disciplines that contributes to and forms Media Law.</li> <li>2. To develop and maintain a comprehensive understanding of general legal principles underpinning Media Law, including recognising the centrality of human rights law to Media Law, and to be able to apply these principles to theoretical and practical problems.</li> <li>3. To develop and maintain in-depth knowledge of some specific principles underpinning Media Law, particularly in relation to defamation, privacy, offensive speech/censorship, obscenity and contempt of court.</li> <li>4. To be able to critically analyse and engage in debate involving the opposing interests of the media freedom and individuals' rights.</li> <li>5. To appreciate how relevant political philosophy and other theoretical literature may be reflected in the legal detail within the field of Media Law.</li> <li>6. To develop an in-depth understanding of the manner in which the Human Rights Act 1998 impacts upon the media and Media Law.</li> <li>7. To engage in critical evaluation of domestic Media Law as compared to media regulation in other jurisdictions, in particular the USA and the jurisdiction of the European Court of Human Rights, specifically with regard to defamation and privacy law.</li> </ol> <p><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p><b>The rationale of the LLB is:</b> To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <ol style="list-style-type: none"> <li>1. <b>An academically rigorous programme of legal education</b></li> </ol> <p>This module aims to develop in students a detailed knowledge and understanding of the legal framework, principles and concepts which underline and inform the</p>
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	<p>constant development of Media Law.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional</b></p> <p>In addition to providing knowledge and understanding of the general principles of Media Law, the module will assist students in developing legal skills which are necessary for successful completion of both the academic and vocational courses. These skills include: the ability to analyse and evaluate legal materials; research methodology, writing, drafting, libel reading and presentational skills.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>The module will develop both written and oral communication skills. It will also help develop analytical / critical thinking skills and research skills (including comparative cross-jurisdictional awareness), which are necessary for practice as a lawyer.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	Various external subject matter experts.
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	<ul style="list-style-type: none"> <li>• The QAA Law Benchmark statements</li> <li>• Textbooks and practitioner texts including, <i>inter alia</i>: Phillipson &amp; Fenwick, 'Media Freedom under the HRA'; Robertson &amp; Nicol, 'Media Law' Smart, 'Media and Entertainment Law' (London, Routledge 2011) Tugendhat &amp; Christie on Privacy Gatley on Libel &amp; Slander</li> <li>• National Qualifications Framework for Higher Education</li> <li>• Course descriptors for similar modules provided by other universities (both at undergraduate and postgraduate levels) including in particular leaders in the field: City University, Durham University.</li> </ul>
What are the intended teaching methods (e.g. lecture, seminar, SGS, workshops) and what is the ratio between them?	<p>28 hours</p> <p>1 x 1 hour introduction ("Headstart") class</p> <p>10 x 1 hour lectures,</p> <p>5 x 1 hour small groups sessions (SGSs),</p> <p>5 x 1 hour Harvard-style seminars (HSSs),</p> <p>5 x consolidation hours</p> <p>2 x 1 hour revision classes</p>

	<ul style="list-style-type: none"> <li>• There will be one “Headstart” session for students to understand the sources and ambit of Media Law and to familiarise themselves with both primary and secondary sources and sources from other jurisdictions.</li> <li>• There will be 10 x 1 hour lectures. These will both provide an overview, as well as a more detailed exposition of core areas of substantive law and academic comment within Media Law.</li> <li>• There will be 5 x 1 hour HSSs which will deal principally with an aspect of Media Law appropriate for discussion, debate, presentation or formal student presentation. It is hoped that expert external contributors such as practitioners and other academics will contribute to some of these sessions.</li> <li>• There will be 5 x 1 hour SGSs. These will be in groups of no more than 20 students. They will be used to develop the student skills of application, evaluation and problem-solving, developing argument and critical analysis of complex legal issues.</li> </ul>
How will the module be assessed?	Examination – Written exam (3 hours)
If there is more than one assessment component how will the marks be combined?	N/A

**SECTION 3: RESOURCES**

Who will teach the module? (please provide CVs). What impact will this have upon their current duties?	Tom Bennett Current contact hours (p/w) of teaching staff are approximately 9 hours each, to be undertaken alongside administrative responsibilities.
Is any special training required for staff in preparation to teach the module?	No. Staff member is technically expert in the subject discipline and has undergone relevant training / continues to receive ongoing professional development organised by the Director of Staff Training and Development (DSTD).
Does the module require any special arrangements for it to be externally examined?	An external examiner has been appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No
What additional library resources will the module require?	<p><b>Provided Textbook</b> Smartt, <i>Media &amp; Entertainment Law</i> (London, Routledge: 2011)</p> <p><b>Statute book</b> Blackstone's Statutes on Media Law Third Edition Richard Caddell, Howard Johnson 978-0-19-958241-9 Paperback 26 August 2010</p> <p><b>Casebook</b> None</p> <p><b>Recommended Textbooks</b> Fenwick &amp; Phillipson: <i>Media Freedom under the Human Rights Act</i> Oxford, OUP: 2006) (several copies needed for library, ideally with the introductory chapter made available on the VLE) Robertson &amp; Nicol, <i>Media Law</i> (Penguin Books)</p> <p><b>For background:</b> Horsey &amp; Rackley, <i>Tort Law</i> Markesinis &amp; Deakin <i>Tort Law</i></p> <p><b>Practitioner Books</b> <i>Gatley on Libel and Slander</i>  <i>Tugendhat and Christie on Privacy</i></p>

	<b>Journals / periodicals / loose-leaf</b> Journal of Media Law (needs to be acquired) Entertainment Law Review Telecommunications Law Review Law Quarterly Review European Human Rights Law Review Modern Law Review Cambridge Law Journal Oxford Journal of Legal Studies Legal Studies Public Law Journal of Law and Society Georgetown Law Journal Harvard Law Review New Law Journal Criminal Law Review The Journal Jurisprudence
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to seminar rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements beyond SGS rooms and the Lecture Theatre.
Are there any special distance learning or other learning support resources required (e.g. webcasts, DVDs, online teaching)?	The module has no special accommodation requirements beyond SGS rooms and the Lecture Theatre. All appropriate resources are already in place through the operation of the GDL and LLB programmes e.g. the technology to facilitate the recording and streaming of lectures. An online delivery platform will also be utilised.



## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	<p>To appreciate various legal disciplines that contributes to and form Media Law.</p> <p>To be able to critically analyse and engage in debate involving the opposing interests of the media' free speech and individuals' rights.</p>	<p>Media law is not only a field comprising many different discreet areas of the law, it is also a part of the law that is constantly and very quickly evolving. Students will be introduced early on to principles that underpin the development of media law in the UK.</p> <p>The induction lecture will provide information about the technicalities of the course and the teaching method to be adopted. It will also introduce students to theories of free speech and invite students to consider whether free speech ought to be a legal interest of overriding importance.</p> <p>The first HSS will be a broad-ranging and interactive debate on the amount of freedom the media should be entitled to. It provides an opportunity to discuss free speech theories and invites the students to talk about example cases they have heard of within the media. The final HSS of the module will return to the same theme, giving students an opportunity to re-assess their position on the importance of media freedom with the benefit of the additional knowledge and analytical skills they will have gained.</p> <p>SGS sessions will continually return to the theme of the module – the difficulty in striking an appropriate balance between free speech and other interests. Students will have substantial opportunities for discussion and debate in SGSs as well as HSSs.</p> <p>For more detail as to pedagogic methodology, please see below.</p>	<p><b>Summative</b> Written Assessment</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay or problem question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
2	To develop an understanding of general legal principles underpinning Media Law, including an understanding of the centrality of human	Major topics on Defamation, Obscenity/Offensive Speech and Privacy all include a substantial European element. ECHR rights and ECtHR jurisprudence has exerted enormous influence over the development of media law in England. Reading lists will have a substantial amount	<p><b>Summative</b> Written Assessment</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion</p>

	rights law to Media Law.	of ECtHR case law. Comparisons between English and European HR law will take place in SGSs and HSSs throughout the course. Students will learn to appreciate that human rights issues permeate the law in this field.	over Reading Week. It will consist of an essay or problem question.  Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.
3	To develop an in-depth understanding of some specific principles underpinning Media Law, particularly in relation to defamation, privacy, offensive speech, obscenity and contempt of court.	<p>Lectures in each topic will address the practical elements of each area of the law as it currently stands. Essential reading will supplement this. Lectures will further introduce students to a range of academic comment and ideas on each topic, and flag up issues for contemplation during their study time. Lectures will also draw out underlying principles which underlie the development of media law in England.</p> <p>SGS 1 will involve a discussion of the statutory and common law provisions in Contempt of Court, and students will discuss a problem scenario.</p> <p>HSS 2 will be a practical seminar in the skill of libel reading, which will require students to be thoroughly familiar with the practical rules of defamation and be able to apply them. SGS 2 will involve discussion of the underlying rationale of public interest defences.</p> <p>HSS 3 will involve a discussion of restrictions upon Offensive Speech (Hate Speech). Students will prepare arguments for and against censorship of offensive speech. There will be a group discussion on whether European human rights law has imposed a right 'not to be offended' on the English media. SGS 3 will involve case studies on the issue of Obscenity.</p> <p>HSS 4 will draw together views on the concept of privacy from the UK, USA and Europe. Students will prepare presentations on how best to conceptualise privacy. As a group, a discussion will aim to come to a consensus about the best way to conceptualise privacy. SGS 4 will involve in-depth discussion of the development of domestic privacy law and the issue of 'horizontal effect' under the Human Rights Act. Students will also discuss a problem scenario.</p>	<p><b>Summative</b> Written Assessment</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay or problem question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>

4	To appreciate how matters of legal detail in Media Law may be reflected in relevant political philosophy.	Throughout the course, philosophically-inclined analysts of the law will be included in the reading list. Primarily, the course initially introduces students to free-speech theory and the rationales underpinning freedom of expression. By the final HSS, students will have gained an understanding of the different rationales behind free speech in the UK, USA and Europe. Students will also be directed to reading on the rationale underpinning the right to private life, to human dignity and autonomy. These concepts arise most obviously in the judgments of the ECtHR, which are frequently referred to (see 2, above).	<p><b>Summative</b> Written Assessment</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay or problem question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
5	To develop an in-depth understanding of the manner in which the Human Rights Act 1998 impacts upon the media and Media Law.	See 1 and 3 (on horizontal effect) above.	<p><b>Summative</b> Written Assessment</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay or problem question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS sessions.</p>
6	To engage in critical evaluation of domestic Media Law as compared to media regulation in other jurisdictions, in particular the USA and the jurisdiction of the European Court of Human Rights.	<p>In the topics on Defamation and Privacy, students will be introduced to legal concepts from the UK, USA and ECHR. These are the major topics where cross-jurisdictional analysis is helpful, as there is substantial overlap between the laws in these jurisdictions. (For example, the USA's 'single publication rule' in defamation is informing the UK debate as to whether to adopt such a rule; the ECtHR's rulings on privacy have directly informed development of the common law.)</p> <p>In both HSSs and SGSs, students will have substantial opportunities to critically evaluate the manner in which these different jurisdictions have attempted to grapple with the complexities of balancing media freedom with other relevant legal interests (such as privacy, fair trial rights and reputation).</p>	<p><b>Summative</b> Written Assessment</p> <p><b>Formative</b> A formative assessment will be made available by week 5 for completion over Reading Week. It will consist of an essay or problem question.</p> <p>Students' understanding will also be formatively assessed throughout the module. This will primarily occur within SGS.</p>

## B. Subject Specific Professional Skills and Attitudes

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	(Without guidance) apply their knowledge of the principles and methodology of relevant areas of law to analyse reasonably complex actual or hypothetical problems (which may contain incomplete information) and to arrive at reasoned conclusions.	There are a number of ways in which this skill will be developed including the requirement that students analyse hypothetical problem scenarios in both SGSs and HSSs, participation in class debates and the submission of reasoned argument. Students will prepare their analysis in advance, for discussion within the SGS / HSS, where they will be asked to present their answers either individually or in groups.	Please see A1 above
2	(Without guidance) construct a reasoned legal argument taking into account and critically evaluating the merits of alternative arguments and conclusions.	<p>This skill will be developed throughout the module. SGSs will regularly require students to demonstrate both their ability to analyse legal arguments and to critically evaluate academic comment. The factual content of problems will frequently be changed within SGSs to encourage adaptability and flexibility in formulating conclusions. For examples, the difference between corporate websites and sites featuring User Generated Content; the difference between a celebrity's right to privacy and that of her child. Critical reasoning and evaluation will be further developed through a formative assessment.</p> <p>The first and final HSSs will involve students contributing to debates on broadly the same issues – thus giving students the opportunity to discuss how their opinions have developed as the module has progressed.</p>	Please see A1 above
3	Identify accurately legal issues which require researching and to rank legal issues in terms of relevance and importance.	See under A 1 to 5 above and B1 above.	<p>Please see A1 above</p> <p>This will be assessed formatively through SGSs and summatively by WA.</p>
4	Conduct legal research by identifying and retrieving up-to-date relevant legal information using a variety of different paper and electronic sources (primary and secondary) and to synthesise this information in the	The students will be required to regularly conduct both directed and self-guided research. Reference will be made to an array of materials including: textbooks, academic journals, other academic books (including collections of essays) and Codes of Practice. Students will also be required to locate material from both the USA (cases available freely via Google,	<p><b>Summative</b> See B3 above.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for SGS questions and the formative assessment</p>

	construction of legal arguments	<p>articles available on HeinOnline) and from the ECtHR (judgments available freely on HuDoC). Emphasis will be placed on the importance of being aware of new judgments as they are reported, since this area of the law develops so quickly.</p> <p>VLE announcements will be made flagging up major developments as and when these occur.</p> <p>Students will practise synthesising these materials into a cohesive argument by preparing, in writing, for SGSs and ISs and presenting their work (in whole or in part) to the class.</p>	made available in week 5.
5	Describe and comment on particular aspects of current research or advanced scholarship in media law and appreciate the uncertainty, ambiguity and limits of knowledge relating to relevant areas of law.	<p>Media law is arguably built on uncertainty – its development is ongoing, and each new case seems to take the law in a new direction. Students will be encouraged to use social and news media to keep as up-to-date as possible with legal developments and social critique of them. The reading list will include new research/scholarship as well as seminal pieces from the last decade. Further pieces will be recommended as they are published, and the reading list will be reviewed after each presentation of the module.</p> <p>Students will be required to read relevant academic comment on each topic before every class (HSS and SGS). In class discussions, the limits of current knowledge and the manner in which the law may or ought to develop will frequently arise as issues to note.</p>	<p><b>Summative</b> The written assessment will require knowledge of current research and debate</p> <p><b>Formative</b> A formative assessment will be handed out in week 5 for completion over Reading Week.</p> <p>This skill will also be formatively assessed in SGSs throughout the module</p>
6	Engage in autonomous learning by: i) acting independently in planning and undertaking tasks in areas of law which they have already studied; ii) undertaking independent research in areas of law which they have not previously studied starting from standard legal information sources	<p>(i) This will be achieved throughout the module specifically by research and preparation for both SGS and HSS questions and debates, and both the formative and the summative written assessment.</p> <p>(ii) This will be the primary purpose of the large and small group sessions during teaching on the module.</p>	<p><b>(i) Summative assessment</b> The assessment set will include analysis and evaluation of material already covered on the module. Students will need to utilise their research skills in order to develop and expand upon the topic in question.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for SGS questions and the formative assessment made available in week 5.</p>

			<p><b>(ii) Summative</b> The assessment will cover a range of topics. Students will need to have engaged with each topic in detail and completed wider reading (with some guidance) in order to prepare fully for the WA.</p> <p><b>Formative</b> Students will be given feedback on the research they have undertaken in preparation for SGS questions and the formative assessment made available in week 5.</p>
7	Reflecting on their own learning and seeking and making use of feedback.	This will be developed by providing students with feedback on their oral presentations, and participation, in SGSs, by watching their peers receive feedback and by feedback received on both formative and summative assessments. In addition, tutors will operate an open door policy in which students are encouraged to consult staff on their performance throughout the module.	<p><b>Formative</b> Not formatively assessed, although students will be encouraged to engage in this activity and their own reflection should inform the other activities which are formatively assessed.</p>
8	Using appropriate technical and complex language, demonstrate the ability to <b>orally</b> present a coherent, logical and well-structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, and to engage effectively in debate	<p>Students will be expected to participate in both SGSs and HSSs in a variety of formats, including: responding to direct questions, presentations, debates, and both small and large group discussions with tutors and their peers.</p> <p>The final debate in HSS 5 will be the culminating point of the course, and all students will be expected to have prepared to make a substantial contribution to it.</p>	<p><b>Summative</b> Not summatively assessed</p> <p><b>Formative</b> This skill will be formatively assessed in SGSs throughout the module</p>
9	Using appropriate technical and complex language, demonstrate the ability to present a coherent, logical and well-structured <b>written</b> legal argument in a way that is comprehensible to others and which is relevant to their concerns	<p>Students will be expected to prepare in writing for SGSs and HSSs. Feedback on this written work will be obtained by asking students to present their arguments based on their written material and providing appropriate oral feedback. Students will also benefit from feedback provided by their peers.</p> <p>Feedback on the formative written assessment made available in week 5 and on summative assessments will also play an important role in developing this skill.</p>	<p><b>Summative</b> WA</p> <p><b>Formative</b> A formative assessment will be made available in week 5 for completion over Reading Week. It will consist of an essay or problem question.</p> <p>This skill will also be formatively assessed in SGSs throughout the module</p>

### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Bring together information from a variety of different sources and to synthesise this information in the construction of reasoned arguments	Please see B 2, 3, 4 and 5 above	<b>Summative assessment</b> Written Assessment  <b>Formative assessment</b> A formative assessment will be made available in week 5 for completion over Reading Week. It will consist of an essay or problem question.  This skill will also be formatively assessed in SGS throughout the module

### D. Cognitive Skills

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Operate in situations of varying complexity and predictability requiring application of a wide range of techniques	This skill will be developed through the discussion of problem scenarios in SGSs, where tutors will moot alternate circumstances within those scenarios, requiring students to think on their feet and react to new situations they will not have had time to prepare. The skill will also be developed through the debates conducted in HSSs, some of which will include unseen scenarios upon which students will have to comment.	<b>Summative assessment</b> Written Assessment  <b>Formative assessment</b> This skill will be narratively assessed through tutor assessment of student performance in SGSs.

**BPP College of Professional Studies****Property Tax****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		Property Tax Law			
Module Replaces (if appropriate)		N/A			
Level	6	Credit Value	15	Contact Hours	Unlimited Tutor contact time via personal meetings, email or telephone.
Programme(s) In which the module is available and whether it is core (C) or optional (E)		LLB (Hons) LLB (Hons) Business Law LLB (Hons) Law with Psychology (E)			
Intended Start Date(s)		January 2009			
Related Modules	Pre-requisites	English Legal System and Reasoning Tort Contract			
	Co-Requisites	Land Law Equity and Trusts Law			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		JASB approval necessary for the module to count towards an LL.B with QLD status			
Delivery Locations (Holborn/Leeds/ Manchester/ Waterloo)		Waterloo Manchester Leeds			
Module Proposer		Susanne Tayfoor			
Date Approved within School			Signature of the Dean		
Date of Receipt by Director QAE			Signature of Director, QAE		
Date of submission to CVP/ETC (as appropriate)			D of S to Academic Council		D of S to Board of Directors
Decision			Decision		Decision



**SECTION 2: RATIONALE & DELIVERY**

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of the module are to develop in students:</p> <ul style="list-style-type: none"> <li>• An ability to work independently and to identify an area of law, carry out detailed independent research of the relevant issues, and to prepare a detailed written analysis of the issues involved.</li> <li>• A detailed and critical knowledge of the fundamental principles and concepts which underpin tax law and its interpretation;</li> <li>• A comprehensive understanding of the economic, ethical, business and regulatory context in which tax law operates and develops, with emphasis given to property tax issues;</li> <li>• A detailed knowledge and understanding of specific taxes, such as Capital Gains Tax, Stamp Duty Land Tax, Income Tax and Inheritance Tax and a corresponding ability to apply their underlying principles to specific factual scenarios;</li> <li>• A detailed knowledge and understanding of the interplay of GWR and POAT rules, and a corresponding ability to apply their underlying principles to specific factual scenarios;</li> <li>• A detailed knowledge and critical understanding of the development of anti-avoidance law and an ability to identify areas for and means of reform;</li> <li>• The cognitive skills of analysis, application, evaluation and synthesis;</li> <li>• The general transferable skills of independent research, problem-solving, critical analysis and essay-writing skills.</li> <li>• The professional ability to work autonomously in complex and unpredictable work environments and cogently and persuasively make a case for specific solutions to complex legal problems</li> </ul> <p><b>The relationship between the module aims and the rationale of the LLB as a whole</b></p> <p><b>The rationale of the LL.B is:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a</p>
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	<p>legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p><b>To provide students with:</b></p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module will facilitate the acquisition by students of a detailed knowledge and understanding of the key principles of property tax law and develop their skill in researching and interpreting primary and secondary sources within this complex area.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional.</b></p> <p>The property tax module will develop students' research and analytical skills necessary to join and succeed on the professional courses. These skills will be developed throughout the module.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>This module aims to develop students' research, analytical and problem solving skills required in professional employment as a lawyer. This module will also develop the written communication skills of students developed at Stages 1 and 2 of the LLB.</p>
What external sources have been consulted in establishing the need for the module? (e.g, H.E. agencies, employers, current & former students).	<p>Other LL.B courses which cover taxation have been considered and reviewed, notably those run at King's College London, the University of Southampton and University College London.</p> <p>Consultation on the syllabus content and structure, with Anne Redston, Professor of Tax Law at Kings College London, and editor of several tax publications.</p> <p>The Research module on Property Tax Law has been a success with current students converting from the GDL to an LL.B, as has the Independent Research Essay on tax law set on the 2007-08 GDL programme (over 100 students elected to do this option).</p>
What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications)	<p><b>Texts including:</b></p> <p>Property Tax Planning 2008/09 8ed, Philip Spencer, Tottel Publishing. (current editions at the time of proposal)</p> <p>Tolley's Property Tax Planning 2008-2009 Janet Paterson</p>

frameworks, professional bodies, experts in the field)?	<p>and Richard Holme, Creaseys (current editions at the time of proposal)</p> <p>The course content for taxation modules run at other universities have also been reviewed, including those run at King's College London, the University of Southampton and University College London.</p> <p>The course content of professional exams of the CTA to become a Chartered Tax Adviser has also been closely reviewed.</p> <p>Consulted Anne Redston (Professor of Tax Law at Kings College London University, editor of several tax publications)</p>
What are the intended teaching methods (e.g. lecture, HSS, SGS, workshop) and what is the ratio between them?	<p>An introductory lecture of 1 hour. A suggested schedule of topics for the students to work through independently and further detail regarding points to research and how to conduct independent research.</p> <p>Throughout the course there is an 'open door' policy regarding the ability to contact the module leader via email, telephone or in person, should a student wish to discuss any point they are researching.</p>
How will the module be assessed?	Coursework
If there is more than one assessment component how will the marks be combined?	N/A

**SECTION 3: RESOURCES**

Who will teach the module. (please provide CVs). What impact will this have upon their current duties.	Susanne Tayfoor, Module Leader for Property Tax Law
Is any special training required for staff in preparation to teach the module?	No.
Does the module require any special arrangements for it to be externally examined?	No, though an External Examiner has been appointed for this module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p><b>Provided</b>  <b>Text:</b> Taxation – E.P. Fiscal Publications, 30<sup>th</sup> edition , 2011-2012 Alan Combs, Stephanie Dixon, Peter Rows</p> <p><b>Recommended</b>  Davies, Principles of Tax Law, Sweet &amp; Maxwell.  Property Tax Planning 2008/09 8ed, Philip Spencer, Tottel Publishing.  Tolley's Property Tax Planning 2008-<u>2009</u> Janet Paterson and Richard Holme, Creaseys  Revenue Law Text and Materials, Tottel Publishing  Tolley's Yellow Tax Handbook 08-09</p> <p><b>Further reading</b>  Revenue Law Principles and Practice, 26<sup>th</sup> Ed, Natalie Lee, Tottel Publishing  Revenue Law, John Tiley, sixth edition, Hart Publishing.  Tolley's Tax Guide 2008-2009, Arnold Homer, Rita Burrows, Lexis Nexis Tolley.  Tolley's Tax Planning  Tax Journal  Simon's Tax Cases  Taxation Magazine</p>
What additional IT and database resources will the module require?	None
Does the module have any special accommodation requirements (for example in relation to HSS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	The module has no special accommodation requirements.

Is there any special distance learning or other learning support resources required (e.g. web casts, DVDs, online teaching)?	No, all appropriate resources are already in place through the operation of the Graduate Diploma in Law e.g. the technology to facilitate the recording and streaming of lectures.
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## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. By the end of the programme students will have developed:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	An ability to work independently and to identify an area of law, carry out detailed independent research of the relevant issues, and to prepare a detailed analysis of the issues involved.	<p>Students are given an introductory lecture which will launch them onto a trail of independent research. They are given suggested reading, as well as a schedule to follow.</p> <p>Students are encouraged to email/contact the tutor whenever they wish to discuss a point encountered in their research.</p>	<b>Summative</b> Coursework assessment
2	A detailed and critical knowledge of the fundamental principles and concepts which underpin tax law and its interpretation.	<p>Topics will be taught via a combination of introductory lecture and online/tutor guidance.</p> <p>The introductory lecture will be used to pinpoint the essential areas out of the reading students will be directed to, and to put each issue into a wider context.</p> <p>The lecture will provide reference points from which students can explore their understanding through further independent reading and research.</p> <p>The theoretical underpinnings of tax law will be studied at the outset, giving students a comprehensive understanding of how tax law has developed within a political and ethical context. These underpinnings are then built upon throughout the module.</p> <p>Students' critical understanding will be developed through directed reading of texts and cases. They will be encouraged to evaluate conflicting case law, dissenting judgments and academic argument.</p>	<p><b>Summative</b> Coursework assessment</p> <p><b>Formative</b> Students are provided with sample coursework questions from previous semesters, and given the opportunity to submit a mock.</p>
3.	<p>A comprehensive understanding of the economic, ethical, business and regulatory context in which tax law operates and develops, with emphasis given to property tax issues.</p> <p>A knowledge and understanding of the operation of property tax law in a practical context.</p>	<p>Students will be able to work through practice assessments, which consist of previous coursework problem scenarios or essay questions.</p> <p>Scenarios presented will examine various aspects of property tax law concerning residential and investment properties - covering all issues from purchase, holding, sale and inheritance.</p> <p>Students will approach problems by examining the role of both client and</p>	See A1 above.

	A detailed knowledge and understanding of the requirements that need to be satisfied in order for a particular tax to arise.	adviser, observing the interplay of the regulatory and ethical issues of compliance and anti-avoidance issues.	
4.	<p>An understanding of the significance of the differences between property investment and property dealing.</p> <p>A detailed knowledge and understanding of specific taxes, such as Capital Gains Tax, Stamp Duty, Land Tax, Income Tax and Inheritance Tax and a corresponding ability to apply their underlying principles to specific factual scenarios.</p>	<p>Students will need to grasp the importance of this essential difference, which is emphasised in the introductory lecture. Once they have understood the crucial distinction between income and capital, this then leads logically on to the study of SDLT and CGT, as suggested in the study schedule which students are encouraged to follow as the basis for their research.</p> <p>The research schedule sets out suggested timings for researching each of these elements. Students are directed to reading covering the underlying principles governing each tax.</p>	<p>The coursework will cover specific taxes, with different areas selected for assessment on a rolling basis.</p> <p>The practice assessments will provide opportunities for formative assessment of students' ability to spot the relevant areas and apply taxation principles correctly in context.</p>
5.	A detailed knowledge and understanding of the interplay of gifts with reservation and pre-owned asset tax rules, and a corresponding ability to apply their underlying principles to specific factual scenarios;	See the methodology set out in A1 and A4 above.	The assessment regime set out at A1 above will also test this outcome.
6.	A detailed knowledge and critical understanding of the development of anti-avoidance law and an ability to identify areas for and means of reform.	This will be a pervasive area throughout the course.	See A1 above.

**B. Cognitive / Intellectual skills**

Ref	B. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Analyse actual or hypothetical problems without guidance using a range of techniques appropriate to the discipline and apply substantive knowledge to their resolution.	<p>See A1 above.</p> <p>This skill will be developed in particular by asking students to analyse hypothetical problem scenarios.</p> <p>The students will prepare an answer to a mock question, which is a previous coursework question. This tests the students' ability to analyse a situation and apply the substantive knowledge they have gained in their independent research. The questions often combine different issues from 'real life' scenarios, from which they will deduce that a property tax law problem can consist of multiple issues. From this they will thereby recognise that tax law is an interweaving body of substantive law.</p>	<p><b>Summative</b> Coursework assessment</p> <p><b>Formative</b> Students are provided with sample coursework questions from previous semesters, and given the opportunity to submit a mock.</p>
2	Construct a reasoned legal argument taking into account and critically evaluating evidence and alternative arguments to support conclusions / recommendations.	This skill will be developed throughout the module as the students encounter academic debate, and need to examine the policy issues behind taxation, as well as look at the arguments in favour of certain taxes, whilst counter-balancing them against the counter-arguments. Students will be expected to demonstrate a wide range of independent research and critical thinking as they prepare for their final assessment.	<p>This skill will be summatively assessed through the coursework and formatively assessed through the practice assessment detailed above.</p> <p>The ability to do this orally will not be subject to summative assessment.</p>
3	Conduct legal research into property tax law by identifying and retrieving up-to-date relevant legal information, using a variety of different paper and electronic sources (primary and secondary) and (with guidance) synthesise this information in the construction of legal arguments	<p>This will be achieved by requiring students to carry out a mixture of directed and unguided research in preparation for the final coursework, using textbooks, case law, statutes and journals. The online introductory lecture in the Headstart week will familiarise them with the range of primary and secondary sources which may be relevant.</p> <p>Students will practise synthesising these materials into a cohesive argument by preparing a mock on a relevant topic, and then the final coursework, as well as having ongoing opportunities to discuss their research with the tutor.</p>	This skill will be indirectly assessed through the coursework assignment set out above at A1.
4	Listen effectively, assimilating complex data and asking questions where appropriate.	This skill will be developed through following the guidance in the initial lecture, then maintaining tutor contact where appropriate.	This skill is not subject to formal assessment, though it will be narratively assessed by tutors on an ongoing basis.



### C. General Transferable Skills

Ref	C. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1.	Reflect on their learning, seeking and making use of feedback.	<p>This skill will be developed, <i>inter alia</i>, by students testing their understanding through communication with the tutor.</p> <p>This will be also be developed by feedback received on formative and summative assessments.</p> <p>In addition tutors will operate an open door policy in which students will be encouraged to consult staff on their performance.</p>	<p><b>Summative</b> This skill will not be summatively assessed.</p> <p><b>Formative</b> This skill will be formatively assessed through the practice assessment detailed in A1 above.</p>
2.	Using appropriate technical language, demonstrate the ability to present a coherent, logical and well structured legal argument in a way that is comprehensible to others and which is relevant to their concerns, both orally in writing.	<p>The oral component of this skill will be informally addressed through discussions with the tutors and with their peers.</p> <p>The written component will be addressed through preparation for the coursework and the mock.</p> <p>Feedback on the formative and summative assessment will also play an important role in developing this skill.</p>	<p><b>Summative</b> The written component of this skill will be indirectly assessed through the coursework.</p> <p>The oral component will not be summatively assessed.</p> <p><b>Formative</b> The formative assessment regime set out at A1 above will test the written component of this skill.</p> <p>The oral component will not be formatively assessed.</p>
3.	Manage their own learning, using a full range of paper and electronic resources, and conduct research with minimum guidance, devising appropriate strategies and pinpointing the areas which need research.	<p>In the course of the module, students will be required to use a variety of paper and electronic resources, including the virtual learning environment; and case reports and statutes (both hard copy and online)</p> <p>Students will also be expected to use e-learning materials as provided and to use resources such as discussion boards.</p> <p>Research will be specifically addressed through the Research podcast available in the introductory session.</p>	<p><b>Summative</b> This skill will be summatively assessed through the coursework assessment</p> <p><b>Formative</b> This skill will be formatively assessed through the practice assessment set out at A1 above.</p>
4	Identify and define complex problems and apply appropriate knowledge to their resolution.	See B1 above	See B1 above

5	Work effectively as part of a group, recognising, supporting or taking responsibility for leadership; negotiating; and managing conflict where appropriate.	Students are encouraged to form study groups to discuss the work they are researching.	<b>Summative</b> Not summatively assessed.  <b>Formative</b> This skill is not formatively assessed.
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### D. Professional Skills and Attitudes

Ref	D. By the end of the programme students will be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Act autonomously, with minimal supervision and within agreed guidelines, by acting independently in planning and undertaking tasks in areas of property tax law which they have already studied	This skill will be developed by general research and preparation throughout the module, as well as for the formative and summative assessments.	<b>Summative</b> This skill will be indirectly assessed through the coursework, which will require detailed independent legal research.  <b>Formative</b> Students will be given formative written feedback on their practice assessment.
2	Operate in complex and unpredictable contexts, applying their knowledge to a wide range of complex factual situations they may not have previously encountered.	See B1 above. The aim of the problem scenarios in the practice assessments, is to focus on the practical application of black letter law, distilled from independent reading. This is to develop students' ability to apply the law they have learned to real-world scenarios they may face in practice.	<b>Summative</b> Coursework  <b>Formative</b> This skill will be formatively assessed through the practice assessment set out above, as well as ongoing narrative assessment of student performance in tutor emails/meetings.

**BPP College of Professional Studies****Research Module****Module Proposal Form****SECTION 1: GENERAL INFORMATION**

School/Department		Law			
Module Title		<b>Research Module</b>			
Module Replaces (if appropriate)		<b>N/A</b>			
Level	<b>6</b>	Credit Value	<b>30</b>	Contact Hours	Lectures: 5 hours, Supervision: 2 hours.
Programme(s) In which the module is available and whether it is core (C) or elective (E)		LL.B (Hons) LL.B (Hons) Business Law LL.B (Hons) Law with Psychology (E)			
Intended Start Date(s)		Current			
Related Modules	Pre-requisites	Completion of all relevant modules at Stages 1 and 2 of the LL.B.			
	Co-Requisites	None			
	Excluded Combinations	None			
External Accrediting Body (if appropriate)		None			
Delivery Locations (Holborn/Leeds/Manchester/ Waterloo)		Online with optional Research Symposium and face to face supervision at Waterloo. Open to all students at all sites and on all modes of the GDL.			
Module Proposer		John Clifford			
Date Approved within School		29/2/08	Signature of the Dean		
Date of Receipt by Director QAE			Signature of Director, QAE		
Date of submission to CVP/ETC (as appropriate)		12/3/08	D of S to Academic Council		D of S to Board of Directors
Decision		Approved	Decision		Decision

## SECTION 2: RATIONALE & DELIVERY

<p>What are the educational aims of the module and how are these consistent with the rationale of the programme as a whole?</p>	<p>The aims of this module are as follows:</p> <ul style="list-style-type: none"> <li>• To develop the students' ability to identify which issues require researching when presented within a complicated factual matrix, involving several areas of law, which are not signposted for them;</li> <li>• To develop the students' ability to research different areas of law using a variety of paper and electronic sources and to make optimal use of available resources regardless of location or circumstances;</li> <li>• To develop the students' ability to identify which primary and secondary legal sources are of relevance to a given factual matrix and to use them appropriately in devising solutions to practical problems faced by clients;</li> <li>• To develop the students' ability to reflect on their own learning and to seek and make use of feedback in the context of optional supervision meetings;</li> <li>• To develop the students' understanding and awareness of ethical issues in research;</li> <li>• To develop the students' ability to bring together information from a variety of different sources and sift relevant materials from the irrelevant;</li> <li>• To develop the students' faculties of critical judgment in relation to the merits of different legal arguments and their ability to make a reasoned choice in the light of the exercise of this judgment;</li> <li>• To develop the students' ability to understand and use the English language proficiently in the context of an oral presentation of their analysis of a legal problem;</li> <li>• To develop the students' ability to present an argument based upon extensive legal research in a way which is comprehensible to others and relevant to the concerns raised in the problem;</li> <li>• To read and digest legal materials written in technical and complex language and discuss them in the context of supervision meetings and <i>viva</i> examinations;</li> <li>• To read and digest legal materials written in technical and complex language and be able to utilize such materials in the preparation of a research report and/or legal advice;</li> <li>• To develop the students' ability to respond appropriately and accurately to questions within the pressurised context of a <i>viva</i> examination.</li> </ul> <p style="text-align: center;"><b>Relationship between module aims and the rationale of the LLB as a whole:</b></p> <p>To develop undergraduate skills and knowledge in the context of an academically rigorous programme of legal education, in preparation for entry onto the vocational</p>
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	<p>stage of legal training and, ultimately, for practice as a legal professional. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</p> <p>To provide students with:</p> <p><b>1. An academically rigorous programme of legal education</b></p> <p>This module develops students' knowledge of the general principles of a range of areas of substantive law, varying according to the problem area selected.</p> <p><b>2. Preparation for entry onto the vocational stage of legal training and, ultimately, for practice as a legal professional.</b></p> <p>This module will enhance and develop the general legal skills required on the LPC and BVC, including legal methodology, analysis, research, critical analysis and problem solving.</p> <p><b>3. The emphasis throughout will be on the development of skills, competencies and knowledge in a practical context, with the aim of equipping students for practice as a lawyer.</b></p> <p>This module develops a range of the transferable skills required in professional employment, including presentation, written and spoken communication, analysis, problem solving and general research.</p>
What risk factors exist and how will they be addressed?	<p>The main risk inherent in this module is of students failing to spot core issues within a given problem scenario and / or failing to apply appropriate weighting to the legal issues raised. Students who have undertaken the core modules of the LL.B will be used to having areas of law presented individually, with relatively little multi-disciplinary analysis across the Foundation modules.</p> <p>To facilitate the development of a cross-disciplinary approach to legal study, utilising differing subject disciplines as appropriate, students will receive one-to-one tutor supervision on their research project. Such supervision will aim to assist in developing the student's ability to identify the issue that the scenario raises and provide them with the knowledge and skills needed to resolve these issues.</p>
What external sources have been consulted in establishing the need for the module? (e.g., H.E. agencies, employers, current & former students).	<p>Solicitors firms and chambers have been consulted, including Slaughter &amp; May (Louise Stoker) Cameron McKenna (Jean Berwick and Peter Bateman) 12, King's Bench Walk (David White)</p>

What external reference points have informed the design of the module (e.g. benchmarking statements, national qualifications frameworks, professional bodies, experts in the field)?	Reference has been made to: <ul style="list-style-type: none"> <li>The Law Benchmark Statements (QAA)</li> </ul>
What are the intended teaching methods (e.g. lecture, IS, SGS, and workshop) and what is the ratio between them?	The module is essentially a self-study module, but will be supported through: <ul style="list-style-type: none"> <li>A one day Research Symposium involving 5 hours of lectures / ISs. The content of the Symposium will include sessions on research methodologies, Presentation skills, framing a research proposal, ethical issues in research and standards relating to research practice. These sessions will subsequently be made available online through the VLE.</li> <li>One-to-one supervision, either face-to-face or electronically, depending upon the individual circumstances of the student and the issues / materials to be considered.</li> </ul>
How will the module be assessed?	<p>Summative assessment - the module will be assessed through a 20 minute oral presentation following which questions will be asked in a 10 minute viva examination.</p> <p>The presentation will aim to draw together the outcomes of student research in the form of practical advice to a fictional client(s) as described within the problem scenario. They will then be required to answer questions arising from their presentation in the final 10 minutes.</p> <p>In giving their presentation students may, if they wish, utilise prepared notes and/or visual aids and/or appropriate documentation. The use of such materials should assist in explaining and presenting the legal arguments and advice the student wishes to convey. As such, the material should not be submitted as part of the assessment but will be taken in to consideration in determining the student's ability in managing and utilising appropriate resources.</p> <p>Formative assessment - students will be given the opportunity to submit a draft outline of their presentation for review by their supervisor. They will also be permitted to undertake a mock viva in preparation for their summative assessment.</p>
If there is more than one assessment component how will the marks be combined?	N/A

### SECTION 3: RESOURCES

Who will teach the module? (please provide CVs). What impact will this have upon their current duties.	<p>The Research Symposium will be convened by the Module Leader. The lectures and IS at this symposium will be delivered by both internal and external speakers from BPP Law School, various law firms, barristers' chambers and academic institutions.</p> <p>The one-to-one supervision will be conducted by existing members of the GDL team, supplemented by staff from CPD and vocational courses.</p> <p>This will be done on a voluntary, paid basis.</p>
Is any special training required for staff in preparation to teach the module?	<p>Appropriate staff training has been organised by the Director of Staff Training and Development during May / June for staff undertaking supervision of student projects. Several members of the GDL Team already possess considerable experience in undertaking research and/or preparing proposals. Further training for those conducting viva examinations will also take place in June. For further details, please see the Programme Proposal Form.</p>
Does the module require any special arrangement for it to be externally examined?	An external examiner will be appointed for the module.
Are there any factors affecting the module that may require special arrangements for candidates with disabilities in addition to what is currently provided?	No.
What additional library resources will the module require?	<p>The library will be required to purchase some additional resources, in terms of literature, periodicals and electronic material relating to advanced legal research and practice. Such materials will complement existing provision available to students undertaking the Independent Research Essay on the GDL.</p>
What additional IT and database resources will the module require?	<p>Most students are likely to be studying this module over the summer and will need access to online / Click facilities during this period. The IT service will therefore need to be prepared for some student contact and requests during this time.</p>
Does the module have any special accommodation requirements (for example in relation to IS rooms, lecture theatres, court rooms, labs, audio visual or recording equipment)?	<p>The Research Symposium will require the use of the Lecture Theatre (and appropriate AVAs), an IT suite and the LRC for one day in June.</p> <p>Supervision will require the use of meeting rooms at various points throughout the summer (for those students who elect to do this face-to-face rather than online). Total use, in terms of the number of hours, will be determined by the number of students on the module.</p>
Are there any special distance learning or other learning support resources required (e.g. web-casts, DVDs, online teaching)?	No. Supervision will either be delivered face-to-face or online, both of which can be accommodated within existing resources.

## Module Outcomes and Learning, Teaching and Assessment Strategies

### A. Knowledge & Understanding

Ref	A. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Demonstrate a systematic understanding of general principles relating to undertaking legal research (both academically and as a practitioner).	<p>Through a series of lectures and IS on the Research Symposium Day. These will cover:</p> <ul style="list-style-type: none"> <li>- <b>An Introduction to Legal Research</b> (Topics will Include: Terminology, Sources of Law, Approaches to Legal Research (practitioner/academic), Common Law/Statutory Provisions, Use of Research Trails, ascertaining current law, etc)</li> <li>- <b>Legal Research and the Vocational Course</b> This will involve an outline of the research skills and knowledge generally encountered on the vocational courses (both the LPC and the BVC). Emphasis will be placed on the practitioner perspective both in terms of the resources available and time management.</li> <li>- <b>Academic Legal Research</b> This session will provide a brief outline of the theoretical framework behind legal research. Areas covered will include: ethical standards relating to research, impartiality and bias, presentational skills and competencies, information analysis and framing a research proposal.</li> <li>- <b>How to Survive a Viva / Presentation</b> This session will discuss how to prepare for and conduct a presentation. Particular attention will be given to the format of a viva, including the assessment criteria against which a candidate's performance will be judged.</li> <li>- <b>Use of the Law School Learning Resources Centre</b> This session will outline the various practitioner resources available within the Law School's Learning Resources Centres (students will already be familiar with many of the academic resources from their studies on the GDL). Particular emphasis will be placed on electronic sources and the various search facilities available.</li> </ul>	<p><b>Formative</b> Students will have the opportunity to submit a draft outline of their presentation and undertake a mock viva conducted by their supervisor prior to the final assessment.</p> <p><b>Summative</b> This will be in the form of an oral presentation by the student on their advice to a client in relation to the problem presented at the start of the module followed by a viva examination. It will be of 30 minutes duration, with 10 minutes set aside at the end for questions arising from the presentation.</p>



2	Demonstrate a detailed awareness of the interrelationship between different areas of law (including both foundation and other areas)	The module is based upon problem-based learning methodology. This module commences with a Research Symposium, immediately following which students will be allocated an unstructured practical problem and asked to advise a client on any actionable remedies. Students will then undertake detailed research into the issues raised in the problem, prior to a meeting with their supervisor to seek feedback and further guidance.	See A1 above.
3	Demonstrate a comprehensive awareness of how academic law relates to factual problems students may well encounter in practice	See A1 above	See A1 above.
4	Show an awareness of ethical standards in research	See A1 above	Although this will not be directly assessed formatively or summatively, it will be indirectly examined through the assessment programme set out at A1 above.

**B. Subject Specific/Professional Skills and Attitudes**

Ref	By the end of the course) Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Coherently and accurately discuss the law relevant to a given problem / scenario	Students will be required to discuss the relevant law in relation to the factual matrix given at the start of the module coherently and accurately, both in their supervision meetings (with their Supervisor) and in the final viva examination before the Examination Panel. Supervisors will facilitate and encourage independent research whilst providing appropriate guidance when required. Students will be required to have undertaken relevant research and analysis prior to the meetings in order to stimulate discussion before relevant guidance can be given. An introduction to this skill will be provided on the Research Symposium day (see Section 4 above).	See A1 above
2	Cogently and persuasively argue how the relevant law should be applied to the resolution of a given problem	In the final assessment, students will be required to make the case for a reasoned choice between a number of alternative solutions to the problems presented within the cross-disciplinary factual matrix, and present a cogent and persuasive argument for that choice.  This skill should be practiced and developed in supervision meetings prior to the final assessment.	See A1 above
3	Communicate legal information efficiently and effectively orally	In the supervision meetings, students will have to communicate the fruits of their research efficiently and effectively, either orally in face-to-face meetings or in writing via e-mail communication.  The final viva assessment will require students to communicate legal information and argument orally.	See A1 above
4	Demonstrate responsibility for the continuing development of their own legal education and competence	From the outset, students will be required to assume responsibility for their own legal education and competence in researching the project with limited guidance / supervision from their supervisor. The emphasis will be on independent legal study.	<b>Formative</b> Through one-to-one supervision meetings  <b>Summative</b> Although this skill will not be subject to formal summative assessment, performance in the oral examination set out in A1 above will be determined by successful demonstration of this skill.

5	Identify, find and use a range of sources of legal information, using information technology where appropriate, to assist in legal research and to extract the essential points from the data surveyed	<p>This project is essentially a practical research project, in the course of which students will have to find and use a range of sources of legal information, e.g. cases and legislation (primary sources) and practitioner texts (secondary sources), either in hard copy form (within the library facilities situated within the Law School or wherever they decide to undertake the project) or online. Given that it is envisaged that many students will be absent from the Law School whilst undertaking the project, the emphasis will be on ensuring optimal use of whatever research resources are at hand (much of them probably online). This will replicate the situation students will frequently find themselves in during practice.</p> <p>A significant proportion of the Research Symposium day (see section 4 above) will concentrate on introducing students to this skill. The practical exercises provide an opportunity for students to utilise their understanding of research techniques and procedures to solve a number of interrelated inter-disciplinary problems.</p>	See A1 above
6	Carry out legal research which is thorough and precise	In the course of the project, students will be encouraged to be meticulous, accurate and succinct in using and presenting legal material. Supervision will be limited to providing overall purpose and direction. Students will be guided and channelled in their research endeavours in the light of the materials they present and wish to utilise in their presentation.	See A1 above
7	Autonomously investigate and research effectively using both paper and electronic sources and extract essential information. This involves students taking responsibility for their own learning.	As stated above students will be required to take responsibility for their own learning from the outset of this project. In the course of their preparation, they will be required to undertake autonomous research and investigation (with limited supervision) using both electronic and paper resources. Given that many students will be studying at a distance much reliance will be placed on online materials and the Click Library resources.	See A1 above

**C. General Transferable Skills**

Ref	C. (by the end of the course) Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Use language accurately and communicate information efficiently and effectively both orally and in writing	<p>Students will be required to use language accurately and communicate information efficiently and effectively either in writing (e.g. via e-mail) or orally (face-to-face) during supervision meetings.</p> <p>The final assessment will be orally assessed. An element of the marking guide will involve an analysis of the student's ability to present oral arguments in both an effective and accurate manner.</p>	See A1 above
2	Approach a problem logically, analyse complex factual situations and evaluate a range of solutions.	Students will be required to analyse a cross-disciplinary problem of a type they have not previously encountered on Stage 2 (the GDL) of the LL.B. This should be conducted logically and methodically, evaluating a range of solutions and critically assessing the merits of each before advocating a reasoned choice between them.	See A1 above
3	Evaluate the strengths and weaknesses of their own arguments as well as those of others.	<p>Students will be challenged on their interpretation of the factual matrix with which they are presented in supervision meetings and their arguments tested rigorously. In this context, students will be forced to evaluate the strengths and weaknesses of their own arguments, and assess the weight to be attached to counter-arguments.</p> <p>Student's final reasoned choice between alternative solutions will be further tested in the final assessment through questions to which they will have to respond cogently and coherently.</p>	See A1 above
4	Demonstrate time management skills.	<p>Students will have to pace their research appropriately and organise supervision meetings when they feel they will be ready to gain optimal use of them.</p> <p>These skills will be further tested in the final assessment, when students must allocate appropriate time to each stage of their argument and respond to questions with answers of an appropriate length.</p>	See A1 above

**D. Cognitive Skills**

Ref	A. Students should be able to:	Teaching, learning and formative and summative assessment strategies to enable outcome to be achieved and demonstrated (please map methods directly to knowledge and understanding indicators)	
		Learning and Teaching Methods	Assessment Methods
1	Critically analyse a complex factual problem and identify the relevant issues of fact and law.	The essence of this self-study exercise is to demonstrate the ability of a student to analyse a complex factual matrix and identify the relevant issues of cross-disciplinary law which arise but which are not sign-posted	See A1 above
2	Synthesise large quantities of information rapidly and apply that information to individual practical scenarios.	In the final assessment, students will be required to process questions of some complexity quickly and adapt their argument appropriately in the light of alternative interpretations and arguments.	See A1 above
3	Listen effectively, assimilating and evaluating complex data and asking questions where relevant.	<p>Students will be required to listen effectively during supervision meetings, assimilating whatever guidance is given and asking relevant questions of their supervisor. Only by doing this will students gain optimal use of their supervision meetings.</p> <p>In the final assessment, students will have to listen effectively to questions arising from their presentation, which will require the swift processing of information and ability to discuss material of some complexity in a way which is both coherent and comprehensible to others. Students will need to determine the weight of particular issues and their relevance in answering questions appropriately.</p>	See A1 above

**ASSESSMENT**

Please read your student handbook for further information about assessment procedures such as procedures for granting extensions or applying for special consideration.

A full set of assessment regulations is contained in the College's Assessment Handbook, which is available for consultation in the library.

### **The Purpose of Assessment**

Assessment is partly for your benefit: to help you learn by giving you accurate information on your progress and performance in order to help you reflect on your progress and plan activities to improve your knowledge, understanding, or skills.

Assessment also gives you the opportunity to demonstrate what you have learned. It is the means by which your achievement is measured, in relation to the aims of your Programme and national statements about standards.

All assessment is normally conducted by the Programme tutors (or their designated replacement in cases of absence or study leave) and a designated second marker for assessments which are weighted for degree classification. Marks are internally monitored and moderated at the conclusion of each round of assessment.

Assessment tasks and processes are themselves designed to provide you with additional learning opportunities.

### **Learning Outcomes and Assessment Criteria**

Most programmes are made up of a series of programme modules. Each module carries credit, and has defined learning outcomes. These detail what you are expected to achieve in that module. Your assessment is normally linked to the learning outcomes – to pass the module, you are normally expected to have met the learning outcomes. (Sometimes, usually in introductory modules early in your Programme, you may be required to demonstrate active engagement with, and clear progress towards, achieving learning outcomes that you will take further in later modules.) You may also receive details of the criteria that will be used in marking your work. You should use all this information to help you plan your work.

Normally, you must pass ALL modules in the programme to get your degree. Normally, you must reach a pass standard in all the separate assessment tasks in a module in order to pass the module (e.g. where there are two or more elements of assessment in the same module). If, after reading your Programme handbook, you are unsure what is required to pass a module, you should ask the module tutor.

## Marking Criteria

Note – Numeric Analysis Components are not applicable to Law.

### Level 4 Assessment

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
<b>Knowledge &amp; Understanding</b> (a) <i>Systematic Understanding</i> (b) <i>Emerging thought</i>	(a) Thorough, explicit knowledge & understanding of the topic with some clear understanding of, and explicit links to, some aspects of a wider field of study.  (b) Excellent usage of recent emerging thought and/or practices from a range of appropriate disciplines	(a) Very good knowledge and understanding of central topic issues explicitly identified with some appreciation of, and explicit links to, a wider field of study.  (b) Application of recent emerging thought or practices from the discipline	(a) Good, partially implicit, knowledge and understanding of central topic issues with some appreciation of a wider field of study.  (b) Some clear evidence of the application of thoughts and practices at the forefront of the discipline	(a) Evidence of a sound factual and/or conceptual knowledge base and the ability accurately to use appropriate terminology.  (b) Clear evidence of an understanding of thoughts and practices at the forefront of the discipline.	(a) Some indications of a limited ability to identify appropriate ideas, concepts and principles.  (b) Some evidence of the understanding of the thoughts and practices related to the discipline indicated.	(a) Signs of an emerging knowledge and understanding of topic issues but unable always to select or apply them appropriately.  (b) Not clear or precise understanding of thoughts and practices related to the required discipline indicated	(a) Little knowledge or understanding of any of the central topic issues with numerous factual errors and use of a great deal of irrelevant material.  (b) Significant gaps in the understanding of practices related to the discipline indicated
<b>Argument</b> (a) <i>Analysis, Synthesis &amp; Evaluation</i> (b) <i>Numerical Analysis</i> (c) <i>Independent Research</i>	(a) Sustained and fully substantiated analysis including contrary perspectives.  (b) Numeric analysis that is complete and free from errors with application of methods that may be insightful or original  (c) Evidence of an innovative or original use of extensive personal research which has been thoroughly evaluated	(a) High level of awareness and the questioning of assumptions.  (b) Numeric analysis that is complete and mostly free from errors with fluent and appropriate application of methods.  (c) Substantial research and evidence of an innovative use of a wide range of	(a) Ability to analyse drawing on a range of perspectives. Some questioning of assumptions.  (b) Numeric analysis that is complete and mostly free from errors with relevant and effective application of methods  (c) Clear evidence of considerable personal research and the use of a diverse range of appropriate sources	(a) Some ability to analyse within guiding principles. Some evidence of critical thought.  (b) Numeric analysis that is complete and mostly free from significant or critical errors with appropriate application of methods.  (c) Appropriate use of a wide range of personal research which is critically	(a) Largely descriptive but with some limited evidence of significant thought and with a growing awareness of assumptions.  (b) Numeric analysis that is mostly complete but contains errors that have some limited effect, or methods that are not applied wholly appropriately  (c) Evidence of a consistent argument	(a) Generally descriptive and indecisive. May include generalisations and assumptions and may lack coherence.  (b) Numeric analysis that is incomplete or contains errors which have critical effect, or methods that are applied inappropriately  (c) Over reliance on very restricted range	(a) Wholly descriptive and insignificant with many generalisations, assumptions and illogical claims. Discussion irrelevant to the task set.  (b) Numeric analysis is almost non-existent and also incorrect  (c) Generally only a very restricted range of personal research which is not evaluated and is not directly related to the

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
	conceptually	personal research with clear and consistent evaluation conceptual	but may contain problems with consistency in the conceptual evaluation	evaluated for key conceptual issues although this may not be consistent throughout	but may have weaknesses or be unconvincing. Clear use of information gathered but may not be sufficient to sustain the argument.	of personal or secondary research much of which may not be evaluated and may not be directly related to the question or area	question
<b>Presentation</b> (a) Structure (b) Referencing (c) Use of Language	(a) Excellent structure and presentation  (b) Precise, full and appropriate references and notes.  (c) Subtle use of language expressing a high degree of thought with clarity and precision to a level appropriate for submission for publication.	(a) Excellent structure and presentation  (b) Precise, full and appropriate references and notes.  (c) Precise use of language expressing complex thought with clarity, accuracy and precision which furthers and enhances the argument	(a) Good structure and presentation  (b) Full and appropriate references and notes with minor or insignificant errors  (c) Clear and precise use of language allowing a complex argument to be easily understood and followed	(a) Adequate structure and presentation  (b) Good references and notes with minor or insignificant errors or omissions  (c) Generally clear use of language sufficient for arguments to be readily understood and followed	(a) Adequate structure and presentation  (b) Competent references and notes but may contain inconsistencies, errors or omissions  (c) Generally understandable use of language but significant errors in expression affecting overall clarity	(a) Poor structure and presentation  (b) Poor references and notes with multiple inconsistencies, errors or omissions  (c) Serious errors in the use of language which makes meaning unclear or imprecise	(a) Very poor standard of basic English. Much more care needed with language construction and checking of the text. Very imprecise/ non-academic writing style.  (b) Very limited or nil referencing with numerous errors and omissions  (c) Extreme errors in use of language and an extreme lack of clarity



## Marking Criteria

Note – Numeric Analysis Components are not applicable to Law.

### Level 5 Assessment Criteria

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
<b>Knowledge &amp; Understanding</b> a) <i>Systematic Understanding</i> b) <i>Emerging Thought</i>	(a) Deep knowledge of the topic, explicitly related to comprehensive knowledge of the discipline(s).  (b) Excellent usage of recent emerging thought and/or practices from a range of appropriate disciplines	(a) Thorough, explicit knowledge & understanding of the topic. Clear understanding of and explicit links to some aspects of a wider field.  (b) Some application of recent emerging thought or practices from the discipline	(a) Very good knowledge and understanding of central topic issues explicitly identified. Some appreciation of and explicit links to a wider field.  (b) Some clear evidence of the application of thoughts and practices at the forefront of the discipline	(a) Good, increasingly explicit knowledge and understanding of central topic issues. Some appreciation of a wider field.  (b) Clear evidence of an understanding of thoughts and practices at the forefront of the discipline	(a) Basic and often implicit knowledge of central topic issues. Partial understanding.  (b) Some evidence of the understanding and thoughts and practices related to the discipline indicated.	(a) Inadequate or poor knowledge or understanding of topic issues.  (b) Not a clear or precise understanding of the thoughts and practices related to the required discipline indicated.	(a) Very poor knowledge or understanding of topic issues.  (b) Significant gaps in the understanding of the practices related to the discipline indicated
<b>Argument</b> a) <i>Analysis, Synthesis &amp; Evaluation</i> b) <i>Numerical Analysis</i> c) <i>Argumentation</i> d) <i>Independent Research</i>	(a) High level of ability to analyse critically using a range of perspectives. Excellent synthesis of elements of the argument including contrary views.  (b) Numeric analysis that is complete and free from errors with application of methods that may be insightful or original	(a) Can present a coherent critical argument demonstrating the ability to synthesise concepts, theories and practice in a critical argument.  (b) Numeric analysis that is complete and mostly free from errors with fluent and appropriate application of methods.	(a) Can present a coherent significant argument demonstrating the ability to form a defensible judgement. Some use of contrasting perspectives.  (b) Numeric analysis that is complete and mostly free from errors with relevant and effective application of methods.	(a) Can decisively analyse a limited range of information within minimum guidance. Can select analytical methods appropriate to the task  (b) Numeric analysis that is complete and mostly free from significant or critical errors with appropriate application of methods.	(a) Some evidence of essential awareness but much reliance on description and some assumption. May be some difficulty in balancing and substantiating points.  (b) Numeric analysis that is mostly complete but contains errors with significant effect, or methods that are applied inappropriately	(a) Work is descriptive and uncritical. Contains generalisations, unsubstantiated assertion and exaggeration.  (b) Numeric analysis that is incomplete or contains errors which have critical effect, or methods that are applied inappropriately	(a) Work wholly descriptive and uncritical. Contains many generalisations, unsubstantiated assertions and exaggeration.  (b) Numeric analysis is almost non-existent and also incorrect

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
	<p>(c) Extremely strong and consistent argument making a convincing whole with evidence of originality. Impressive ability in the use of information gathered to support the argument.</p> <p>(d) Evidence of an innovative or original use of extensive personal research which has been thoroughly evaluated conceptually</p>	<p>(c) Extremely strong and consistent argument that convincingly addresses issues including uncertainties and conflicts. Excellent use of information gathered which to support and further the argument</p> <p>(d) Substantial research and evidence of an innovative use of a wide range of personal research with clear and consistent conceptual evaluation</p>	<p>(c) Evidence of an argument that is generally convincing with a good internal consistency and addresses most issues. Very good use of information gathered to support the argument.</p> <p>(d) Clear evidence of considerable personal research and the use of a diverse range of appropriate sources but may contain problems with consistency in the conceptual evaluation</p>	<p>(c) Evidence of an overall convincing argument but may have weaknesses, gaps or inconsistencies. Clear use of information gathered but may have some weaknesses in the integration into the argument.</p> <p>(d) Appropriate use of a wide range of personal research which is critically evaluated for key conceptual issues although this may not be consistent throughout</p>	<p>(c) Evidence of a consistent argument but may have weaknesses, significant gaps or be unconvincing. Clear use of information gathered but may not be sufficient to sustain the argument.</p> <p>(d) Evidence of a consistent argument but may have weaknesses or be unconvincing. Clear use of information gathered but may not be sufficient to sustain</p>	<p>(c) Lack of consistency or structure in the argument.</p> <p>d) Over reliance on very restricted range of personal or secondary research much of which may not be evaluated and may not be directly related to the question</p>	<p>c) Totally lack of consistency or structure in the argument. Very serious weaknesses in the integration of evidence and no awareness of the limitations or weaknesses of the research</p> <p>d) Generally only a very restricted range of personal research which is not evaluated and is not directly related to the question</p>
<b>Presentation</b> <i>a) Structure</i> <i>b) Referencing</i> <i>c) Use of Language</i>	<p>(a) Excellent structure and presentation</p> <p>(b) Precise, full and appropriate references and notes</p> <p>(c) Subtle use of language expressing a high degree of thought with clarity and precision to a level appropriate for submission for publication.</p>	<p>(a) Excellent structure and presentation</p> <p>(b) Precise, full and appropriate references and notes.</p> <p>(c) Precise use of language expressing complex thought with clarity, accuracy and precision which furthers and enhances the argument</p>	<p>(a) Good structure and presentation</p> <p>(b) Full and appropriate references and notes with minor or insignificant errors</p> <p>(c) Clear and precise use of language allowing a complex argument to be easily understood and followed</p>	<p>(a) Adequate structure and presentation</p> <p>(b) Good references and notes with minor or insignificant errors or omissions</p> <p>(c) Generally clear use of language sufficient for arguments to be readily understood and followed</p>	<p>(a) Adequate structure and presentation</p> <p>(b) Competent references and notes but may contain inconsistencies, errors or omissions</p> <p>(c) Generally understandable use of language but significant errors in expression affecting overall clarity</p>	<p>(a) Poor structure and presentation</p> <p>(b) Poor references and notes with multiple inconsistencies, errors or omissions</p> <p>(c) Serious errors in the use of language which makes meaning unclear or imprecise</p>	<p>(a) Extremely poor structure and presentation</p> <p>(b) Very limited or nil referencing with numerous errors and omissions</p> <p>(c) Extreme errors in use of language and an extreme lack of clarity</p>

## Marking Criteria

### Level 6 Assessment Criteria

Note – Numeric Analysis Components are not applicable to Law.

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
<b>Knowledge &amp; Understanding</b> <i>a) Systematic Understanding</i> <i>b) Emerging Thought</i>	(a) Very deep knowledge of the topic, explicitly related to extremely comprehensive knowledge of the discipline(s). Evaluation and contribution to current knowledge (b) Excellent usage of recent emerging thought and/or practices from a range of appropriate disciplines	(a) Deep knowledge of the topic, explicitly related to comprehensive knowledge of the discipline(s). Evaluation of current knowledge (b) Application of recent emerging thought or practices from the discipline	(a) Very good, thorough and explicit knowledge & understanding of the topic. An appreciation of and explicit links to a wider field. (b) Some clear evidence of the application of thoughts and practices at the forefront of the discipline	(a) Good knowledge and understanding of central topic issues, some explicitly identified. Some appreciation of a wider field. (b) Clear evidence of an understanding of thoughts and practices at the forefront of the discipline.	(a) Some knowledge and understanding of central topic issues. (b) Some evidence of the understanding of the thoughts and practices related to the discipline indicated.	(a) Inadequate, poor or very poor knowledge or understanding of central topic issues. (b) Not clear or precise understanding of thoughts and practices related to the required discipline indicated	(a) Little or no knowledge or understanding of central topic issues. (b) Significant gaps in the understanding of practices related to the discipline indicated

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
<b>Argument</b> <i>a) Analysis, Synthesis &amp; Evaluation</i> <i>b) Numerical Analysis</i> <i>c) Argumentation</i> <i>d) Independent Research</i>	<p>(a) Consistently high levels of ability to analyse critically using a wide range of appropriate criteria, sources and perspectives. Excellent synthesis of elements of the argument including contrary views.</p> <p>(b) Numeric analysis that is complete and free from errors with application of methods that may be insightful or original</p> <p>(c) Extremely strong and consistent argument making a convincing whole with evidence of originality. Impressive ability in the use of information gathered to support the argument.</p> <p>(d) Evidence of an innovative or original use of extensive personal research which has been thoroughly evaluated conceptually</p>	<p>(a) A high level of ability to analyse critically using a range of perspectives. Excellent synthesis of elements of the argument including contrary views.</p> <p>(b) Numeric analysis that is complete and mostly free from errors with fluent and appropriate application of methods.</p> <p>(c) Extremely strong and consistent argument that convincingly addresses issues including uncertainties and conflicts. Excellent use of information gathered which to support and further the argument</p> <p>(d) Substantial research and evidence of an innovative use of a wide range of personal research with clear and consistent evaluation conceptual</p>	<p>(a) Presentation of a coherent critical argument demonstrating the ability to analyse, synthesise and evaluate to form a balanced and supportable judgement. Use of contrasting perspectives.</p> <p>(b) Numeric analysis that is complete and mostly free from errors with relevant and effective application of methods.</p> <p>(c) Evidence of an argument that is generally convincing with a good internal consistency and addresses most issues. Very good use of information gathered to support the argument.</p> <p>(d) Clear evidence of considerable personal research and the use of a diverse range of appropriate sources but may contain problems with consistency in the conceptual evaluation</p>	<p>(a) The development of a critical analysis without guidance. Some ability to synthesise concepts, theories and practice. Application of a range of analytical methods appropriate to the task.</p> <p>(b) Numeric analysis that is complete and mostly free from significant or critical errors with appropriate application of methods.</p> <p>(c) Evidence of an overall convincing argument but may have weaknesses, gaps or inconsistencies. Clear use of information gathered but may have some weaknesses in the integration into the argument.</p> <p>(d) Appropriate use of a wide range of personal research which is critically evaluated for key conceptual issues although this may not be consistent throughout</p>	<p>(a) Evidence of some critical awareness. There is analysis which is structured within guidelines. Some difficulty in balancing and substantiating points made.</p> <p>(b) Numeric analysis that is mostly complete but contains errors with significant effect, or methods that are applied inappropriately</p> <p>(c) Evidence of a consistent argument but may have weaknesses, significant gaps or be unconvincing. Clear use of information gathered but may not be sufficient to sustain the argument.</p> <p>(d) Evidence of a consistent argument but may have weaknesses or be unconvincing. Clear use of information gathered but may not be sufficient to sustain</p>	<p>(a) Work is descriptive and uncritical. Generalisations, unsubstantiated assertions and exaggeration.</p> <p>(b) Numeric analysis that is incomplete or contains errors which have critical effect, or methods that are applied inappropriately</p> <p>(c) Lack of consistency or structure in the argument. Serious weaknesses in the integration of evidence and/or no awareness of the limitations or weaknesses of the research.</p> <p>(d) Over reliance on very restricted range of personal or secondary research much of which may not be evaluated and may not be directly related to the question</p>	<p>(a) Work is wholly descriptive and uncritical. Contains numerous generalisations, unsubstantiated assertions and exaggeration.</p> <p>(b) Numeric analysis is almost non-existent and also incorrect</p> <p>(c) Total lack of consistency or structure in the argument. Nil or limited integration of evidence and no awareness of the limitations or weakness of research</p> <p>(d) Generally only a very restricted range of personal research which is not evaluated and is not directly related to the question</p>

	PASS					FAIL	
Criterion	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
<b>Presentation</b> a) <i>Structure</i> b) <i>Referencing</i> c) <i>Use of Language</i>	(a) Excellent structure and presentation (b) Precise, full and appropriate references and notes. (c) Subtle use of language expressing a high degree of thought with clarity and precision to a level appropriate for submission for publication.	(a) Excellent structure and presentation (b) Precise, full and appropriate references and notes. (c) Precise use of language expressing complex thought with clarity, accuracy and precision which furthers and enhances the argument	(a) Good structure and presentation (b) Full and appropriate references and notes with minor or insignificant errors (c) Clear and precise use of language allowing a complex argument to be easily understood and followed	(a) Adequate structure and presentation (b) Good references and notes with minor or insignificant errors or omissions (c) Generally clear use of language sufficient for arguments to be readily understood and followed	(a) Adequate structure and presentation (b) Competent references and notes but may contain inconsistencies, errors or omissions (c) Generally understandable use of language but significant errors in expression affecting overall clarity	(a) Poor structure and presentation (b) Poor references and notes with multiple inconsistencies, errors or omissions (c) Serious errors in the use of language which makes meaning unclear or imprecise	(a) Extremely poor structure and presentation (b) Very limited or nil referencing with numerous errors and omissions (c) Extreme errors in use of language and an extreme lack of clarity

## LLB Marking Guide

Percentage	Classification	Alphabetical Equivalent
70% >	First class	A
60-69%	Upper second class	B
50-59%	Lower second class	C
40-49%	Third class	D/E
39% <	Fail	F

### ***Fails***

Failing to meet the minimum assessment criteria means that answers exhibit one or more of the following criteria:

- evidence of a lack of basic understanding
- many errors or omissions
- evidence of a lack of knowledge or appropriate reading
- failure to answer the question posed
- very poor use of English
- in the case of an examination, failing to complete the assessment by answering too few questions

In addition, a failed problem question will satisfy one or more of the following criteria:

- misses several important legal issues
- fails to apply relevant legal rules
- fails to make appropriate use of the case law
- poorly structured

### ***Third Class***

Third class answers show a basic understanding of the main issues but not coherently or correctly presented, displaying some knowledge or understanding of the general area and typically possess the following qualities:

- display an inability to follow an argument throughout
- poorly structured
- evidence of a lack of wider reading
- descriptive only

- does not answer the question directly
- misses key points
- contains important inaccuracies
- covers material sparsely
- assertions not supported by authority or evidence

In addition, lower second class problem question answers will also satisfy the following criteria:

- miss a relevant legal issue; and/or
- fail to apply every relevant legal rule; and/or
- fail to make good use of the case law; and/or
- be poorly structured

### ***Lower Second Class***

Lower second class answers show an understanding of the basic principles, displaying an acceptable level of competence and typically possess the following qualities:

- generally accurate
- provide an adequate answer to the question without much evidence of further reading
- competently presented
- no real development of argument
- may contain a significant error or omission
- may contain some material which is not relevant to the question posed
- competent written English but containing grammatical errors

In addition, lower second class problem question answers will also satisfy the following criteria:

- most major issues and minor issues must have been spotted;
- the application of the legal rules and case law must be generally accurate and competent; and
- there should be a conclusion that summarises the legal position of the relevant parties

***Upper Second Class***

An upper second class answer should:

- show a sound understanding of both the basic principles and relevant details of the law;
- be supported by examples which are demonstrably well understood and presented in a coherent and logical fashion;
- be well presented and structured;
- display some analytical ability; and
- contain no major errors or omissions

Upper second class answers are highly competent and typically possess the following qualities:

- accurate and well informed
- only very minor errors and omissions
- reasonably comprehensive
- well organised and structured
- provide evidence that the student has read the required reading
- demonstrate a sound grasp of basic principles
- demonstrate a good understanding of relevant material
- some evidence of insight, reflection and analysis
- good standard of written English with few grammatical errors

In addition, upper second class problem question answers will also satisfy the following criteria:

- all the major issues and most of the minor issues must have been spotted;
- the application of the legal rules and case law must be accurate and comprehensive;
- the student must be able to demonstrate that they can both distinguish cases on their facts and argue by analogy where necessary; and
- there should be a conclusion that summarises the legal position of the relevant parties

***First Class***

In addition to the qualities expected of an upper second class answer a first class answer should be:

- very well structured;
- follow a clear argument throughout;



- analytical and display a good grasp of detail as evidenced by a relevant choice of examples in the answer;
- informed by wider reading of articles and/or commentaries; and
- there should not be any significant error or omissions

First class answers should excel in the following areas:

- Comprehensiveness and accuracy;
- Clarity of argument and expression;
- Integration of a range of materials;
- Evidence of wider reading;
- Insight into the theoretical issues;
- Excellent and fluent use of written English containing very few grammatical errors.

In addition, first class problem question answers will also satisfy the following criteria:

- all of the relevant legal issues must have been spotted;
- the exposition and application of the relevant legal rules must be clear, accurate and comprehensive;
- the application of the legal rules and the case law must be insightful; and
- there should be a conclusion that summarises the legal position of the relevant parties

## **PROGRAMME REGULATIONS**

### **LLB Law (Hons)**

The programme regulations for both the LLB (Hons) Law and Business Law are contained in the General Academic Regulations (GARs). These apply to all Undergraduate Programmes.

**CURRICULUM MAP – LLB Law (Level 4)**

			English Legal Systems and Reasoning	Legal Skills	Contract Law	Tort Law	Family Law	Introduction to Business Law	Introduction to Mandarin	Extra Credit Project	Introduction to International Legal Systems
Programme Learning Outcomes	Knowledge and Understanding	1	✓	✓							
		2	✓	✓	✓	✓					
		3					✓	✓	✓	✓	✓
		4	✓	✓	✓	✓	✓	✓	✓	✓	✓
		5	✓	✓	✓	✓	✓	✓			✓
	Cognitive Skills	1	✓	✓	✓					✓	
		2	✓	✓	✓	✓	✓	✓			✓
		3	✓	✓	✓				✓	✓	
		4							✓	✓	
	Professional Skills	1			✓	✓	✓	✓			✓
		2	✓	✓	✓					✓	
		3	✓	✓	✓	✓	✓	✓		✓	✓
		4	✓	✓	✓	✓	✓	✓	✓	✓	✓
		5			✓					✓	
		6	✓	✓	✓	✓	✓	✓		✓	✓
		7			✓					✓	
		8	✓	✓	✓						
		9	✓	✓	✓	✓	✓	✓		✓	✓
	General Transferable Skills	1	✓	✓	✓	✓	✓	✓		✓	✓
		2	✓	✓	✓	✓	✓	✓		✓	✓
		3	✓	✓	✓	✓	✓	✓		✓	✓
		4	✓		✓	✓	✓	✓	✓	✓	✓
		5	✓	✓	✓	✓	✓	✓	✓		✓
		6			✓	✓	✓	✓	✓		✓
		7		✓	✓				✓	✓	

**CURRICULUM MAP – LLB Law (Level 5)**

			Constitutional and Administrative Law	European Union Law	Criminal Law	International Trade and Commerce Law 1	Medical Law 1	Employment Law 1	Employment Law 2
Programme Learning Outcomes	Knowledge and Understanding	1							
		2	✓	✓	✓				
		3				✓	✓	✓	✓
		4	✓	✓	✓	✓	✓	✓	✓
		5	✓	✓	✓	✓	✓	✓	✓
	Cognitive Skills	1	✓	✓	✓				
		2	✓	✓	✓	✓	✓	✓	✓
		3	✓	✓	✓				
		4							
	Professional Skills	1	✓	✓	✓	✓	✓	✓	✓
		2	✓	✓	✓				
		3	✓	✓	✓	✓	✓	✓	✓
		4	✓	✓	✓	✓	✓	✓	✓
		5	✓	✓	✓				
		6	✓	✓	✓	✓	✓	✓	✓
		7	✓	✓	✓				
		8	✓	✓	✓				
		9	✓	✓	✓	✓	✓	✓	✓
	General Transferrable Skills	1	✓	✓	✓	✓	✓	✓	✓
		2	✓	✓	✓	✓	✓	✓	✓
		3	✓	✓	✓	✓	✓	✓	✓
		4	✓	✓	✓	✓	✓	✓	✓
		5	✓	✓	✓	✓	✓	✓	✓
		6	✓	✓	✓	✓	✓	✓	✓
		7	✓	✓	✓				

**CURRICULUM MAP – LLB Law (Level 5)**

			Consumer Law	Child Law	Public International Law	Principles of Taxation	Employability Skills	Extra Credit Project
Programme Learning Outcomes	Knowledge and Understanding	1						
		2	✓					
		3	✓	✓	✓			
		4	✓	✓	✓			
		5	✓	✓	✓			
	Cognitive Skills	1						
		2	✓	✓	✓			
		3						
		4						✓
	Professional Skills	1	✓	✓	✓			
		2						
		3	✓	✓	✓			
		4	✓	✓	✓			
		5						✓
		6	✓	✓	✓			
		7						
		8						
		9	✓	✓	✓			
	General Transferable Skills	1	✓	✓	✓			
		2	✓	✓	✓			
		3	✓	✓	✓			
		4	✓	✓	✓			
		5	✓	✓	✓			✓
		6	✓	✓	✓			
		7	✓	✓	✓			✓

**CURRICULUM MAP – LLB Law (Level 6)**

			Equity and Trusts	Land Law	Company Law 1	Company Law 2	Intellectual Property Law 1	Intellectual Property Law 2	Legal Research	Property Tax
Programme Learning Outcomes	Knowledge and Understanding	1								
		2	✓	✓					✓	
		3			✓	✓	✓	✓	✓	✓
		4	✓	✓	✓	✓	✓	✓	✓	✓
		5	✓	✓	✓	✓	✓	✓	✓	✓
	Cognitive Skills	1	✓	✓					✓	
		2	✓	✓	✓	✓	✓	✓	✓	✓
		3	✓	✓					✓	
		4							✓	
	Professional Skills	1	✓	✓	✓	✓	✓	✓	✓	✓
		2	✓	✓					✓	
		3	✓	✓	✓	✓	✓	✓	✓	✓
		4	✓	✓	✓	✓	✓	✓	✓	✓
		5	✓	✓					✓	
		6	✓	✓	✓	✓	✓	✓	✓	✓
		7	✓	✓					✓	
		8	✓	✓					✓	
		9	✓	✓	✓	✓	✓	✓	✓	✓
	General Transferrable Skills	1	✓	✓	✓	✓	✓	✓		✓
		2	✓	✓	✓	✓	✓	✓	✓	✓
		3	✓	✓	✓	✓	✓	✓	✓	✓
		4	✓	✓	✓	✓	✓	✓	✓	✓
		5	✓	✓	✓	✓	✓	✓	✓	✓
		6	✓	✓	✓	✓	✓	✓	✓	✓
		7	✓	✓	✓	✓	✓	✓	✓	✓

**CURRICULUM MAP – LLB Law (Level 6)**

			Armed Conflict	Media Law	Law of Evidence	Law of Landlord and Tenant	Legal and Professional Ethics	International Trade and Commerce Law 2	Jurisprudence	Extra credit Project
Programme Learning Outcomes	Knowledge and Understanding	1							✓	
		2							✓	
		3	✓	✓	✓	✓		✓	✓	✓
		4	✓	✓	✓	✓		✓	✓	✓
		5	✓	✓	✓	✓		✓	✓	
	Cognitive Skills	1								✓
		2	✓	✓	✓	✓		✓	✓	
		3								✓
		4								✓
	Professional Skills	1	✓	✓	✓	✓		✓	✓	
		2								✓
		3	✓	✓	✓	✓		✓	✓	✓
		4	✓	✓	✓	✓		✓	✓	✓
		5								✓
		6	✓	✓	✓	✓		✓	✓	✓
		7								✓
		8								
		9	✓	✓	✓	✓		✓	✓	✓
	General Transferrable Skills	1	✓	✓	✓	✓		✓	✓	✓
		2	✓	✓	✓	✓		✓	✓	✓
		3	✓	✓	✓	✓		✓	✓	✓
		4	✓	✓	✓	✓		✓	✓	✓
		5	✓	✓	✓	✓		✓	✓	
		6	✓	✓	✓	✓		✓	✓	
		7	✓	✓	✓	✓		✓	✓	✓

**ASSESSMENT MAP – LLB Law (Level 4)**

			English Legal Systems and Reasoning	Legal Skills	Contract Law	Tort Law	Family Law	Introduction to Business Law	Introduction to International Legal Skills	Introduction to Mandarin	Extra Credit Project
Assessment			Coursework (C) Examination (A)		Coursework (C) Examination (A)	Coursework (C) Examination (A)	Coursework (C) Examination (A)	Coursework (C) Examination (A)	Coursework (C) Examination (A)		Assessment (A)
Programme Learning Outcomes	Knowledge and Understanding	1	C & A								
		2	C & A		C & A	C & A					
		3					A	A			
		4	C & A		C & A	C & A	A	A			
		5	C & A		C & A	C & A	A	A			
	Cognitive Skills	1	C & A		C & A	C & A	A	A			
		2	C & A		C & A	C & A	A	A			
		3	C & A		C & A	C & A	A	A			A
		4									
	Professional Skills	1			C & A	C & A	A	A			
		2	C & A		C & A	C & A	A	A			
		3	C & A		C & A	C & A	A	A			
		4	C & A		C & A	C & A	A	A			
		5									A
		6	C & A		C & A	C & A	A	A			
		7	C		C	C					
		8	C & A		C & A	C & A	A	A			
		9	C & A		C & A	C & A	A	A			
	General Transferrable Skills	1	C & A		C & A	C & A	A	A			
		2	C & A		C & A	C & A	A	A			
		3	C		C	C					A
		4	C		C	C					
		5	C & A		C & A	C & A	A	A			
		6	C & A		C & A	C & A	A	A			



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		7	C		C	C					A
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**ASSESSMENT MAP – LLB Law (Level 5)**

			Constitutional Law	European Union Law	Criminal Law	International trade and Commerce Law	Medical Law 1	Employment Law 1	Employment Law 2
Assessment			Coursework(C) Examination (A)	Coursework(C) MCT (M)	Coursework(C) Examination (A)	Coursework(C) Examination (A)	Coursework(C) Examination (A)	Coursework(C) Examination (A)	Coursework(C) Examination (A)
Programme Learning Outcomes	Knowledge and Understanding	1							
		2	C & A	C	C & A				
		3				A	A	A	A
		4	C & A	C	C & A	A	A	A	A
		5	C & A	C	C & A	A	A	A	A
	Cognitive Skills	1	C & A	C	C & A	A	A	A	A
		2	C & A	C	C & A	A	A	A	A
		3	C & A	M & C	C & A	A	A	A	A
		4							
	Professional Skills	1	C & A	C	C & A	A	A	A	A
		2	C & A	C	C & A	A	A	A	A
		3	C & A	C	C & A	A	A	A	A
		4	C & A	C	C & A	A	A	A	A
		5							
		6	C & A	M & C	C & A	A	A	A	A
		7	C	C	C				
		8	C & A	M & C	C & A	A	A	A	A
		9	C & A	C	C & A	A	A	A	A
	General Transferrable Skills	1	C & A	M & C	C & A	A	A	A	A
		2	C & A	M & C	C & A	A	A	A	A
		3	C	C	C	A	A	A	A
		4	C	C	C				
		5	C & A	C	C & A	A	A	A	A
		6	C & A	C	C & A	A	A	A	A
		7	C	C	C				

**ASSESSMENT MAP – LLB Law (Level 5)**

			Consumer Law	Child Law	Public International Law	International Trade and Commerce Law 2	Principles of Taxation Law	Employability Skills	Extra Credit Project
Assessment			Coursework(C) MCT (M)	Examination (A)	Examination (A)	Examination (A)	Coursework(C) Examination (A)	Coursework(C) Examination (A)	Assessment (A)
Programme Learning Outcomes	Knowledge and Understanding	1							
		2							
		3	C	A	A	A			
		4	C	A	A	A			
		5	C	A	A	A			
	Cognitive Skills	1	C	A	A	A			
		2	C	A	A	A			
		3	M & C	A	A	A			A
		4							
	Professional Skills	1	C	A	A	A			
		2	C	A	A	A			
		3	C	A	A	A			
		4	C	A	A	A			
		5							A
		6	M & C	A	A	A			
		7	C	A	A	A			
		8	M & C	A	A	A			
		9	C	A	A	A			
	General Transferrable Skills	1	M & C	A	A	A			
		2	M & C	A	A	A			
		3	C						A
		4	C						
		5	C	A	A	A			
		6	C	A	A	A			

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		7	C						A
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**ASSESSMENT MAP – LLB Law (Level 6)**

			Equity and Trusts	Land Law	Company Law 1	Company Law 2	Intellectual Property Law 1	Intellectual Property Law 2	Property Tax	Legal Research Module
Assessment			Coursework (C) Examination (A)	Coursework (C) Examination (A)	Examination (A)	Examination (A)	Examination (A)	Examination (A)	Examination (A)	Written Presentation + Viva (V)
Programme Learning Outcomes	Knowledge and Understanding	1								
		2	C & A	C & A						V
		3			M & C	M & C	A	A	A	V
		4	C & A	C & A	C	C	A	A	A	V
		5	C & A	C & A	C	C	A	A	A	V
	Cognitive Skills	1	C & A	C & A	C	C	A	A	A	V
		2	C & A	C & A	C	C	A	A	A	V
		3	C & A	C & A	M & C	M & C	A	A	A	V
		4								V
	Professional Skills	1	C & A	C & A	C	C	A	A	A	V
		2	C & A	C & A	C	C	A	A	A	V
		3	C & A	C & A	C	C	A	A	A	V
		4	C & A	C & A	C	C	A	A	A	V
		5								V
		6	C & A	C & A	M & C	M & C	A	A	A	V
		7	C	C	C	C	A	A	A	V
		8	C & A	C & A	M & C	M & C	A	A	A	V
		9	C & A	C & A	C & A	C & A	A	A	A	V
	General Transferrable Skills	1	C & A	C & A	M & C	M & C	A	A	A	
		2	C & A	C & A	M & C	M & C	A	A	A	V
		3	C	C	C	C				V
		4	C	C	C	C				V
		5	C & A	C & A	C	C	A	A	A	V
		6	C & A	C & A	C	C	A	A	A	V

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		7	C	C	C	C				V
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**ASSESSMENT MAP – LLB Law (Level 6)**

			Armed Conflict	Media Law	Law of Evidence	Law of Landlord and Tenant	Legal and Professional Ethics	International Trade and Commerce 2	Jurisprudence	Extra Credit Project
Assessment			Examination (A)	Examination (A)	Examination (A)	Examination (A)	Examination (A)	Examination (A)	Examination (A)	Assessment (A)
Programme Learning Outcomes	Knowledge and Understanding	1							A	
		2	A							
		3		A	A	A	A	A	A	
		4	A	A	A	A	A	A	A	
		5	A	A	A	A	A	A	A	
	Cognitive Skills	1	A	A	A	A	A	A	A	
		2	A	A	A	A	A	A	A	
		3	A	A	A	A	A	A	A	A
		4								
	Professional Skills	1	A	A	A	A	A	A	A	
		2	A	A	A	A	A	A	A	
		3	A	A	A	A	A	A	A	
		4	A	A	A	A	A	A	A	
		5								A
		6	A	A	A	A	A	A	A	
		7	A	A	A	A	A	A	A	
		8	A	A	A	A	A	A	A	
		9	A	A	A	A	A	A	A	
	General Transferrable Skills	1	A	A	A	A	A	A	A	
		2	A	A	A	A	A	A	A	
		3								A
		4								
		5	A	A	A		A		A	
		6	A	A	A		A		A	
		7								A





# **LLB Programmes**

**LLB (Hons) LAW**

**LLB (Hons) BUSINESS LAW**

**LLB (Hons) LAW WITH PSYCHOLOGY**

**Undergraduate Student Handbook**

**2012/2013**



## **Foreword**

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### **Welcome by the Director of LLB and GDL Programmes**

I am delighted that you have chosen to study your LLB degree with BPP Law School.

At BPP Law School we have designed and developed our LLB to:

- Provide you with essential knowledge and skills to equip you for the vocational stage of training and ultimately for practice as a legal professional.
- Provide the most flexible learning environment you will ever have experienced, through a flexible teaching and learning strategy fully supported by electronic and online media which you can access from anywhere in the world.
- Prepare you for our rigorous assessment programme through first class teaching supported by the latest cutting edge technology.
- Introduce you to legal theory in a practical, commercial context, so that whether you end up in practice as a solicitor or barrister or working in a different sector outside the law, your LLB will further your vocational goals and prospects.

In addition, the programme is supported by an award-winning Pro Bono Centre, a specialist Careers Service and a pastoral tutoring system.

The LLB programme is constantly evolving in consultation with many law firms and leading academics.

The tutors and support staff are committed to offering you a friendly and professional service and look forward to welcoming you to BPP Law School.

I wish you luck with your LLB studies and hope that you enjoy your time with us.

With best wishes

**Julian Davies**

**Director of LLB and GDL Programmes**

## **Welcome by the LLB Programme Leader**

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Congratulations on joining the LLB Programme at BPP University College.

All the undergraduate law degrees have been designed to provide a rigorous and comprehensive grounding in law as an academic discipline and to enhance the employability of students. All your classes will focus on both theoretical concepts and principles within a practical setting. BPP's reputation is largely based on the delivery of course with a vocational as well as academic emphasis.

In addition to the overarching applied nature of the LLB, each degree programme has been designed to allow students to adapt their studies around their own individual domestic and working circumstances. With guidance from your Personal Tutor, students can interrupt their studies, transfer between programmes (e.g. from full time to part time or on-line), study at different campuses (e.g. Manchester, Birmingham, Leeds, Cambridge etc) and accelerate/decelerate the progress of your studies.

The LLB Team is here to maximise your academic potential and enable you to achieve a degree that truly reflects both your commitment and ability.

Law is a fascinating, challenging and stimulating discipline.

We hope you really enjoy your studies at BPP University College.

Wishing you every success,

**John Clifford**

**LLB Programme Leader**

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## Essential Information

### Semester Dates 2012-2013\*

#### Semester D1

Semester	Date (Week Commencing)
Headstart Week	24 September 2012
Teaching Week 1	1 October 2012
Reading Week	5 November 2012
Revision Week	17 December 2012
Assessment Weeks	31 December 2012 and 7 January 2013

#### Semester D2

Semester	Date (Week Commencing)
Headstart Week	21 January 2013
Teaching Week 1	28 January 2013
Reading Week	4 March 2013
Easter	25 March 2013
Revision and Assessment Weeks	29 April 2013 and 6 May 2013

#### Semester D3

Semester	Date (Week Commencing)
Headstart Week	20 May 2013
Teaching Week 1	27 May 2013
Reading Week	1 July 2013
Revision and Assessment Week s	12 August 2013 and 19 August 2013

\*These dates are provisional

### Postal Address of the Law School

#### London

BPP Law School  
137 Stamford Street  
London  
SE1 9NN

#### Leeds

BPP Law School  
Whitehall 2  
Whitehall Quay  
Leeds  
LS1 4HR

#### Manchester

BPP Professional Education  
St James's Building  
79 Oxford Street  
Manchester  
M1 6FQ

**Bristol**

BPP Bristol  
BPP House  
Grove Avenue  
Queen Square  
Bristol  
BS1 4QY

**Cambridge**

BPP Cambridge  
Third Floor  
Lion Yard  
Cambridge  
CB2 3NA

**Birmingham**

32-34 Colmore Circus  
Birmingham  
B4 6BN

**Key Academic Staff**

All contact details (including email addresses) are on the Virtual Learning Environment (VLE) under the Programme Information site.

Julian Davies	Director of LLB and GDL Programmes
John Clifford	Deputy Director of LLB Programmes
Leyanda Cocks	LLB and GDL Programme Leader (Bristol)
Claire Daniel	LLB Programme Leader (Leeds)
Bruce Humphrey	LLB Programme Leader (Manchester)
Adam Doyle	LLB and GDL Programme Leader (Birmingham)
Julie Harris	LLB and GDL Programme Leader (Cambridge)
Fiona Dymond	Senior Personal Tutor for LLB Programmes
John Herrmann	Admissions Tutor and Exemptions Officer
Alphonse de Kluyver	LLB Online Programme Leader
Sokratis Dinos	Psychology Programme Leader
Loredana Delgrosso	Senior LLB Administrator

**Level 4 Module Leaders:**

English Legal System and Reasoning (ELSR)	Thomas Bennett
Contract Law	Caroline van Hensbergen/Amel Ketani
Law of Tort	Kate Smith
Family Law	Alison Blair
Introduction to Business Law (IBL)	Susanne Tayfoor
Introduction to Mandarin	Joyce Li
Legal Skills	Katharine Matheson

**Level 5 Modules Leaders:**

Consumer Law	John Herrmann
Constitutional & Administrative Law	Alex Lawson
EU Law	Karl Sharp
Criminal Law	Caroline Collins
Medical Law	John Clifford
Employment Law	Jenny Gibbons
The Law of International Trade and Commerce	Chris Monaghan
Child Law	Paula Davies
Public International Law	Alex Lawson
Revenue Law	TBC

**Level 6 Module Leaders:**

Land Law	Julie Harris/Christian Daly
Equity and Trusts	Adam Doyle
Legal Research and Analysis	Alex Lawson
Intellectual Property	Jonathan Silverman
Company Law	Leyanda Cocks
Property Tax	Susanne Tayfoor
Media Law	Tom Bennett
The Law of Evidence	David Chantry
The Law of Landlord & Tenant	Jonathan Clore
Jurisprudence	Nigam Nugehalli
The Law of Armed Conflict	Matthew Carn

A full list of all LLB Programme Staff and their contact details is available in Appendix 1.

## Registration and Student Registration Number (SRN)

Once you have accepted your offer of a place on the LLB Programme, the Student Records Office (SRO) would have contacted you with full details of the registration procedure. At registration you would have received your Student Registration Number (SRN). This number is your unique student identification number and will be utilised throughout your studies at BPP. It must be cited on all correspondence and any assessments you complete. For this reason you should try and memorise your SRN as soon as you can. You will be issued with a BPP student identity card shortly after you enrol on the Programme. You must ensure that you carry this card with you at all times. BPP staff have the right to carry out spot checks on students to ensure that they have permission to be on the premises.

### Registration - Further Information

If you have any queries relating to your registration, please contact the relevant department;

Student Records - [studentrecords@bpp.com](mailto:studentrecords@bpp.com)

Fees – [studentfinance@bpp.com](mailto:studentfinance@bpp.com)

For general help please contact one of the Student Advisors at [advice@bpp.com](mailto:advice@bpp.com)

### International Students

The International Student Office at BPP Law School deals specifically with queries from overseas students.

For general help for International Students, please contact: [internationaladvice@bpp.com](mailto:internationaladvice@bpp.com)

### Exemption and Transfer Students

If you are an exemption student, or have transferred from another University, you should contact John Herrmann, the Admissions and Exemptions Officer at: [johnherrmann@bpp.com](mailto:johnherrmann@bpp.com)

John Herrmann is the Personal Tutor for **all** exemption students.

### Online Students (Distance Learning)

If you have registered as an online student, your first point of contact should be Alphonse de Kluver, the LLB Online Programme Leader at: [alphonsedekluver@bpp.com](mailto:alphonsedekluver@bpp.com).

## Timetables

Timetables are given out during Induction week and are also placed on the VLE General Programme Information Page (under the timetable tab.) The timetable will provide details of all your allocated groups including lectures, seminars and tutorials. It will list the day, time, room, staff member and format of class. **You should only attend classes you are timetabled for.** The timetable utilises several abbreviations (See Appendix 3). If you have difficulty in understanding your timetable you should contact either your Personal Tutor or a Student Advisor.

You should note that as a rule changing groups is prohibited unless there is an extenuating reason (e.g. regular medical appointments or the requirements of religious observance.) Such extenuating reasons do not include personal preferences or work commitments if you are a full time student. Unfortunately it may not be possible to accommodate all requests for change. **On no account can you unilaterally attend a different a group.**

You are reminded that if you have registered as a full time student, you are required to be available for all classes during a normal working week (Monday- Friday, 9am-6pm.) **Though it is understood that many students have to work part time, such employment should not interfere with your studies.**

Any requests regarding group and/or module changes should be directed in the first instance to the LLB Senior Administrator at [loredanadelgrosso@bpp.com](mailto:loredanadelgrosso@bpp.com)

## Virtual Learning Environment (VLE)

All LLB students are supported by an area on the VLE (often referred to as Blackboard). There are two specific areas of the VLE you will need to frequently visit: The Programme Information site (for your campus e.g. London, Waterloo, Birmingham, Manchester, Leeds etc) and the individual module sites. The Programme Information site contains all procedures and policies, timetables, groups, staff contact details, announcements, etc relating to the course. Each module site contains the following information:

- Syllabus
- Copies of all lectures (recordings and handouts)
- Tutorial and seminar handouts
- Tutorial and seminar e-learning resources
- Reading materials (both core and further)
- Discussion boards
- Announcements from your subject tutors and the module leaders
- Assessment information

You can log on to the VLE by going to: <http://bpp.blackboard.com>

There will be a lecture within the induction week, which will familiarise you with the VLE.

## Email

Your BPP email account is used for all official correspondence. You **must** ensure that you check your college email regularly.

When sending emails to staff, especially about confidential matters such as examinations, it is essential that you use your BPP account so that we can verify that the email is from you. Always include your full name, cohort e.g. C3 and BPP Student Registration Number (SRN).

Coursework assessments are submitted electronically through *Turnitin* (a software package utilised for detecting plagiarism). Receipts for successful submission of your work are emailed to your BPP account. **You must ensure that you retain these receipts as evidence of your assessment submission.**

## Contact Address

On occasion, the Law School may need to write to you at your term or home address. Please ensure that you keep us up to date with any change of address. If you need to change your details at any time, please contact the Student Records Office at [studentrecords@bpp.com](mailto:studentrecords@bpp.com) or a Student Advisor ([advice@bpp.com](mailto:advice@bpp.com))

## Class Formats

### Lectures

There are lectures in all modules both core and electives. It is strongly recommended that you either attend the lecture when it is delivered live, or you listen to the lecture online via the VLE. All live lectures will be recorded and placed on the VLE within one week of being delivered at the Law School. You can watch the recorded lectures as many times as you need to. Lectures are recorded at several sites.

Lectures have several different goals: to provide students with an introduction to a particular topic; to cast light on the context of a subject; to provide alternatives to orthodox approaches; to provide an overview of the topic; to explain particularly difficult aspects of a topic; to introduce students to comparative aspects of a topic; to cover reform proposals and recent reforms in the law which are not covered in the textbooks.

Lectures are not designed to act as a substitute for private study or to give all-embracing coverage of a particular topic. Lectures do, however, represent a student's

first point of contact with a subject and should act as a map to a particular area of the law and facilitate subsequent private study. A good set of lecture notes also assists in revision for examinations. Lecturers utilise both PowerPoint and written material in their presentations.

**What is a Tutorial?**

A tutorial is a small group study session of approximately 18 students led by a tutor. You will receive (on the VLE) a copy of the question(s) to prepare. You should research the relevant topic by firstly, listening to the appropriate lecture(s) and then reading the cited material. You should ensure that you are fully prepared to answer questions should you be called upon to do so. Do not attend unprepared on the basis that others will provide the answers. This is not only unfair on you fellow students but will not assist you in your studies.

**What is a Seminar?**

A seminar is a large study group session of students. The style of the seminar is determined by the tutor. Some sessions will involve group work, others presentations and discussions. You may be asked to participate in a moot (a practice court). As with tutorials, the more you prepare for the class, the more you will gain from attendance.

**Face-to-Face**

You will soon discover that subject tutors use various teaching methods. They will always expect that the relevant reading is completed prior to the particular tutorial or seminar to which it relates. If you are in doubt as to the exact requirements for a particular tutorial, or the order of priority to be given to different readings, you should seek advice from your academic tutor.

It is particularly important that you participate actively in tutorials and seminars and that the ability to do so should be developed from the beginning of the first semester. There is little doubt that successful law students are often those students who are able to talk about law in tutorials and seminars. Talking about law fluently is a vital part of developing your own legal reasoning skills. Through expressing ideas you are able to refine and reflect on them. Tutorials and seminars are a supportive environment in which ideas can be exchanged and difficulties can be ironed out.

**Online Classes**

In order to get the most out of the online tutorials make sure that you follow the instructions carefully. For example, some online tutorials will take the form of PowerPoint presentations which you will need to work through. Printing off the PowerPoint slides without completing the presentation activities will often be a waste of time due to the use of audio and/or layering which will render the printed out slides useless. For some online tutorials it may be possible to access a suggested solution. You should not print off this solution without attempting the activities.

If you are unsure about certain activities, or generally have questions about the topic you are working on, you are invited to use the discussion boards. These effectively



replace the face-to-face tutor contact you would have in a classroom and are monitored daily (or as otherwise indicated) by tutors.

## Programme Structure

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You will have been registered for one of the following undergraduate programmes:

Programme Title:	LLB (Hons) LLB (Hons) Business Law LLB (Hons) Law with Psychology
Qualification:	LLB (Hons) LLB (Hons) Business Law LLB (Hons) Law with Psychology
Interim Exit Awards:	Certificate in Higher Education (Legal Studies) Diploma in Higher Education (Legal Studies)
Awarding Body:	BPP University College

## Academic Years and Semesters

### How are the semesters organised?

There are three semesters within an academic year. . They run from September to December, January to April, May to August.

### How are tutorials and semester/cohort groups recognised? I have been put in Group B2(4). What is meant by this code?

Each academic year is given a letter commencing with A for 2009-10. Each semester within an academic year is numbered from 1 – 3 (1 = September starters, 2 = January starters and 3 = May starters). The last number refers to the student's tutorial group. Therefore, Code B 2(4) refers to a student who started in 2010-11, in the January semester and is in personal tutor group 4 (G4). Those students commencing in September 2012 will be coded D1 and those in September 2013 will be E1

## Credits and Levels

Each module is worth a number of credits based on the notional number of study hours required to successfully complete the course, e.g. a 15 credit module requires 150 hours of study, for a 30 credit module, 300 hours and so on. Once the student has completed 360 credits they are awarded the LLB degree. Each module is broken down into a number of topics (see the VLE for details). The course is also made up of 3 levels; Level 4 – undergraduate first year, Level 5 – undergraduate second year and Level 6 – final (graduate) year. Each module is offered at a particular level e.g. Contract Law at Level 4. The higher the level, the more academic/cognitive ability is

required to study the material. Effectively, the modules get increasingly more demanding as the course progresses. To satisfy each level i.e. 4, 5 or 6 a student **must** complete 120 credits made up of appropriate modules at each level.

In order to be awarded the LLB (Hons), LLB (Hons) Business Law or LLB (Hons) Law with Psychology you must complete 360 credits: 120 credits at level 4; 120 credits at level 5 and 120 credits at level 6. Each level is made up of compulsory and elective modules.

For the LLB (Hons) Business Law programme, students must take one business law related module every semester, some of which are compulsory (6 in total for the degree). Likewise, for the LLB (Hons) Law with Psychology, students must take one Psychology module every semester (6 in total for the degree).

There are seven common foundation subjects that are compulsory for a Qualifying Law Degree (QLD). These subjects are set by various regulatory bodies. e.g. The Solicitors Regulation Authority. The foundation subjects are: Contract Law, Law of Tort, Constitutional and Administrative Law, Equity and Trusts Law, Land Law, Criminal Law and EU Law. In addition, as an institution, we have made both the English Legal System (ELS) module and the Legal Skills module compulsory.

**For further information as to the legal profession and their academic requirements, please consult to the following websites:**

Barristers:

<http://www.barstandardsboard.org.uk/qualifyingforthebar/whatistheacademicstage/>

Solicitors:

<http://www.sra.org.uk/students/academic-stage.page>

## Module Selection

At the end of each semester, each student will be required to select their modules for the forthcoming semester. Once a selection has been made, students will **not** be able to change to other modules. **Likewise once the student has signed up for a particular module, they must complete all the assessments within that module.**

We aim to offer face to face classes for all the core subjects (either in the day or the evening) and elective modules based on student demand.

## Progression and the 15 Credit Rule

**Note: The following policy applies nationally to all LLB (Hons) programmes, i.e. Law, Business Law and Law with Psychology.**

Student progression depends on the programme mode the student has enrolled on, i.e. either the two year accelerated full time programme or the three year standard full time programme.

## **Two Year Full Time Accelerated LLB Students**

For students on the **2 year Full Time Accelerated LLB programmes** the following applies:

### **No Assessment Re-Sits or Deferrals**

If you have **passed** all of your modules for one semester you can proceed to the next semester within a level. Likewise, if you have passed all of your modules at one level then you can proceed to the higher level. **This means that if you have any failed and/or deferred assessments you will not automatically be permitted to progress. See below for details.**

### **Re-sitting Assessments and/or Outstanding Deferred Assessments**

#### **1. Progression Within a Level, e.g. from Semester 1 to Semester 2 within Level 4.**

Students are prohibited from progressing within a level, i.e. from one semester to another, unless they have passed all assessments. However, if you have only failed **one** 15 credit module (either one assessment or more within the same module) **or** one assessment **only** within a 30 credit module (whether on a resit or first-sit basis) you will be allowed to proceed to the next semester. If you are in this situation you must contact your Personal Tutor to discuss your progress on the programme

#### **2. Progression from One Level to Another e.g. Level 4 to Level 5.**

You are prohibited from progressing from one level to another unless you have successfully passed **all** the assessments within each module at the lower level. This may result in your progress being decelerated.

If you have marginally failed **one** assessment (between 35% and 39%) within **one** 15 credit module, you may be allowed to progress to the next level after discussion with your Personal Tutor and approval from the Senior Personal Tutor or your Programme Leader.

## **Three Year Full Time LLB Students**

For 3 year Full Time LLB students, the following applies:

### **No Assessment Re-Sits or Deferrals**

If you have **passed** all of your modules for one semester you can proceed to the next semester within a level. Likewise, if you have passed all of your modules at one level then you can proceed to the higher level. **This means that if you have any failed and/or deferred assessments you will not automatically be permitted to progress.**

### Re-sitting Assessments and/or Outstanding Deferrals

**1. Progression Within a Level, e.g. from Semester 1 to Semester 2 within Level 4.**

Students are prohibited from progressing within a level, i.e. from one semester to another, unless they have passed all assessments. However, if you have only failed **one** 15 credit module (either one assessment **or** more within the same module) or one assessment **only** within a 30 credit module (whether on a resit or first-sit basis you) will be allowed to proceed to the next semester. If you are in this situation you must contact your Personal Tutor to discuss your progress on the programme.

**2. Progression from One Level to Another e.g. Level 4 to Level 5.**

You are prohibited from progressing from one level to another unless you have successfully passed **all** the assessments within each module at the lower level. This may result in your progress being decelerated. If you have marginally failed **one** assessment (between 35% and 39%) within **one** 15 credit module, you may be allowed to progress to the next level after discussion with your Personal Tutor and approval from the Senior Personal Tutor or your Programme Leader.

**NB:** You are reminded that under the LLB Assessment Regulations you are permitted a maximum of two resits of any assessment. (i.e. three attempts in total).

### Question and Answers on Progression

*1. When will the policy outlined above be fully implemented?*

**Answer:** From Semester D1 (September 2012).

*2. What are the arrangements for students who commenced their studies before D1?*

**Answer:** If you have outstanding assessments you will be prohibited from selecting new modules from semester D2 (Jan 2013) subject to the progression policy outlined above. Effectively, you will be required to complete all outstanding assessments in the Assessment Week in January 2013.

*3. Can I attend classes if I am required to resit?*

**Answer:** If classes are available you will be allowed to attend. If this is not possible then an alternative, such as WIMBA, may be available. Students studying

on a Tier 4 visa may be required to attend as a condition of their immigration status in the UK.

4. *Will extra fees be involved if I need to complete a resit or attend additional classes?*

**Answer:** No additional fees are currently charged for resit assessments; nor for attending additional classes.

5. *What are the arrangements for International students who cannot progress as a result of this policy?*

**Answer:** If you are a student in this situation you must seek advice from the International Student Office at [studyvisas@bpp.com](mailto:studyvisas@bpp.com)

6. *If I am required to decelerate my studies beyond 3 years as a result of failing to progress satisfactorily, how will my funding arrangements be affected if I receive a Student Loan?*

**Answer:** If you are in this situation you must seek advice from both the Student Finance Office ([studentfinance@bpp.com](mailto:studentfinance@bpp.com)) and Student Finance England (SFE).

7. *Does this policy apply if I am an Exemption Student?*

**Answer:** No. You should seek guidance on your Progress from the LLB Exemption Officer, John Herrmann ([johnherrmann@bpp.com](mailto:johnherrmann@bpp.com)).

8. *What are the main reasons why students fail to progress satisfactorily?*

**Answer:** There are many reasons why students fail to progress. The principal explanation is that students have not attended tutorials and seminars nor prepared fully for their classes. The LLB programme team offers a wide range of academic support. If you are concerned about your studies then you should contact your Personal Tutor.

9. *Why have you adopted this policy?*

**Answer:** The LLB Team is totally committed to maximising each and every student's potential. Obviously, for many this means achieving the highest degree classification possible. A situation where a student is attempting to resit exams and undertake new exams is not to the benefit of the student. It is far better for a student to decelerate their studies and achieve a respectable degree standard than progressing through the programme achieving mediocre grades. Employers will not put much credence on the latter approach. This policy was designed in

consultation with student representatives, external academics from other universities, reference to good practice and with the overarching principle of the students' best interests.

10. *Will I get my exam results early enough to know whether I am resitting or taking new modules.*

**Answer:** Yes. From January 2013 progression results will be released prior to the start of the new Semester. Please refer to the new Assessment Regulations .

11. *Will I continue to have access to the library/VLE?*

**Answer:** All students will continue to have full access to BPP facilities and to the VLE for all modules that they are resitting (or have deferred).

12. *Can I extend my studies over more than 3 years?*

**Answer:** Yes; you can take up to 6 years to complete your studies. You can transfer to the Part Time course or study on-line (with permission from your Programme Leader or the Senior Personal Tutor).

**This Policy was approved by the Academic Council at BPP University College in June 2012.**

## Resits

If a student fails a particular assessment, they will be able to resit that assessment on two separate consecutive occasions. Resits must be taken at the next available assessment opportunity.

If a student is required to re-take a module they may be allowed to attend classes throughout the next semester. Furthermore, they will be allowed to attend any revision classes for that particular module and submit any formative assessments.

***Please ensure that you understand the General Academic Regulations (GARs) and programme requirements for your particular programme of study. The GARs and associated Manual of Policies and Procedures (MOPs) can be found on the VLE under the Academic Registry tab.***

## Module Structure

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All compulsory and most elective modules follow the same structure: broken down into a number of topics which are grouped together in themed parts. The number of topics in each module depends on the number of credits the module carries. For example, 30 credit compulsory modules each comprise 20 topics. The number of themed parts will vary depending on the individual module.



## Outline of the Programme Structures

### LLB (Hons) Programme

To successfully be awarded the LLB (Hons) students must complete 120 credits at each level.

Level 4	Compulsory Modules		Elective Modules	
	English Legal System and Reasoning	15 credits	Introduction to Business Law	15 credits
	Contract Law	30 credits	Legal Skills	15 credits
			Extra Credit Project	15 credits
	Law of Tort	30 credits	Family Law	15 credits
			Mandarin	15 credits

Level 5	Compulsory Modules		Elective Modules	
	European Law	15 credits	LITC I	15 credits
			Consumer Law	15 credits
	Constitutional and Administrative Law	30 credits	Employment Law I	15 credits
			Employment Law II	15 credits
			Medical Law I	15 credits
	Criminal Law	30 credits	Child Law	15 credits
			Extra Credit Project	15 credits

Level 6	Compulsory Modules		Elective Modules	
	Equity and Trusts	30 credits	Company Law I	15 credits
			Company Law II	15 credits
			Intellectual Property Law I	15 credits
			Intellectual Property Law II	15 credits
			Property Tax	15 credits
			Legal Research and Analysis	30 credits
	Land Law	30 credits	Media Law	15 credits
			The Law of Evidence	15 credits
			Landlord and Tennant Law	15 credits
			The Law of Armed Conflicts	15 credits
			Public International Law	15 credits
			Jurisprudence	15 credits
			LITC II	15 credits

Please note that for a standard three year LLB programme, year 1 modules are taught at level 4, year 2 modules are taught at level 5 and year 3 modules are taught at level 6. If a module is on two parts e.g. Company Law 1 and Company Law 2, it is usually a requirement to study part one before studying part two.

## LLB (Hons) Business Law

To successfully be awarded the LLB (Hons) students must complete 120 credits at each level and complete a minimum of 30 credits from business law related modules at each level, some of which are compulsory (indicated by the shaded boxes).

Level 4	Compulsory Modules		Elective Modules	
	English Legal System and Reasoning	15 credits	Mandarin	15 credits
			Family Law	15 credits
	Contract Law*	30 credits	Legal Skills	15 credits
	Law of Tort	30 credits		
	Introduction to Business Law	15 credits	Extra Credit Project	15 credits

Level 5	Compulsory Modules		Elective Modules	
	European Law	15 credits	Employment Law I	15 credits
			Employment Law II	15 credits
	Constitutional and Administrative Law	30 credits	Child Law	15 credits
			Medical Law I	15 credits
	Criminal Law	30 credits	Extra Credit Project	15 credits
	ILTC I	15 credits	Consumer Law	15 credits

Level 6	Compulsory Modules		Elective Modules	
	Equity and Trusts	30 credits	Intellectual Property Law I	15 credits
			Intellectual Property Law II	15 credits
			Property Tax	15 credits
	Land Law	30 credits	Legal Research and Analysis	30 credits
			Media Law	15 credits
	Company Law I	15 credits	The Law of Evidence	15 credits
			Landlord and Tennant Law	15 credits
			The Law of Armed Conflicts	15 credits
	Company Law II	15 credits	Public International Law	15 credits
			Jurisprudence	15 credits
			LITC II	15 credits

Please note that for a standard three year LLB programme, year 1 modules are taught at level 4, year 2 modules are taught at level 5 and year 3 modules are taught at level 6.

\* Contract Law carries 15 credits towards the business law credits at Level 4.

## LLB (Hons) Law with Psychology

To successfully be awarded the LLB (Hons) Law with Psychology, students must complete 120 credits at each level. Students are required at least one psychology module per semester.

Level 4	Compulsory Modules		Elective Modules	
	English Legal System	15 credits	Introduction to Business Law	15 credits
	Contract Law	30 credits	Extra Credit Project	15 credits
	Law of Tort	30 credits	Family Law	15 credits
	Introduction to Psychology	15 credits	Mandarin	15 credits
	Research Methods in Psychology	15 credits		

Level 5	Compulsory Modules		Elective Modules	
	European Law	15 credits	ILTC 1	15 credits
	Constitutional and Administrative Law	30 credits	Employment Law I	15 credits
			Employment Law II	15 credits
			Medical Law I	15 credits
	Criminal Law	30 credits	Child Law	15 credits
			Extra Credit Project	15 credits
	Cognitive Psychology	15 credits	Consumer Law	15 credits
	Social Psychology	15 credits		

Level 6	Compulsory Modules		Elective Modules	
	Equity and Trusts	30 credits	Company Law I	15 credits
			Company Law II	15 credits
			Intellectual Property Law I	15 credits
	Land Law	30 credits	Intellectual Property Law II	15 credits
			Property Tax	15 credits
			Legal Research and Analysis	30 credits
	Organisational Psychology	15 credits	Media Law	15 credits
	Developmental Psychology	15 credits	Jurisprudence	15 credits

## Programme Completion

The programme can be completed between two and six years, at a pace to suit you. Generally, full time students complete in three years; part time students in four years. In advance of each level of study you will be asked to complete a module option form. By completing this form you decide how many credits to wish to gain each semester up to a maximum of **60 credits**. There is no minimum number of credits that you must complete each semester. As BPP operates a three semester year, you are free to choose whether you want to study over the summer or take the traditional break from study.

If you are unsure of how many credits to study in any one semester or which options are best for you, please contact your personal tutor who will be able to assist you in your selection.

## Expectations

The programme can be tailored to your individual need. However, there are certain expectations in terms of progression and completion. Any deviation from these expectations must be discussed with your personal tutor and approved by the Programme Leader in advance.

### ***Full-Time Student***

A full-time student is expected to study 60 credits in each semester of study and complete two consecutive semesters in each academic year starting with the semester of initial enrolment.

*Example:*

#### **Semester 1: Sept 2012**

English Legal System and Reasoning	15 credits	Level 4
Law of Tort	30 credits	Level 4
Legal Skills	15 credits	Level 4

#### **Semester 2: Jan 2013**

Contract Law	30 credits	Level 4
Family Law	15 credits	Level 4
Introduction to Business Law	15 credits	Level 4

#### **SUB TOTAL**

**120 credits**

#### **Semester 3: May 2013**

No study

#### **Semester 4: Sept 2013**

European Law	15 credits	Level 5
Constitutional and Administrative Law	30 credits	Level 5
Employment Law I	15 credits	Level 5

**Semester 5: Jan 2014**

Criminal Law	30 credits	Level 5
Medical Law I	15 credits	Level 5
ILTC	15 credits	Level 5

**SUB TOTAL** **120 credits**

**Semester 6: May 2014**

No study

**Semester 7: Sept 2014**

Equity and Trusts	30 credits	Level 6
Land Law	30 credits	Level 6

**Semester 8: Jan 2015**

Company Law I	15 credits	Level 6
Property Tax	15 credits	Level 6
Legal Research and Analysis	30 credits	Level 6

**SUB TOTAL** **120 credits**

**TOTAL** **360 credits**

**Full-Time (2 Year) Accelerated Student**

A full-time accelerated student is expected to study 60 credits in each semester of study and complete three consecutive semesters in each academic year starting with the semester of initial enrolment. Students on the accelerated programme, will effectively have no extended break during their studies.

*Example:*

**Semester 1: Sept 2012**

English Legal System and Reasoning	15 credits	Level 4
Law of Tort	30 credits	Level 4
Legal Skills	15 credits	Level 4

**Semester 2: Jan 2013**

Contract Law	30 credits	Level 4
Family Law	15 credits	Level 4
Introduction to Business Law	15 credits	Level 4

**SUB TOTAL** **120 credits**

**Semester 3: May 2013**

European Law	15 credits	Level 5
Constitutional and Administrative Law	30 credits	Level 5
Employment Law I	15 credits	Level 5

**Semester 4: Sept 2013**

Criminal Law	30 credits	Level 5
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Medical Law I	15 credits	Level 5
ILTC	15 credits	Level 5

**SUB TOTAL 120 credits**

**Semester 5: Jan 2014**

Equity and Trusts	30 credits	Level 6
Land Law	30 credits	Level 6

**Semester 6: May 2014**

Company Law I	15 credits	Level 6
Property Tax	15 credits	Level 6
Legal Research and Analysis	30 credits	Level 6

**SUB TOTAL 120 credits**

**Part-Time Student**

A part-time student is expected to study at least 30 credits in each semester of study and complete at least two consecutive semesters in each academic year starting with the semester of initial enrolment.

*Example:*

**Semester 1: Sept 2012**

English Legal System and Reasoning	15 credits	Level 4
Lrgal Skills	15 credits	Level 4

**Semester 2: Jan 2013**

Contract Law	30 credits	Level 4
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**Semester 3: May 2013**

Law of Tort	30 credits	Level 4
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**Semester 4: Sept 2013**

Family Law	15 credits	Level 4
Introduction to Business Law	15 credits	Level 4

**SUB TOTAL 120 credits**

**Semester 5: Jan 2014**

European Law	15 credits	Level 5
Employment Law I	15 credits	Level 5

**Semester 6: May 2014**

Constitutional and Administrative Law	30 credits	Level 5
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**Semester 7: Sept 2014**

Criminal Law	30 credits	Level 5
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**Semester 8: Jan 2015**

Medical Law I	15 credits	Level 5
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ILTC	15 credits	Level 5
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<b>SUB TOTAL</b>	<b>120 credits</b>	
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**Semester 9: May 2015**

Equity and Trusts	30 credits	Level 6
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**Semester 10: Sept 2015**

Land Law	30 credits	Level 6
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**Semester 11: Jan 2016**

Company Law I	15 credits	Level 6
Property Tax	15 credits	Level 6

**Semester 12: May 2016**

Legal Research and Analysis	30 credits	Level 6
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<b>SUB TOTAL</b>	<b>120 credits</b>	
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## Assessments

You should note, there are two Assessment Regulations covering the LLB Programme; one covers student registering pre semester D1 (students on cohorts A1 – C3) and the other post D1.

## Written Work

It is essential that you develop the necessary writing skills to convey the law both accurately and lucidly. A large percentage of your assessments are based on written work, either through coursework or invigilated examinations.

It is important that you develop the proper approach to legal writing. Not only is it one of the skills expected of a practising lawyer, but more immediately, it is the foundation for exam success.

There are many opportunities for you to practice your written work before your assessments. In all the compulsory modules there are at least two opportunities for you to submit work to your tutor for feedback. This written work is a crucial indicator of your progress through the year. It enables you, your subject tutor and your personal tutor to analyse how you are progressing. Be aware that subject tutors prepare a short report on each piece of written work you do (or note that you did not submit an assignment) and this is placed on your personal file. This may be used by personal tutors when drafting academic references.

The Skills modules at various levels will also provide opportunities for you to practice written assessments.

### Implementation Date

The following Assessment Regulations apply from the beginning of the D1 cohort (September 2012). All students commencing their studies **OR** signing up for **new modules** (i.e. progressing students) in semester D1 will be under these Regulations.

### Jurisdiction

The following summary of assessment changes apply to all LLB Programmes (Law, Business Law and Law with Psychology) and in all sites, e.g. Manchester, Leeds, Bristol, Birmingham, etc.

### Briefing Sheets

A Briefing Sheet will be made available before every assessment. These will contain all instructions relating to the assessments including; any deadlines, formatting, presentation, venue(s), dates, times, permitted materials, etc. There will also be a reference to the College's Unfair Practice Policy. **You should always read Briefing Sheets carefully.**

### Assessment Format for Modules

The assessment format for the core modules is fixed. There are two assessment formats for the elective modules. To determine which option has been selected for each module, you will need to refer to the relevant VLE site.

**Note: Full details of the complete assessment protocol for each module can be found on the VLE or by contacting the relevant Module Leader.**

## Core Modules

Level 4	Weighting/Credits
<b>English Legal System and Reasoning (ELSR)</b>	<b>(15 credits)</b>
Assessment Structure: a 2 hour written examination	100%
<b>Legal Skills</b>	<b>(15 credits)</b>
Assessment Structure: Case Analysis Test (CAT)	35%
Statute Analysis Test (SAT MCT) and Grammar MCT	65%

The CAT is a take home assessment and must be completed in 3 weeks.

The SAT is in the form of an MCT invigilated examination over 1 hour.



**Contract** (30 credits)

**Tort Law** (30 credits)

Assessment Structure: Written Assessment (inv, 2 questions from 4 in 2 hours) 70%  
Coursework Assessment (max. 2,500 words) 30%

All courseworks must be completed **3 weeks** from the release date.

## Level 5

**Criminal Law** (30 credits)

**Constitutional and Administrative Law** (30 credits)

**European Union Law** (15 credits)

Assessment Structure: Written Assessment (inv, 3 questions from 7 in 3 hours) 70%  
Coursework Assessment (max. 2,500 words) 30%

All courseworks must be completed **3 weeks** from release date.

## Level 6

**Land Law** (30 credits)

**Law of Equity and Trusts** (30 credits)

Assessment Structure: Written Assessment (inv, 3 questions from 7 in 3 hours) 70%  
Coursework Assessment (max. 2,500 words) 30%

All courseworks must be completed **3 weeks** from release date.

## Elective Modules

**Note:** All electives have **15 credits** except the Research Module (at level 6) with 30 credits.

**Level 4** **Weighting**

Assessment Structure: Written Assessment 100%

Written Assessment: (inv, 2 question out of 4 in 3 hours)

**OR**

Assessment Structure:	Coursework (max 2,500 words)	30%
	MCT Assessment	70%

**Level 5**

Assessment Structure:	Written Assessment	100%
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Written Assessment: (inv. 2 question out of 4 in 3 hours)

**OR**

Assessment Structure:	Coursework (max 2,500 words)	50%
	MCT Assessment	50%

**Level 6**

Assessment Structure:	Written Assessment	100%
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Written Assessment: (inv, 2 question out of 4 in 3 hours)

**OR**

Assessment Structure:	Coursework (max 2,500 words)	70%
	MCT Assessment	30%

**All courseworks must be completed 3 weeks from the release date.**

**Note:** Inv. = Invigilated examination; MCT = Multiple Choice Test

**Coursework Details**

All courseworks will be set in Teaching Week 3 and the deadline for submission will be by 5.00pm the Monday of Teaching Week 6. There are special arrangements for the Legal Skills assessments, e.g. the CAT, and the Research Module.

**Modules with Alternative Assessment Structures**

Please note the following modules have separate assessment structures, e.g. by a *viva* or project. You should refer to the relevant site on the VLE for details as to these structures.

<b>Module</b>	<b>Level</b>
Introduction to Mandarin	4
Extra Credit Projects (ECPs)	4
Property Tax	6
Research Project	6

## Question and Answers on the Assessment Regulations

### ***Why have the Assessment Regulations been changed?***

**Answer:** After much consultation with an array of stakeholders including External Examiners, academic tutors and students it was concluded that LLB students on the BPP Law Programme were being over assessed in specific areas. In comparison to other LLB programmes, the number of assessments BPP students had to complete is significantly above other HE providers.

### ***How is the number of assessments on a programme decided?***

**Answer:** Basically, the number of assessments should match the Learning Outcomes of a course. Students should be given an opportunity, via assessments, to prove they have met the outcomes the programme aims to achieve. Likewise, the different formats of assessments are designed to test varying cognitive and intellectual abilities.

### ***What is the format of assessment for each module?***

**Answers:** The format for the core modules is outlined above. The format for each elective varies between two alternatives (again outlined above). The choice of format is determined by the teaching team after consideration of the module learning outcomes.

Modules differ on how they are assessed. The three principal methods are as follows:

A piece of coursework (C/W) (up to a maximum 2500 words)

Multiple Choice Tests (MCTs) – a test involving 25-35 questions depending on the module level. These aim to test the knowledge component within each module.

Written Assessment (WA) – these take the form of a written examination. The time allowed being dependent on the level of the module. Students usually get a choice on which questions to complete.

### ***Has the passed mark changed?***

**Answer: No. All assessments have a pass mark of 40%.** Students are able to resit any one assessment twice. If a student fails a particular assessment, they are required to resit that assessment at the next available opportunity.

### ***I signed up for modules before these new Assessment Regulations were introduced. What Regulations will I come under?***

**Answer:** All modules selected by students for semester D1 will be under the new Regulations. If you signed up for modules in previous semesters, the former Regulations apply. So, for example, if you failed an assessment from any previous semester, such as C3, you will resit the assessment under the old format. The same applies if you have deferred an assessment.

**Can I choose which Assessment Regulations I come under?**

**Answer:** No. The Assessment Regulations you come under is determined by when you registered for the particular module (see above).

**What is meant by a Transitional Period?**

**Answer:** This refers to the period of time in which both Assessment Regulations will apply. Exam papers, MCTs, coursework, etc, will be prepared covering both assessment protocols, i.e. pre - D1 and Post - D1. This does mean that you need to be clear as to which regulations you come under. This will be particularly important during assessment weeks.

**Who can I go to for further advice?**

**Answer:** Your Personal Tutor. Student Advisors can assist with the more generic issues such as Learning Support, Deferrals, etc.

**Is there a definitive version of the Universities policies, Procedures and Regulations?**

**Answer:** Yes. Every University policy, practice and regulation must have Academic Council approval. They are all contained in the **General Academic Regulations (GARs)**, **The Manual for Policies and Procedures (MOPPs)** and relevant Programme Handbooks. For further details, please refer to the VLE, under the Academic Registry tab.

**Marking Guide**

Percentage	Classification	Alphabetical	Equivalent
70% >	First class	A	
60-69%	Upper second class	B	
50-59%	Lower second class	C	
40-49%	Third class	D/E	
39% <	Fail	F	

***First Class***

In addition to the qualities expected of an upper second class answer a first class answer should be:

- very well structured;
- follow a clear argument throughout;
- analytical and display a good grasp of detail as evidenced by a relevant choice of examples in the answer;
- informed by wider reading of articles and/or commentaries; and
- there should not be any significant error or omissions.

First class answers should excel in the following areas:

- Comprehensiveness and accuracy
- Clarity of argument and expression
- Integration of a range of materials
- Evidence of wider reading
- Insight into the theoretical issues
- Excellent and fluent use of written English containing very few grammatical errors

In addition, first class problem question answers will also satisfy the following criteria:

- all of the relevant legal issues must have been spotted;
- the exposition and application of the relevant legal rules must be clear, accurate and comprehensive;
- the application of the legal rules and the case law must be insightful; and there should be a conclusion that summarises the legal position of the relevant parties.

***Second Class Upper Division***

An upper second class answer should:

- show a sound understanding of both the basic principles and relevant details of the law;
- be supported by examples which are demonstrably well understood and presented in a coherent and logical fashion;
- be well presented and structured;
- display some analytical ability; and
- contain no major errors or omissions.

Upper second class answers are highly competent and typically possess the following qualities:

- accurate and well informed
- only very minor errors and omissions
- reasonably comprehensive
- well organised and structured
- provide evidence that the student has read the required reading
- demonstrate a sound grasp of basic principles
- demonstrate a good understanding of relevant material
- some evidence of insight, reflection and analysis
- good standard of written English with few grammatical errors

In addition, upper second class problem question answers will also satisfy the following criteria:

- all the major issues and most of the minor issues must have been spotted;
  - the application of the legal rules and case law must be accurate and comprehensive;
  - the student must be able to demonstrate that they can both distinguish cases on their facts and argue by analogy where necessary; and
  - there should be a conclusion that summarises the legal position of the relevant parties.
- 
- parties.

### ***Second Class Lower Division***

Lower second class answers show an understanding of the basic principles, displaying an acceptable level of competence and typically possess the following qualities:

- generally accurate
- provide an adequate answer to the question without much evidence of further reading
- competently presented
- no real development of argument
- may contain a significant error or omission
- may contain some material which is not relevant to the question posed
- competent written English but containing grammatical errors

In addition, lower second class problem question answers will also satisfy the following criteria:

- most major issues and minor issues must have been spotted;
- the application of the legal rules and case law must be generally accurate and competent; and

- there should be a conclusion that summarises the legal position of the relevant parties.

### ***Third Class***

Third class answers show a basic understanding of the main issues but not coherently or correctly presented, displaying some knowledge or understanding of the general area and typically possess the following qualities:

- display an inability to follow an argument throughout
- poorly structured
- evidence of a lack of wider reading
- descriptive only
- does not answer the question directly
- misses key points
- contains important inaccuracies
- covers material sparsely
- assertions not supported by authority or evidence

In addition, lower second class problem question answers will also satisfy the following criteria:

- miss a relevant legal issue; and/or
- fail to apply every relevant legal rule; and/or
- fail to make good use of the case law; and/or
- be poorly structured.

### ***Fails***

Failing to meet the minimum assessment criteria means that answers exhibit one or more of the following criteria:

- evidence of a lack of basic understanding
- many errors or omissions
- evidence of a lack of knowledge or appropriate reading
- failure to answer the question posed
- very poor use of English
- in the case of an examination, failing to complete the assessment by answering too few questions

In addition, a failed problem question will satisfy one or more of the following criteria:

- misses several important legal issues
- fails to apply relevant legal rules
- fails to make appropriate use of the case law
- poorly structured

## Unfair Practices (UFP) and Poor Academic Practice (PAP)

### Plagiarism

Plagiarism represents the most common form of unfair practice. This represents a form of cheating and is, therefore, a serious disciplinary offence. It is a requirement that students found guilty of such an offence may be reported to both the Solicitors Regulation Authority and Bar Standards Board who may subsequently refuse membership.

Plagiarism involves a person utilising the ideas, thoughts, theories, words etc. of another as if they were his or her own. The offence is committed where the student intends to plagiarise or is objectively reckless as to whether they have plagiarised or not. As such, it can take several forms (though the following is not intended to be either exhaustive or conclusive as examples):

1. Citing substantial extracts from any printed work, either published or unpublished including lecture and seminar material, conference papers, consultation reports, computer material and other students' work, without appropriate acknowledgment as to source. Such direct referencing should be correctly referred to with quotation marks around the exact abstraction and accompanied by the appropriate footnote.
2. Summarising another author's work by paraphrasing or using certain words or altering the order of presentation without acknowledgement as to source.
3. Passing off work as being of original authorship when it represents the intellectual property of another.

Other disciplinary offences, which you should be specifically aware of, with regard to the written assessments:

1. Impersonation, i.e. submitting your assessment on behalf of or pretending to be another student or allowing a person to take or submit an assessment on your behalf or pretending to be you.
2. Collusion, i.e. submitting a joint piece of work as the work of one individual, including giving a false declaration that the work is your own unaided work.
3. Bribery, duress or blackmail of any person who may directly or indirectly have an influence on the marking of any assessment.
4. Aiding, abetting counselling or procuring any of the above.
5. Attempting to commit any of the above.

**Poor Academic Practice** can involve poor referencing, citation and failing to follow rules of submission.



## Good Academic Practices

### Referencing your coursework

There are two main systems of referencing. These are: the Harvard system and the Numeric system. You should choose one or other of these methods and use it consistently throughout your work. BPP prefers the Harvard system.

#### *The Harvard System*

In this system two references are made to the source work (i.e. the work from which you have taken a quotation, an idea etc.): one is in the body of the text itself, the other is in an alphabetical list of sources, normally placed at the end of the work, called a 'bibliography'. It is essential that the reference appears in both places.

#### *Referencing the Text Itself*

In the body of your text you must give a short citation that gives:

1. The surnames of the author/s cited
2. The year of the publication
3. The page number in the work cited

**For example:** "... the procedure in an equal value claim is extremely protracted, and if an employer decides to fight it at each stage it can take a considerable time to complete. The average time taken to resolve equal value cases is two-and-a-half years with some claims taking far longer than that, and the decline in the number of equal pay complaints over recent years may well be a result of length and complexity of the tribunal processes concerned." (Smith and Thomas 1996 p.239).

The method of citation in the text is the same, whatever the type of publication the reference is cited from.

#### *Your Bibliography*

In order that the reader can identify work from which the quotation is taken, a bibliography, listing sources in alphabetical order, should be attached to your work. It is usual to make separate lists for different types of publication, but the important thing is that it should be complete: all your references should be mentioned. The method of citation is different according to the type of publication from which the reference is drawn.

#### **Citation from a book**

1. The name/s of the author/s
2. The date of publication
3. The title of the book, which should be underlined or italicised; the name of the publisher.

The bibliography reference that should be cited for Smith and Thomas (above) reads:

Smith IT and Thomas GH Smith and Wood's Industrial Law (Butterworths, 1996).

Note: Strictly speaking the place of publication should appear before the name of the publisher: in the example above it would be 'London'. However, in your essay, this need not be included.

### **Citation of an article in a journal**

1. The name/s of the author/s
2. The title of the article, in inverted commas
3. The date of publication of the article
4. The volume number of the publication (if any)
5. The title of the publication, underlined or italicised
6. The issue number of the publication within the volume (if any)
7. The number of the page or pages referred to

### **Examples:**

Marsh and Rosewell 'A Question of Disclosure' (1976) 7 Industrial Relations Journal No.2, pp.8 and 10.

Simpson AWB 'Quackery and Contract Law: The Case of the Carbolic Smoke Ball' (1985) 14 Journal of Legal Studies pp.376-7.

### **Note:**

1. A recognised abbreviation may be used to designate the journal, e.g. J. Leg. St., instead of Journal of Legal Studies may be used in the second example above.
2. The abbreviation 'pp' is recognised as meaning 'pages'.

### **Citation of work from a collection of essays etc.**

1. Name/s of author/s
2. Title of essay in inverted commas; title of publication
3. Name/s of editor/s, followed by 'editors' or the abbreviation 'eds'
4. Title of work in which the essay is to be found, underlined or italicised
5. The name of the publisher
6. The date of publication

7. The number of the page or pages referred to

**Example:**

Brown D 'Contract remedies in a planned economy: Labour arbitration leads the way', in Reiter B and Swan J (eds) *Studies in Contract Law* (Butterworths, 1980) pp.96-99.

Should you refer to more than one work published by the same authors in the same year, the addition of an identifying letter, after the year, will enable the reader to distinguish between the works. So that if, for example, Smith and Thomas had published a book on say, Equal Pay, the Industrial Law, the other work should carry the letter 'a' after that year of publication (e.g. '1996a') in both the body of the text and the bibliography, and the 'Equal Pay' work should carry the suffix 'b' (e.g. '1996b') after the date in both citations.

It is not sufficient to put the title of the source of the quotation in your bibliography without also making the appropriate reference in the body of your text and vice versa.

***The Numeric System***

This is a slightly more cumbersome method than the Harvard system in that it requires full references in the body of the text and, in addition, requires a full bibliography in alphabetical order. It should be noted that while the majority of law books which use the Numeric system dispense with a bibliography (presumably because it saves money), this is not good practice, certainly as far as the reader is concerned! You should therefore not follow the example of standard law texts but should include a bibliography.

The Numeric method of referencing requires the author to assign a number to each of his/her references. The reference is then placed:

1. at the foot of the relevant page; or
2. at the end of the relevant chapter; or
3. at the end of the work, though in this case, if the work is of any length, they are divided into manageable chunks either by arranging references by chapter number or by page number/s for greater ease of reference.

**Example:**

"...the procedure in an equal value claim is extremely protracted, and if an employer decides to fight it at each stage it can take a considerable time to complete. The average time taken to resolve equal value cases is two-and-a-half years, with some claims taking far longer than that, and the decline in the number of equal pay complaints over recent years may well be a result of length and complexity of the tribunal processes concerned."

If you use the Numeric system, an alphabetical bibliography will be required. This is compiled in the same way as for the Harvard System. It is not sufficient to include a

reference in the bibliography without also having cited the reference in the body of your text and vice versa.

### ***Citation of Cases and Legislation***

It is normal in legal work to cite cases in the body of your work and to include a table of cases as part of a bibliography. A similar procedure is used with citations of legislation. It is customary to include separate tables for legislation broken down into types of legislation. Thus you may have a table of statutes, a table of statutory instruments, (both relating to the U.K., or where appropriate, a constituent jurisdiction for example, Scotland); Table of EU Treaty and EU Directives; Table of Codes (e.g. the U.S. Uniform Commercial Code; the French Civil Code; the Code of Practice for Motor Vehicle Business). It is not possible to give the method of citation for every possible source of reference but what follows deals reasonably comprehensively with the main sources you are likely to use.

### ***Citation of Cases***

1. The name of the case. This should be underlined or italicised.
2. The date of the case. This should be in square brackets if the year given is the year in which the case was reported, not necessarily the year in which it was decided. With some reports the volumes are numbered, not by year, but by sequence. In that case the year, which is cited, is put in curved brackets and is the year in which the case was decided.
3. The volume of the year in which the case is reported. (In years where there is only one volume of the reports, this is omitted).
4. The title of the reports.
5. The page number of the report.
6. The page number where your citation is to be found.

Strictly speaking where the case is reported in the Law Reports, that version should be used. However, a report from any series of Reports which report the cases in full (e.g. the All England Law Reports, the Weekly Law Reports, Lloyds Law Reports, the Industrial Relations Law Reports, etc.) will be acceptable. Where a case has been reported in a series of full reports, an abbreviated report such as those contained in the Times Newspaper, the Solicitors' Journal, The New Law Journal etc. should not be used. The latter are, however, very useful in that there is very little time lag between the case being heard and the report being published, whereas the time between the case being heard and the appearance of a full report can be considerable. These publications may, in addition, carry reports of cases that are not reported elsewhere.

### **Examples:**

Jarvis v Swan's Tours [1973] QB 233 at p236

Duke v Robson (1973) 117 Sol Jo 89

Sybron Corporation v Rochem Ltd [1983] 2 All ER 707 at p710

### ***Citation of Statutes***

These are normally cited by their short title together with the year in which the statute received Royal Assent. You do not need to bother with chapter numbers nor, pre-1963, with the cumbersome system of numbering Acts based on the regal year and the parliamentary session. You should cite the section, subsection and paragraph of the Act, as appropriate.

#### **Example:**

Fatal Accidents Act 1976 s1(3)(b). This refers to section 1, subsection 3, paragraph b of the Act.

### ***Citation of Statutory Instruments***

The first provision (article, regulation etc.) of a statutory instrument tells you the name by which the instrument may be cited. To this it is normal to add the official reference, which consists of the letters 'SI', meaning Statutory Instrument, and the year of the Instrument, followed by the sequential number of the instrument. Citation of these is more difficult, since the contents of statutory instruments may be designated as Regulations, Rules, Orders, Articles, etc. or a combination of these. However, it will generally not be too difficult to ascertain the correct terminology. Subdivisions of Regulations and Articles are normally called paragraphs and sub-paragraphs. The Rules of the Supreme Court 1965 (SI 1965/1776), on the other hand, are divided into Orders, subdivided into Rules and sub-divided yet again into paragraphs and sub-paragraphs.

#### **Example:**

Unfair Terms in Consumer Contracts Regulations 1994 (SI 1994/3159), reg 3(2)(b). This refers to Regulation 3, paragraph 2, sub-paragraph b of the Regulations cited.

### ***Citation of European and Foreign Legislation***

Most European Union and foreign legislation (including treaties, directives, protocols, conventions, charters etc.) is divided into Articles and sub-divided into paragraphs and sub-paragraphs.

#### **Example:**

Council Directive No 75/117/EEC, art.1. This refers to Article 1 of the one hundred and seventeenth Directive of the year 1975. It describes itself as being 'on the approximation of the laws of the Member States relating to the application of the principle of equal pay for men and women'. It is therefore often known by the unofficial title of 'the Equal Pay Directive'. Conventionally, the unofficial title may be used provided the correct reference, as given above, is used initially to identify the Directive.

**Citation of Electronic Sources**

If you are referencing material that you have obtained from the Internet, you need to use the following format: 'McLibel pair win legal aid case' available at <http://news.bbc.co.uk/1/hi/uc/4266209.stm> (last visited 14 April 2005).

**Order of Appendices**

The following order should be used:

1. Bibliography (alphabetically and in the appropriate style)
2. Table of Cases/Authorities

(Noting the hierarchy of Law Reports, i.e. firstly, Official Reports, e.g. AC, QB, ChD, Fam; secondly, Weekly Law Reports (WLR); thirdly, All England (All ER), and lastly, all other reports, e.g. Env.LR, MLR, etc. Domestic authorities should be cited first followed by European cases and then international authorities. Pages numbers should be cited if a particular judgment is given.

3. Table of Statutes

This can be done either alphabetically or by year of Royal Assent. Primary legislation should be listed first, then secondary (Statutory Instruments, etc) and finally, EC and international legislation (including ECHR authorities).

**Abbreviations**

The following abbreviations may provide useful in condensing your work. They are often cited in footnotes. Always ensure their correct usage (to avoid confusing the examiner) and that they are consistently used throughout your work.

<i>Id.</i>	indicates the same author as in the previous footnote/endnote but from a different work
<i>Ibid.</i>	'in the same place' - indicates a reference to the citation in the previous footnote
<i>Op. cit.</i>	the book (or work) previously cited
<i>Loc. cit.</i>	the page previously cited in the book previously cited
<i>Passim</i>	everywhere in the book (or article)
<i>Per</i>	'a statement by' - usually put before the name of a judge.
<i>Per curiam</i>	indicates a statement by the whole court
<i>Per incuriam</i>	refers to a judge's remark or comment was made by mistake (not the opposite of <i>per curiam</i> which is often believed).

<i>Semble</i>	'it seems that'. For example: ' <i>semble</i> , when an authority is incomplete or weak on a point it generally indicates that the judicial statement was made <i>obiter</i> '.
<i>Prima facie</i>	'on the face of it'. Often used if the case is one in which the evidence is in favour of one party and therefore requiring an answer from the opponent.
<i>Supra</i>	As above. Allows you to refer to an authority already cited without having to repeat the full reference.
<i>Infra</i>	As below. Allows you to refer to an authority yet to be cited, i.e. the full citation will appear below.
<i>cf</i>	Used when comparing two authorities with similar facts. For example: 'With regards to novus actus by the claimant, consider McKew v Holland and Hannen and Cubbitts (Scotland) Ltd [1996] 3 All ER 1621 and cf Wieland v Cyril Lord Carpets [1969] 3 All ER 1006'.
<i>Contra</i>	Indicates that the view expressed in the authority(ies) cited conflicts with those previously cited. For example: 'There is a duty on an employer to both provide protective equipment and, in addition, to ensure its usage (consider Qualcast v Haynes [1959] AC 743 but see contra Bux v Slough Metals [1973] 1 WLR 1358 CA).

### **Final Note**

If you are still confused as to the formatting of references, etc. you should consult a leading academic journal in the area, e.g. The Modern Law Review, Law Quarterly Review, etc. This will give you an illustration as to how your essay should look.

## Module Descriptors

**NB: For details as to the Assessment format for each module please refer to the relevant site on the VLE.**

### Level 4 Compulsory Module Descriptors

The following module descriptors provide a brief outline of the compulsory modules and assessments at level 4.

#### English Legal System and Reasoning (ELSR)

Module Leader: Thomas Bennett

Credits: 15

Pre-requisites: None

Overview: The English Legal System module has been designed to meet the needs of first year undergraduate students, with two primary elements: the English legal system and legal skills. The aim of this module is provide students with a backbone of information and skills which they will use in all of their other modules throughout the undergraduate LLB programme.

#### Contract Law

Module Leader: Caroline Van Hensbergen and Amel Ketani

Credits: 30

Co-requisites: English Legal System and Reasoning

Overview: This module is designed to introduce students to the law of obligations in the private sphere. Students will learn about the requirements for a contract to come into existence and be enforced; the content of contracts, including the relative importance of different types of terms and defence mechanisms built into contracts; vitiating factors which may undermine the



validity of contracts; and what happens when contracts are breached.

## **Law of Tort**

Module Leader: Kate Smith

Credits: 30

Co-requisites: English Legal System and Reasoning

Overview: This module is designed to introduce students to the law of obligations in the public sphere. Students will learn the general principles of negligence liability, prior to covering applied negligence in specific areas e.g. employers' liability, occupiers' liability and product liability. Students will also learn about other individual torts outside the framework of negligence, such as nuisance and defamation.

## Level 4 Elective Module Descriptors

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The following module descriptors provide a brief outline of the elective modules and assessments at level 4.

### Family Law

Module Leader: Alison Blair

Credits: 15

Co-requisites: English Legal System and Reasoning

Overview: This module aims to introduce students to the key principles which underpin family law and explore their operation in a practical context. Within the module, students will have the opportunity to develop a sound knowledge base of key areas within the subject, notably how a relationship is formed and the financial consequences of relationship breakdown, domestic violence and children's rights. The aim is to develop students' knowledge and understanding alongside the relevant skills to equip them for practice as a family lawyer. Particular stress will be laid upon empathetic skills, both listening and communication.

### Introduction to Mandarin

Module Leader: Joyce Li

Credits: 15

Pre-requisites: None

Overview: China is now one of the major players in the global arena of business and financial markets. Recognising the importance of equipping graduates to appreciate this rapidly emerging market, the Mandarin module has been developed to combine an introduction to the Mandarin language and to Chinese law, business and culture. On the language side, the module is designed for complete beginners and will enable you to speak

and understand simple Mandarin in everyday contexts. On the business and law side, you will have a thorough understanding of how business is conducted in China under the Chinese legal system as well as an insight into intercultural awareness.

## **Introduction to Business Law (IBL)**

Module Leader: Susanne Tayfoor

Credits: 15

Co-requisites: English Legal System and Reasoning

Overview: This module aims to introduce students to the key principles which underpin business law in England and Wales. The module will take students through the basics in relation to business entities (companies, partnerships, sole traders, etc) and formation of those entities. Students will also be introduced to some of the theoretical and practical concerns relating to the creation of such entities. This module will also consider business ethics, introducing students to some of the important arguments surrounding this area of study.

## **Extra Credit Project**

Credits: 15

Pre-requisites: English Legal System and Reasoning

Overview: The primary aim of Extra Credit Projects (ECPs) is to develop students' ability to work autonomously, conducting research and/or exhibiting other skills at a level appropriate for their stage of legal educational development. Students electing to complete an ECP will develop and submit a proposal arising out of a taught module (foundation or elective), then (once approved) undertake the ECP, followed by submission of both evidence of their substantive work and a reflective learning report on that work. Although staff can suggest sample ECPs, students will also be encouraged to create their own ECP proposals for approval. Students' ECP proposals will have to include a

demonstration of how their proposed ECP will help them achieve the LLB programme learning outcomes.

Assessments: A written project

## **Legal Skills**

Module Leader: Katharine Matheson

Credits: 15

Pre-requisites: None

Overview: This module is designed to introduce students to the skills required to study and practice law. A substantial part of the module consists of the development of the skills required to analyse a case and interpret a statute. In addition, students will be taught how to conduct legal research, write good English, avoid plagiarism, answer problem solving questions, and structure and reference essays. Students will be required to take an active part in tutorials and thereby develop confidence in their oral communication skills.

## Level 5 Compulsory Module Descriptors

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The following module descriptors provide a brief outline of the compulsory modules and assessments at level 5.

### Constitutional and Administrative Law

Module Leader: Alex Lawson

Credits: 30

Pre-requisites: None

Overview: Constitutional and Administrative Law addresses the interaction between the different branches of government and how they relate, through application of rules and processes to individuals. The subject encompasses three distinct elements: First, constitutional law – the theoretical and practical arrangements by which the government of the United Kingdom is empowered and restrained. Second, human rights law – the application of the Human Rights Act 1998 to enable individuals to bring claims for rights violations against the state, or those acting on its behalf. Third, Administrative law – the application of the mechanism of judicial review, enabling individuals to challenge the actions of the executive branch of government.

### Criminal Law

Module Leader: Caroline Collins

Credits: 30

Pre-requisites: None

Overview: This module is designed to introduce students to some of the key principles of criminal law. Students will learn about the elements of a crime such as the *actus reus* and *mens rea* as well as exploring some of the general principles of criminal liability. This module will also consider a number of substantive offences in detail, including murder, offences against the person, theft and criminal damage. Finally, the module will also deal with the defences relating to those offences.

## European Law (EU)

Module Leader: Karl Sharp

Credits: 15

Pre-requisites: None

Overview: European Union Law is concerned with the body of legal rules created by the member states of the EU (in the form of Treaties) and by the EU institutions themselves (in the form of Directives and Regulations). These rules are binding on the member states of the EU, including the United Kingdom. A Court of Justice of the EU, which sits in Luxembourg, adjudicates on disputes between member states, Union institutions and private individuals and companies. Specific subject areas covered in this module include the effect of EU Law, completion law and freedom of movement.

## Level 5 Elective Module Descriptors

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The following module descriptors provide a brief outline of the elective modules and assessments at level 5.

### Consumer Law

#### ***Compulsory for the LLB (Hons) Business Law Programme***

Module Leader: John Herrmann

Credits: 15

Pre-requisites: English Legal System and Reasoning  
Contract Law

Overview: This module aims at exploring the law protecting consumers when buying goods and services. It aims to develop the knowledge and skill to use the law to solve practical, realistic consumer problems. The module covers consumer rights and remedies in relation to defective goods, mis-described goods, rights when buying over the internet, 'doorstep selling', remedies for ruined holidays, unfair contracts and consumer credit.

### Child Law

Module Leader: Paula Davies

Credits: 15

Pre-requisites: Family Law

Overview: LLB Child Law introduces students to the key principles which underpin child law and explores their operation in a practical context. Within this module, students have the opportunity to develop a sound knowledge of key areas within the subject, most notably the relationship between children, their families and the state. The aim of the module is to develop student's knowledge and understanding of the law alongside the relevant skills to equip them for practice.

**The Law of International Trade and Commerce*****Compulsory for the LLB (Hons) Business Law Programme***

Module Leader: Chris Monaghan

Credits: 15

Pre-requisites: None

Overview: This module is designed to introduce students to the area of Commercial Contracts. Students will build upon their existing knowledge of contract law, looking at drafting and the effect of typical clauses they will come across in practice in commercial contracts. They will study the role of agents within this area, and the key issues arising from international trade. They will also look at payment mechanisms within the realm of commercial contracts, in particular negotiable instruments and bills of exchange.

**Employment Law I**

Module Leader: Jenny Gibbons

Credits: 15

Pre-requisites: None

Overview: Employment Law I introduces students to the fundamental principles necessary for an understanding of this complex and ever changing area of law. Students will consider the different categories of worker and the key requirements for the contract of employment. This module will also consider the important remedies of wrongful and unfair dismissal in addition to considering more discrete topics such as parental rights, confidentiality and monitoring in the workplace and time and pay.



## **Employment Law II**

Module Leader: Jenny Gibbons

Credits: 15

Pre-requisites: Employment Law I

Overview: Employment Law II builds on the knowledge gained in Employment Law I and considers three key areas of employment law: discrimination, health and safety in the workplace and industrial action. In part, the module will focus on the changes introduced as a result of the Equality Act 2010 in relation to anti-discrimination laws. We will also consider the important protections afforded to employees under the TUPE regulations.

## **Medical Law I**

Module Leader: John Clifford

Credits: 15

Pre-requisites: None

Overview: Medical Law represents a fascinating, dynamic and challenging area of law to study. Not only does it require the ability to intertwine several disciplines of law, such as Tort, Human Rights and Criminal Law, but also an appreciation of a number of influential and discrete subject areas outside law, including: Bioethics, Medical Economics and Health Service Policy. Many of the topics covered, such as: Euthanasia, Abortion, Stem Cell Research, Organ Transplantation/Donation and the Rationing of Medical Treatment are highly controversial attracting much debate; both within the professions and amongst the general public as a whole. Likewise, there is rarely a day in which medico-legal issues do not appear within the media; often in the form of commentaries on bioethical stories.

## Public International Law

Module Leader: Alex Lawson

Credits: 15

Pre-requisites: Constitutional and Administrative Law

Overview: Public International Law was classically that body of legal rules that states developed to govern their interaction. This interaction was in what are referred to as the 'common areas' of the globe, the most obvious being the high seas. In addition to these areas of interaction, there was also international cooperation in relation to other instances of interaction. The most significant historically was the law of war, where states agreed to obey certain norms in their use of violence against one another.

Modern international law still places states at its core, but today states have also used their innate sovereignty to create international organisations (like the United Nations) and these bodies themselves now have legal recognition and the capacity to participate in the creation of international laws themselves.

The sources of international law are conscious agreements between states, broadly analogous to the idea of a contractual arrangement, with attendant rights and obligations flowing there from. These are called Treaties or Conventions. There is also another source, less well known. This is called customary international law and is created when states consistently behave a certain way to one another (practice) and simultaneously express the view that they are so bound to behave (called *opinion juris*). This is broadly analogous to how constitutional conventions are created in domestic legal systems.

One of themes of our PIL course is how the law has evolved and adapted to a post 9/11 world.

## Level 6 Compulsory Module Descriptors

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The following module descriptors provide a brief outline of the compulsory modules and assessments at level 6.

### Equity and Trusts

Module Leader: Adam Doyle

Credits: 30

Pre-requisites: None

Overview: The aim of the course is to introduce the structure of a trust scheme and highlight the requirements for a trust to exist, both in this jurisdiction and in offshore 'tax havens'. We will also cover the duties placed upon trustees and what they exactly mean, and remedies when trustees act in breach of trust. Next, we will consider the special rules that apply to trusts arising by operation of law to respond to specific scenarios: first where trust property will 'result' or go back to the original owner, and secondly to respond to the intentions of the parties with regard to unmarried couples who have a family home. Finally, we will cover situations where Equity has modified the remedies available at Common Law and investigate when additional equitable remedies will be available.

### Land Law

Module Leader: Julie Harris and Christian Daly

Credits: 30

Pre-requisites: None

Overview: The aim of the Land Law module is to equip students with a comprehensive knowledge and understanding of the fundamental principles and concepts which underpin land law, alongside a detailed knowledge of key areas of substantive law within the discipline. In achieving this aim, the module explores

the different types of rights which can be held in land and how these are created and protected so as to be enforceable by and against subsequent owners of the land who were not parties to the original arrangement. Topics covered include: looking at what 'land' actually is in a legal context; the different estates and interests that can exist; the registered and unregistered land systems for protecting them; covenants, easements, leases, mortgages and beneficial interests behind trusts of land.

## **Level 6 Elective Module Descriptors**

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The following module descriptors provide a brief outline of the elective modules and assessments at level 6.

### **Company Law I**

#### ***Compulsory for the LLB (Hons) Business Law Programme***

Module Leader: Leyanda Cocks

Credits: 15

Pre-requisites: None

Overview: Company law is a challenging and rewarding area of study, drawing together principles from contract, tort and equity. In Company Law I, we examine the founding principles of company law starting with the twin doctrines of separate legal personality and limited liability. We will consider, in detail, the nature and composition of the company's constitution, the legal nature of shares, class rights, shareholder remedies and directors' duties.

### **Company Law II**

#### ***Compulsory for the LLB (Hons) Business Law Programme***

Module Leader: Leyanda Cocks

Credits: 15

Pre-requisites: Company Law I

Overview: Company Law II builds on the knowledge gained during Company Law I and focuses on particular issues within the corporate arena. In particular, the module will focus on corporate finance: the difference between debt and equity, the doctrine of capital maintenance, securities regulation and the prevention of insider dealing; corporate recovery; formal and informal methods of recovery and the consequences of insolvency; and corporate governance: both theoretical and practical responses to the problems associated with poor governance.

## **Intellectual Property Law I**

Module Leader: Jonathan Silverman

Credits: 15

Pre-requisites: None

Overview: This module develops students' knowledge of the general principles of a range of areas of substantive law relevant to intellectual property, focusing on copyright, registered trademarks, passing off and breach of confidence. During the study of this module, students will consider: the development and aims of copyright; copyright disputes, including infringement, defences and remedies; the requirements for trade mark registration; passing off in relation to trade marks; and breach of confidence largely in an employment context.

## **Intellectual Property Law II**

Module Leader: Jonathan Silverman

Credits: 15

Pre-requisites: Intellectual Property Law I

Overview: This module develops students' knowledge of the general principles of a range of areas of substantive law relevant to intellectual property and commerce, focusing on patents, designs and contemporary issues in IP generally. During the study of this

module, students will consider: the development and aims of patents; patent disputes, including infringement, defences and remedies; the requirements for registered and unregistered designs including the European context.

## **Property Tax**

Credits: 15

Pre-requisites: None

Overview: This module is a research module which is designed to introduce students to Property Tax law. Students will be expected to cover the basics of taxation - types of taxes and the principles of taxation. Students will then look at taxation issues which arise from holding and selling properties as an individual. Some of the areas students will have the opportunity to research will cover income tax, capital gains tax on disposal of a property, and the relevant exemptions, as well as the effect of inheritance tax. By the end of the course students should be aware of the most tax-efficient ways to buy, hold and sell property.

Assessments: 100% Coursework (3,500 words)

## **Legal Research and Analysis**

Credits: 30

Pre-requisites: None

Overview: The Research module provides students with the chance to study an area of law that they have not received instruction in. Students have to prepare a 20 minute presentation, with up to an additional 10 minutes for questions, to give to a panel of two tutors. The topic you study can be arrived at in two ways: 1. We have 15 set questions that you can choose (1) from; 2. Students can set their own title, subject to their being a member of BPP staff able to supervise it. You then benefit from one-on-one supervision, the ability to submit a written outline and finally a mock presentation, before the actual assessment.

Assessments: 100% oral (VIVA) presentation

## **The Law of Evidence**

Module Leader: David Chantry

Credits: 15

Pre-requisites: None

Overview: Why study the Law of Evidence? The law of evidence is of fundamental importance. It underpins the whole practice of all different types of law which are capable of leading to litigation. Evidence is information by which facts tend to be proved. This principle is not only crucial to disputes which result ultimately in a trial, but also to clear and common sense problem solving in all areas of legal practice.

## **Jurisprudence**

Module Leader: Nigam Nugehalli

Credits: 15

Co-requisites: English Legal System and Reasoning

Overview: At its most basic, Jurisprudence is the study of what makes a law different from any other type of social rule- why it possesses the binding quality it does, what occurs when it is broken, etc. On another level, jurisprudence is concerned with the search for a better legal system; so we spend a lot of time highlighting the mistakes that the law and lawyers themselves make and trying to identify the universal principle that we believe lies behind any given legal rule. In finding these principles, we can then seek to perfect the law itself.

**Note: You should refer to the VLE for details as to how each Module is assessed.**

## **LLB Assessment Regulations**

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**The LLB (Hons) Programme Assessment Regulations are as set out in the General Academic Regulations (GARs).**

They are available to all students on the VLE on the Academic Registry tab

### **Time-Limits for Completing the Programme**

Students must complete the programme within 6 years.

A student is deemed to complete the programme in accordance within the 6 year time limit if he or she has taken all relevant assessments within the relevant period, irrespective of the date of the meeting of the Examinations Board or the publication of results.

### **Other Regulations**

#### **BPP College General Academic Regulations and Joint Academic Stage Board Regulations**

These regulations are drafted and shall be interpreted in accordance with the General Academic Regulations. In the event of any conflict between these regulations and the General Academic Regulations the General Academic Regulations shall prevail. In the event of any conflict between the General Academic Regulations and the Joint Academic Stage Board regulations derogation from the General Academic Regulations will be approved.

Reference should also be made to the University's Manual of Policies and Procedures (MOPPs). These are also available on the VLE under the academic Registry tab.



## **Programme Regulations**

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### **Guide to the General Academic Regulations and College Policies**

BPP offers a number of diverse programmes of study, from the LLB and vocational law courses at the Law School to CMI qualifications run at the Business School. All of these programmes are governed by the General Academic Regulations (GAR). In addition, there are a number of College-wide Policies on key issues such as student discipline and complaints. Both the GAR and College Policies may be found on the Academic Registry section of Blackboard.

All students registered on all programmes at BPP are under constructive notice of all of these Regulations and Policies and are therefore bound by them. You should therefore aim to familiarise yourself with their contents as soon as possible after embarking upon the LLB. The Regulations cover a variety of matters, from the background to the awards given by BPP (e.g. the relevant level of the awards as regulated by the Quality Assurance Agency) to the procedures in place to ensure external verification of examinations and assessments.

All of these have some relevance to the LLB and should be reviewed by students on the programme. In particular, I would suggest that the following General Academic Regulations should be reviewed as a matter of priority, given their importance to the assessment process at BPP:

- Part H dealing with unfair practices;
- Part H dealing with examinations; and
- Part K dealing with examination and assessment verification and appeals.

Similarly, the following College Policies should be reviewed carefully given their importance to your overall experience at BPP:

- Student Discipline Code
- Student Complaints Code
- Learning Support Policy.

If you have any questions in relation to any of the matters contained within any of the GAR or College Policies, please contact a member of the Academic Registry staff. You can find contact details on the Academic Registry site on Blackboard.

## **Guide to the Unfair Practice Regulations**

**NB: Please note that the following is subject to amendment. You are advised to always consult the latest version available on the VLE under the Academic Registry tab.**

The Unfair Practice Regulations are set out as Part H of the General Academic Regulations in the Registry section of Blackboard. This Guide is designed as no more than a brief introduction to these Regulations and the main ways in which students can find themselves in contravention of them. To satisfy yourself that you have a complete grasp of our policy in this area you are advised to consult the full text of the Regulations as they appear under the Registry tab.

### **What are unfair practices?**

Regulation 11 contains a definition of an unfair practice. To summarise, it is essentially any act designed to secure a student an unfair advantage in an assessment. Such acts can be dealt with as either infringements or violations, depending upon the gravity of the act (see Regulations 11-16 for definitions). Factors which will be considered in classification of the act include its significance, the surrounding circumstances and the degree of intent.

### **Examples of unfair practices**

You can find examples of unfair practices at Regulation 17. The most common transgressions we find on the GDL are plagiarism (copying another's work without proper attribution); being in possession of prohibited materials in assessments; and collusion between students in assessments. Within these broad categories, there are a wide variety of transgressions – from inadvertent plagiarism (such as sloppy citation in an Independent Research Essay) to the deliberate concealment and use of non-permitted materials (such as revision notes) in examinations.

### **Procedures**

These are set out at Regulations 18 to 42. If you become the subject of an unfair practice allegation, you are advised to consult these procedures immediately. The Programme Leader will take initial charge of the case, following which a recommendation will be made to the Academic Registrar. At this point, the route taken will depend upon the classification of the unfair practice as either an infringement or a violation.

**Penalties**

The penalties which may be imposed upon the finding of an unfair practice vary according to its classification as either an infringement or a violation. The penalties for an infringement are set out in Regulation 25. The penalties for violations are set out in Regulation 37. These vary from a written warning on a student's file to failing the programme.

**Reporting to the professional bodies**

One of the consequences of a finding of unfair practice can be found in Regulation 42, which states '... BPP undertakes to report to that [professional] body any identified infringement or violation of the Unfair Practice Regulations'. This means that any breach of the Unfair Practice Regulations may lead to your being reported to either the Solicitors' Regulation Authority or the Bar Council – effectively terminating your legal career before it even begins.

**Appeals**

The procedures and policies relating to appeals are all set out in Regulations 43-65. Upon the determination of an unfair practice investigation and administration of any relevant penalties, students are advised to consult these Regulations to see if they have grounds for an appeal and, if so, how to proceed.

**Conclusion**

In the light of the gravity of the potential penalties for unfair practices, you are strongly advised to familiarise yourself with the Unfair Practice Regulations before your first substantive assessments in December. Given the consequences for your professional career of infringement, the risks from transgression far outweigh any conceivable benefits. Make sure you don't breach the Regulations!

**Guide to Examination Penalties**

**NB: Please note that the following is subject to amendment. You are advised to always consult the latest version available on the VLE under the Academic Registry tab.**

The College's policy on submission of late assessments is set out in the General Academic Regulations under Part I, Examinations and Assessments, at Regulation 10. The General Academic Regulations can be found in the Registry section of Blackboard. Late submission is not permitted unless a prior extension or deferral has been sought. Late submissions which have not been excused by a grant of a deferral or extension will be marked as Fail.

## **Guide to the Deferrals, Extensions, Fit to Sit Policy and Mitigating Circumstances procedure**

**NB: Please note that the following is subject to amendment. You are advised to always consult the latest version available on the VLE under the Academic Registry tab.**

### **Deferrals:**

It is strongly advised you discuss any intention to defer examinations or assessments with your programme leader prior to submitting the application.

#### *Overview:*

If you are unable to sit your exam due to illness or circumstances beyond your control, your programme leader or nominee may grant you a deferral for the examinations affected whereby **you will be expected to sit the assessments at the next available opportunity.**

#### *Process:*

If you wish to apply to defer an examination, you must submit a completed deferral application on the prescribed form to your Programme Leader in advance of or within 10 working days of the date of the relevant examination. In the event you wish to apply to defer an assessment that is examined by way of submitted written work completed over a specific period of time, you can only defer up to, but not after, the point the assessment papers have been released.

Your Programme Leader or nominee only has discretion to grant or reject your deferral application. You will be notified of the outcome of your application by your programme leader or nominee.

#### *Outcome:*

If your deferral application is granted you will be scheduled to attempt your examinations or assessment at the next available sit of the relevant assessment/s. It is your responsibility to ensure you are aware of when you are next scheduled to attempt the assessment or examination.

If your deferral application is rejected you will be expected to sit the assessment as originally scheduled.

Deferral applications will be considered for circumstances including, but not limited to; illness of a student, death or serious illness of a member of immediate family, victim of crime, religious observance conflict.

Further reading: (MOPPs/Part H/ Section 3)

### **Extensions:**

Extensions are only applicable to assessments that are examined by way of submitted written coursework. If you do not submit your assessments by the required deadline, you will be given a mark of zero.

#### *Process:*

If you are affected by circumstances which mean you are unable to meet an original deadline for submission of work, you should contact your Programme Leader or nominee immediately to discuss and request an extension of time. Extensions are granted at a Programme Leader or nominee's discretion after considering individual circumstances which may have affected your ability to complete or submit the assessment within the deadline.

You should always ask for an extension before the required deadline for submission.

**You should note that extensions are only granted for a maximum of three days.**

#### *Outcome:*

If your extension is granted, your Programme Leader or nominee will inform you of your new deadline.

If you have had extenuating circumstances and you fail to submit your work by the deadline without an agreed extension, you must refer to the guidelines on submitting a Mitigating Circumstances application.

Further reading: (MoPPs/part H/Section 4)

### **FIT TO SIT POLICY – IMPORTANT**

It is important to note that all programmes of study at BPP University College operate a 'Fit to Sit' policy. This means that when you attempt an examination or assessment, you consider yourself well enough to give full account of your academic ability and that you are not aware of any mitigating circumstance that may prevent you from doing so.

Under the above policy, any student who signs the 'fit to sit' form and attempts an assessment is presumed capable of making a rational decision and believes that they are 'fit-to-sit' that assessment. If you are aware of any mitigating circumstances that may prevent you performing to your best ability in the assessment:

- a) Do not sign the fit-to-sit form and do not attempt the assessment
- b) Notify the BPP invigilator at the venue
- c) Obtain medical and/or independent evidence in support of your mitigating circumstance

d) Submit an application for mitigating circumstances with your evidence within 10 working days of this assessment, or hand in date for the assessment.

If you are affected by mitigating circumstances during the assessment, but were not aware of these circumstances prior to signing the fit-to-sit form, you should follow steps b-d as above.

### **Ongoing or chronic medical conditions**

Pre-existing or chronic conditions are not normally considered as valid mitigating circumstances in themselves since these are known of beforehand and can be addressed by means of a learning support agreement or special arrangements, including enhanced pastoral support. The onus is on students to disclose in advance of examinations or assessments any ongoing conditions they feel may impact on their performance and take the appropriate course of action. If a student submits an application for a concession based on ongoing or chronic conditions they will need to demonstrate that the circumstance that affected them in an assessment went above and beyond what is normally experienced.

### **Mitigating Circumstances**

*Mitigating Circumstances applications should only be made when there are unforeseeable and unavoidable circumstances that may have significantly impacted on your performance in an assessment. If you did not take the assessment, please refer to the guidance on Deferrals.*

Mitigating Circumstances applications need to be received within 10 working days of the date the examination took place or the date of hand-in for 'take home' assessments. Applications received outside of the prescribed 10 working days will only be reviewed if there is a valid reason, supported by evidence if applicable, for not complying with the timeframe. **It is important to note that where an application is being made late (after the 10 day timeframe), you will need to fully address the reasons for lateness in your application. If the Mitigating Circumstances Panel is not satisfied that you were unable to comply with the 10 day timeframe, your application will not be considered.**

Attempting the exam does not preclude you from submitting an application if you were taken ill after the assessment had commenced. In such cases you should bring this to the attention of the invigilator who will record this on their report. An application can only be granted by the Mitigating Circumstances Panel. Should the application be allowed the assessment attempt will be voided and you will be permitted to sit the assessment at the next available sitting.

Further details and forms for these applications can be found on the VLE under the Academic Registry Tab.

## **Pastoral Support**

All LLB students are allocated a Personal Tutor who remains in this role throughout their time on the LLB programme. You will be allocated a Personal Tutor during Induction Week. This tutor should be the first port of call for guidance, support and advice. Exemption or transfer students' personal tutor is John Herrmann.

### **The Role of the Personal Tutor**

The core elements of the Personal Tutor's role are to:

- Provide the first line of enquiry for the student concerning any aspect of your academic experience;
- Provide general academic support and assist you with your academic development;
- To provide advice about the course, such as (but not limited to) module selection, the credit system, deferring assessments, extensions of time to complete assessments;
- To identify any problems and initiate action where a general lack of progress is indicated;
- Point you towards other sources of more specified support e.g. academic, professional and pastoral;
- Write references, both employment/academic.

### **Responsibilities of Students**

It is expected that you will:

- Attend arranged meetings with your Personal tutor;
- Make contact with your Personal tutor at the beginning of each Semester and prior to making module choices;
- Be aware of the support provided centrally through Learning Support, Student Support, Student Advisors, Examinations Department and Careers;
- Familiarise yourselves with the contents of the University College Handbook;
- Familiarise yourselves with the General Academic Regulations (GAR's), MOPPs and the LLB Programme Handbook.

### **Progress and Review Meetings (PRMs) with your Personal Tutor**

All students are invited to attend a PRM with their personal tutors at the commencement of each semester and following the release of assessment results. It is important that you attend these meetings.

**Confidentiality**

All personal tutors have a duty of confidentiality to their tutees. However, it should be noted that not everything is automatically confidential. There are certain circumstances in which tutors should disclose information. These include, but are not necessarily limited to;

- If questioned by the police regarding a criminal offence alleged against the student;
- If a student may be at risk of harming themselves or others;
- Breaking College rules.

**The Role of Student Advisors**

Student Advisors can offer advice and information on the following

- Academic processes
- Accommodation and housing
- Counselling services
- Finance
- Hardship fund
- International student support
- Local area information
- Learning support
- Local faith/prayer services
- Registering with doctors and dentists
- Travel and transport
- Welfare

And all other practical issues students face including the handing in and handing out of academic materials.

Student Advisors can be contacted at [advice@bpp.com](mailto:advice@bpp.com)

**International Student Advisors**

They are able to provide advice on a wide range of issues including:

- Preparing to arrive in the UK
- Orientation e.g. culture shock, understanding British culture



- Funding
- Supporting your Family
- Immigration e.g. Tier 4 visas, Schengen visas and Police Registration
- Supporting tutors with students struggling to settle in

The international Student Advisors can be contacted at [internationaladvice@bpp.com](mailto:internationaladvice@bpp.com)

## **Additional Learning Support**

BPP Law School welcomes students with disabilities, dyslexia, visual or hearing impairments, mobility difficulties, mental health issues, epilepsy, or other specific learning difficulties.

The Learning Support Department aims to provide a flexible service that is tailored to your individual needs. If you are a prospective student, or a student who has already accepted a place on the LLB Programmes, who has a disability or a specific learning need, please contact the Learning Support Department in order to arrange an appointment at [learningsupport@bpp.com](mailto:learningsupport@bpp.com). Discussions with the Learning Support Department are strictly confidential.

The Learning Support Department can put in place arrangements such as (but not limited to) extra time for unseen timed assessments and examinations, an amanuensis or scribe, enlarged font examination papers, use of a word processor to type up answers. Other support may be available such as (but not limited to) the provision materials in electronic format (for use with Jaws software) extended library loans and additional print credits. Any arrangement will require supporting up to date medical evidence.

If you are dyslexic or have other specific learning difficulties you will need to have an up to date assessment report from a specialist teacher or an educational psychologist. This report is needed in order to apply for Disabled Students' Allowance. We would encourage you to contact the Learning Support Department to discuss your support requirements.

If you think you might have a specific learning difficulty but have never been assessed then you may wish to look at the Adult Dyslexia Checklist that is available on the British Dyslexia Association website ([www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)).

Similarly, if you have a disability or a long term condition that has an impact on your day to day life and therefore on your studies, please make an appointment to discuss the services which may be available to you.

**It is important that requests for additional learning support are made at the earliest opportunity. It may not be possible to make adjustments that are requested at very short notice.**

Contact Learning Support at [learningsupport@bpp.com](mailto:learningsupport@bpp.com)

## Academic References

Prospective employers generally require applicants to provide the names of two academic referees who will write in support of their application. It is normal practice for personal tutors to act as one of the referees. Even if your personal tutor has not taught you (or done so recently), he or she will have access to your personal file which contains reports on your progress from your subject tutors. It is courteous and expected that students ask whether the member of academic staff they wish to name as a referee is prepared to act before completing the application.

## Taking Responsibility for your Learning

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You are responsible for managing your work. Lectures and tutorials in each subject will provide a framework for your studies. Your own private study, by yourself or working with friends, is the key to success. You may like to consider setting up an informal study group with two or three other students to help each other get to grips with topics ahead of tutorial.

## Attendance

Under the General Academic Regulations, you are required to attend BPP and engage in the learning, teaching and assessment activities for your programme. For undergraduate students in the Law School, this means:

- Attending / viewing lectures online
- Preparing for, attending and participating in all tutorials (and seminars where applicable) whether face-to-face or online. Tutors keep a record of attendance / online completion and make an end of term report on your contributions to discussions. If you fail to attend / complete tutorials without satisfactory explanation, this will be noticed.
- Submitting written assignments to your subject tutors on the due date.

**You should note that references often require details of a student's attendance patterns. Tutors will provide such details.**

If you have to miss a tutorial, you must write to or email the relevant subject tutor to apologise and give an explanation. If you know that you will be unable to attend a tutorial on a particular day (e.g. because of a medical appointment), it may be possible to attend another tutorial. You should not assume that this will be possible, but ask the tutor concerned.

If you miss two consecutive tutorials in a subject, or have a pattern of absences in a subject, this will be seen as a significant problem. Please pre-empt the problem by

ensuring you contact the relevant subject tutors and your personal tutor to explain why you are absent.

If you encounter very serious problems which make it difficult for you to attend and participate in the programme, be aware that it may be possible for you to be given permission to interrupt your studies.

**Attendance is mandatory at all tutorials and seminars.**

## Appendix 1 – Staff Contacts

First Name	Surname	Email	Location	Initials
Tom	Bennett	<a href="mailto:thomasbennett@bpp.com">thomasbennett@bpp.com</a>	Waterloo	TB
Alison	Blair	<a href="mailto:alisonblair@bpp.com">alisonblair@bpp.com</a>	Waterloo	AB
Florence	Brocklesby	<a href="mailto:florencebrocklesby@bpp.com">florencebrocklesby@bpp.com</a>	Waterloo	FB
Jane	Butler	<a href="mailto:janebutler@bpp.com">janebutler@bpp.com</a>	Leeds	JB
Stephen	Bunbury	<a href="mailto:stephenbunbury@bpp.com">stephenbunbury@bpp.com</a>	London	SB
John	Clifford	<a href="mailto:johnclifford@bpp.com">johnclifford@bpp.com</a>	Waterloo	JC
Leyanda	Cocks	<a href="mailto:leyandacocks@bpp.com">leyandacocks@bpp.com</a>	Waterloo	LC
Caroline	Collins	<a href="mailto:carolinecollins@bpp.com">carolinecollins@bpp.com</a>	Waterloo	CC
Christian	Daly	<a href="mailto:christiandaly@bpp.com">christiandaly@bpp.com</a>	Waterloo	CD
Julian	Davies	<a href="mailto:juliandavies@bpp.com">juliandavies@bpp.com</a>	Waterloo	JD
Paula	Davies	<a href="mailto:pauladavies@bpp.com">pauladavies@bpp.com</a>	Waterloo	PD
Loredana	Delgrosso	<a href="mailto:loredanadelgrosso@bpp.com">loredanadelgrosso@bpp.com</a>	Waterloo	LD
Sokratis	Dinos	<a href="mailto:sokratisdinos@bpp.com">sokratisdinos@bpp.com</a>	Holborn	SD
Louise	Dobrin	<a href="mailto:louisedobrin@bpp.com">louisedobrin@bpp.com</a>	Waterloo	LD
Adam	Doyle	<a href="mailto:adamdoyle@bpp.com">adamdoyle@bpp.com</a>	Waterloo	AD
Fiona	Dymond	<a href="mailto:fionadymond@bpp.com">fionadymond@bpp.com</a>	Waterloo	FD
Ann	Evans	<a href="mailto:annevans@bpp.com">annevans@bpp.com</a>	Manchester	AE
Angela	Fahy	<a href="mailto:angelifahy@bpp.com">angelifahy@bpp.com</a>	Leeds	AF
Jenny	Gibbons	<a href="mailto:jennygibbons@bpp.com">jennygibbons@bpp.com</a>	Leeds	JG
Clare	Grant	<a href="mailto:claregrant@bpp.com">claregrant@bpp.com</a>	Leeds	CG
John	Herrmann	<a href="mailto:johnherrmann@bpp.com">johnherrmann@bpp.com</a>	Waterloo	JH
Sarah	Henderson	<a href="mailto:sarahhenderson@bpp.com">sarahhenderson@bpp.com</a>	Waterloo	SH
Mark	Higgins	<a href="mailto:markhiggins@bpp.com">markhiggins@bpp.com</a>	Waterloo	MH
Chris	Howard	<a href="mailto:chrishoward@bpp.com">chrishoward@bpp.com</a>	Waterloo	CH
Caroline	Hoyle	<a href="mailto:carolinehoyle@bpp.com">carolinehoyle@bpp.com</a>	Manchester	CAH
Bruce	Humphrey	<a href="mailto:brucehumphrey@bpp.com">brucehumphrey@bpp.com</a>	Manchester	BH
Neil	Hurden	<a href="mailto:neilhurden@bpp.com">neilhurden@bpp.com</a>	Manchester	NH
Angela	Jouanneau	<a href="mailto:angelajouanneau@bpp.com">angelajouanneau@bpp.com</a>	Waterloo	AJ
Leena	Kapoor	<a href="mailto:leenakapoor@bpp.com">leenakapoor@bpp.com</a>	Manchester	LK
Amel	Ketani	<a href="mailto:amelketani@bpp.com">amelketani@bpp.com</a>	Waterloo	AK
Liz	Kirkbride	<a href="mailto:lizkirkbride@bpp.com">lizkirkbride@bpp.com</a>	Waterloo	LK
Alex	Lawson	<a href="mailto:alexlawson@bpp.com">alexlawson@bpp.com</a>	Waterloo	AL
Wenying	Li	<a href="mailto:wenyingli@bpp.com">wenyingli@bpp.com</a>	Waterloo	WL
Joyce	Li	<a href="mailto:joyceli@bpp.com">joyceli@bpp.com</a>	Waterloo	JL
Jan	Maltby	<a href="mailto:janmaltby@bpp.com">janmaltby@bpp.com</a>	Leeds	JM
Katharine	Matherson	<a href="mailto:katherinematherson@bpp.com">katherinematherson@bpp.com</a>	Waterloo	KM
Chris	Monaghan	<a href="mailto:chrismonaghan@bpp.com">chrismonaghan@bpp.com</a>	Waterloo	CM
Peggy	Morrison	<a href="mailto:peggymorrison@bpp.com">peggymorrison@bpp.com</a>	Waterloo	PM
Nigam	Nuggehalli	<a href="mailto:nigamnuggehalli@bpp.com">nigamnuggehalli@bpp.com</a>	Holborn	NN
Suzanne	Oswald	<a href="mailto:suzanneoswald@bpp.com">suzanneoswald@bpp.com</a>	Manchester	SO

Rachel	Pierse	See VLE	Freelancer	RP
Yasmin	Pitter	<a href="mailto:yasminpitter@bpp.com">yasminpitter@bpp.com</a>	Leeds	YP
Liz	Polding	<a href="mailto:lizpolding@bpp.com">lizpolding@bpp.com</a>	Bristol	LP
Rachel	Peirse	<a href="mailto:rachelpeirse@bpp.com">rachelpeirse@bpp.com</a>	Waterloo	RP
Glenn	Robinson	<a href="mailto:glennrobinson@bpp.com">glennrobinson@bpp.com</a>	Waterloo	GR
Liz	Roddis	<a href="mailto:lizroddis@bpp.com">lizroddis@bpp.com</a>	Birmingham	LR
Hannah	Saunders	<a href="mailto:hannahsaunders@bpp.com">hannahsaunders@bpp.com</a>	Cambridge	HS
Karl	Sharp	<a href="mailto:karlsharp@bpp.com">karlsharp@bpp.com</a>	Waterloo	KS
Chloe	Sheppick	<a href="mailto:chloesheppick@bpp.com">chloesheppick@bpp.com</a>	Waterloo	CS
Catherine	Shepherd	<a href="mailto:catherineshepherd@bpp.com">catherineshepherd@bpp.com</a>	Waterloo	CSH
Kate	Smith	<a href="mailto:katesmith@bpp.com">katesmith@bpp.com</a>	Waterloo	KSM
Melanie	Stone	<a href="mailto:melaniestone@bpp.com">melaniestone@bpp.com</a>	Waterloo	MS
Susanne	Tayfoor	<a href="mailto:susannetayfoor@bpp.com">susannetayfoor@bpp.com</a>	Waterloo	ST
Trish	Tomkyns	<a href="mailto:trishtomkyns@bpp.com">trishtomkyns@bpp.com</a>	Waterloo	TT
Alison	Tinker	<a href="mailto:alisontinker@bpp.com">alisontinker@bpp.com</a>	Waterloo	AT
Jonathan	Finn	<a href="mailto:jonathanfinn@bpp.com">jonathanfinn@bpp.com</a>	Birmingham	JF
Debbie	Yu	<a href="mailto:debbieyu@bpp.com">debbieyu@bpp.com</a>	Waterloo	DY

## Appendix 2 - Other Contacts

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Nature of Query	Contact	Email Address
General Advice	Student Advisors	<a href="mailto:advice@bpp.com">advice@bpp.com</a>
General Advice for International Students	International Office <a href="mailto:internationaladvice@bpp.com">internationaladvice@bpp.com</a>	Tel: 08000727135
Visa Advice	International Advice Office	<a href="mailto:studyvisas@bpp.com">studyvisas@bpp.com</a>
Application	Admissions	<a href="mailto:Admissions@bpp.com">Admissions@bpp.com</a>
Change of Module/Group Tutor		Contact your Personal
Change of Personal Details	Student Records	<a href="mailto:StudentRecords@bpp.com">StudentRecords@bpp.com</a>
Mitigating Circumstances	Office of Regulation and Compliance	<a href="mailto:orc@bpp.com">orc@bpp.com</a>
Extensions & Deferrals	Contact your Personal Tutor or the Senior Personal Tutor	Your PT email address
Interruption of Studies	Student Advisor	<a href="mailto:advice@bpp.com">advice@bpp.com</a>
Learning Support	Learning Support Dept	<a href="mailto:learningsupport@bpp.com">learningsupport@bpp.com</a>
Assessment Results	Examination Dept	<a href="mailto:examinations@bpp.com">examinations@bpp.com</a>

Academic Progress	Personal Tutor	Your PT email address
Overseas Assessments	Examinations Dept	<a href="mailto:Examinations@bpp.com">Examinations@bpp.com</a>
Fees	Student Finance	<a href="mailto:StudentFinance@bpp.com">StudentFinance@bpp.com</a>
IT Difficulties	IT Support	<a href="mailto:bpptac@bpp.com">bpptac@bpp.com</a>
		Tel: 03301000706

### Appendix 3 – Course Abbreviations

AC	Academic Council
BSB	Bar Standards Board
CPD	Continuing Professional Development
DoP	Director of Programmes
ETC	Education and Training Committee
EE	External Examiner
GARs	General Academic Regulations
IOS	Interruption of Studies
LIS	Library Information Services
MOPPs	Manual of Policies and Procedures
ML	Module Leader
OLL	Online Learning
PRM	Progress and Review Meetings
PL	Programme Leader
QLD	Qualifying Law Degree
QAA	Quality Assurance Agency
SPT	Senior Personal Tutor
SSLC	Staff Student Liaison Committee
SRA	Solicitors Regulation Authority
VLE	Virtual Learning Environment

### Timetable Abbreviations

Cons	Consolidation
Lect	Lecture

LT	Lecture Theatre
Rm	Room 4.2 refers to the 4 <sup>th</sup> Floor, Room 2
Sem	Seminar
Tut	Tutorial
Wk 1	Week 1
Wk 2	Week 2

### **Subject Abbreviations**

CONS	Consumer
CAL	Constitutional & Administrative Law
CONT	Contract
CO 1	Company law 1
CO 2	Company Law 2
EMP 1	Employment Law 1
EMP 2	Employment Law 2
EV	Evidence
EU	European law
ECP	Extra Credit Project
E&T	Equity & Trusts Law
ELSR	English Legal System and Reasoning
FAM	Family Law
IBL	Introduction to business law
IP 1	Intellectual Property 1
IP 2	Intellectual Property 2
JURIS	Jurisprudence
L	Land Law
L&T	Landlord and Tenant
LAC	Law of Armed Conflict
LITC	Law of International Trade and Commerce
LS	Legal Skills
MEDL	Medical Law 1
PIL	Public International Law
T	Tort law