MODULE SPECIFICATION

1. **Title of the module**
   Client Management

2. **School or partner institution which will be responsible for management of the module**
   Pearson College London

3. **The level of the module**
   Level 6

4. **The number of credits and the ECTS value which the module represents**
   15 credits (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   The module will always be taught in the second term of a student's studies at level 6 (stage 3) (whether or not they start in September or January).

6. **Prerequisite and co-requisite modules**
   Prerequisites - none
   Co-requisites - none

7. **The programmes of study to which the module contributes**
   Certificate of Higher Education

   Diploma of Higher Education

   LLB (Honours)

   LLB Law with Accountancy

   LLB Law with Business Management

   MLaw Legal Professional Practice (Exempting)

8. **The intended subject specific learning outcomes**
   On successful completion of this module, students should be able to demonstrate:

   Subject Specific Knowledge and Skills

   1. A knowledge and critical understanding of the principles, practices and techniques that underpin effective performance in this area, particularly interviewing and advising, including key skills and applicable rules / formalities in each area.

   2. An ability to critically analyse a complex factual matrix, identifying the strengths and weaknesses of different parties' positions, and to propose appropriate courses of action in the light of this analysis, with due attention to the rules of professional conduct.

3. An ability to identify the client's objectives and different means of achieving those objectives, alongside an awareness of their financial, commercial and personal priorities and constraints and the costs, benefits and risks associated with different courses of action.

4. An ability to act honestly and with integrity, in accordance with legal and regulatory requirements and the SRA Handbook and Code of Conduct, when interviewing and advising.

5. An ability to competently prepare for and conduct a client interview and give practical legal advice tailored to the client's needs.

6. An ability to obtain relevant facts in a legal problem scenario through the effective use of questioning and active listening.

7. An understanding of the commercial, organisational and financial context in which they work and their role in it.

8. An ability to manage available resources and use them efficiently.

General Transferable Skills

1. An ability to communicate effectively and persuasively both orally and in writing, selecting and tailoring the communication form and style to suit the purpose of the communication and needs of different recipients from different cultures and backgrounds.

2. An ability to establish and maintain effective and professional relations with clients.

9. A synopsis of the curriculum

The aim of the module is to equip students with the skills necessary to carry out an effective interview and to offer appropriate advice. The module content will involve a series of interview role plays based on a number of different areas of law which the students will already have covered on the programme (e.g. personal injury and family law).

Outline syllabus:

In the course of studying this module, students will cover the following key areas:

Element 1: Interviewing

How to:

1. choose an appropriate way to obtain relevant information;
2. plan, prepare for and identify the objectives of an interview;
3. understand how to conduct an effective interview that elicits the relevant information, allows the client to explain any concerns, anticipates the client's questions and has clear outcomes;
4. listen actively and use appropriate questioning techniques; and
5. establish a professional relationship.

Element 2: Advising

How to:

1. advise the client, taking into account the client's objectives, priorities and constraints and addressing all relevant factual, practical and legal issues;

1. identify possible courses of action, the legal and non-legal consequences of a course of action (including the costs, benefits and risks) and assist the client in reaching a decision;
2. identify any further decisions to be made or steps to be taken and manage the client's expectations including likely outcomes and timescales;
3. accurately record an interview, advice given orally, decisions made by the client and follow-up steps and, where appropriate, confirm instructions in each case in writing; and
4. identify the circumstances in which to take instructions or seek advice from a supervising solicitor.

Key Skills developed include:

- Drafting
- Writing
- Interviewing & Advising
- Practical legal research
- Communication and Literacy
- File management
- Negotiation
- Numeracy
- Teamwork
- Managing and Developing Self
- Managing tasks and solving problems
- Computing and IT Skills

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10. Reading List

All textbooks and practitioner materials will be updated annually. Textbooks will be held in the latest edition and older editions will be withdrawn.

	• **Title, author, publisher**
Core Text	• Skills for Lawyers, Elkington, A et al, Legal Practice Guides
Essential Reading	• SRA Code of Conduct [Online] http://www.sra.org.uk/solicitors/handbook/code/content.page Solicitors Regulation Authority
Recommended Reading	• Lawyers' Skills, Webb, J et al, OUP • Foundations for the LPC, Firth, C et al, Legal Practices Guides

11. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

Learning and teaching takes place through four key activities. These provide a blend of technical skills training, guided tasks assisting in self-directed research and study, practical and oral application, and consolidation. Conceptually, the aim of the learning and teaching method is to mirror as closely as possible a trainee's experience in a law firm.

Part A – Technical skills training

The trainee is briefed in detail on the relevant legal area (this can take the form of a recorded webinar/recorded lecture etc.).

Part B – Self-directed research/Guided tasks

The supervising partner will guide the trainee via memoranda, e-mails and/or recorded voicemails into the relevant areas that need to be researched. This may include reading articles, cases, practitioner texts, preparing, drafting and preparing for oral and written submissions.

In particular, the trainee is briefed in detail on the relevant legal area with an advanced memorandum from their supervising partner outlining the nature of the issue. The trainee will be expected to engage in preparatory research to gain an understanding of the relevant law, practice and procedure and to familiarise themselves with their role.

Part C – Seminar

The trainee will demonstrate and show an understanding of the principles and techniques of the skills of interviewing and advising through a series of role play activities and write-up tasks.

Trainees will be split into small groups and will rotate the roles of trainee solicitor, client and observer during the seminar sessions. The rotation process provides the trainee with the opportunity to view the mechanics of the interviewing process from all perspectives and engage in the reflective feedback process. The interview role play will be observed and formatively assessed by both the tutor and the observer. Following the role play, the group will debrief the trainee's performance via a review of the interview. Constructive peer lead feedback will be given by the observer and the tutor. The feedback process will enable all members of the group to reflect and improve as they progress.

Section D – Consolidation

This may be in the form of independent reflection and practise / online student discussion forum / associated tutor dialogue (e.g. via email) as students absorb the issues raised in the briefings and seminars through the consolidation process.

The trainee will be required to engage in a post interview writing exercise by way of an attendance note or memorandum to the supervising partner, which they will submit to their respective tutor.

The module will aim to ensure the student has all of the applicable practical experience of successfully delivering an effective interview, including the drafting and amending of relevant documentation at each stage of the module.

Activity	Notional Hours of Study
Technical skills training	10
Self-directed research / guided tasks	100 (includes preparation and completion of assessments)
Seminars	20
Consolidation	20
Total	150

12. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

This module will be assessed in two parts comprising:

Part A – Interview role play (1 hour) (60%);

Part B – Attendance note (confirming instructions and advice) (1 hour) (40%)).

The pass mark for the module is 50%. In part A, actors will play the role of clients, using high quality scripts and scenarios which seek to replicate interviews in practice. The attendance note in Part B will need to be written in invigilated conditions immediately following Part A. In order to successfully complete the module, students will be required to obtain a minimum pass mark of 50% in both Parts A and B.

Rationale

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This methodology reflects two key objectives: firstly, and most importantly, to assess that the learning outcomes set out above have been achieved by the students. Secondly, to align our assessment regime with that proposed by the Solicitors Regulation Authority for the new Solicitors Qualifying Exam.

According to the SRA's recent consultation paper, "The skill areas of interviewing and advising, advocacy and negotiation will be assessed through practical role plays with standardised clients. The role plays will simulate, through high quality scripts and scenarios, the core activities of the".[1]

This approach is in line with that already utilised on both the LPC and BPTC for assessing these skills.

13. Map of Module Learning Outcomes to Learning and Teaching Methods and methods of Assessment

Module learning outcome		*SS1*	*SS 2*	*SS3*	*SS4*	*SS5*	*SS6*	*SS7*	*SS8*	*GTS 1*	*GTS 2*
Learning/ teaching method	**Hours allocate**										
Technical skills training	10	X		X	X		X	X	X		
Self-directed research / guided tasks	100	X	X	X	X	X	X	X	X	X	X
Seminar	20	X	X	X	X	X	X	X	X	X	X
Consolidation	20	X		X			X				
Assessment method											
Interview role play		X	X	X	X	X	X	X	X	X	X
Attendance note		X	X		X	X			X	X	

[1] Consultation, Training for Tomorrow: assessing competence 7 December 2015 at page 59, available at: http://www.sra.org.uk/sra/consultations/t4t-assessing-competence.page#download

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14. The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner's disability/dyslexia student support service, and specialist support will be provided where needed.

1. **Centre where module will be delivered:**

   Pearson College London

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

2. **Partner College/Validated Institution:**

   Pearson Business School, part of Pearson College

3. **University School responsible for the programme:**

   Kent Law School

FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)