

MODULE SPECIFICATION

1. **Title of the module**
English Legal System I
2. **School or partner institution which will be responsible for management of the module**
Pearson Business School
3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
Level 4
4. **The number of credits and the ECTS value which the module represents**
15 (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 first term of a student's studies (whether or not they start in September or January)
6. **Prerequisite and co-requisite modules**
N/A
7. **The programmes of study to which the module contributes**
Certificate of Higher Education

Diploma of Higher Education

LLB (Honours)

LLB Law with Accounting

LLB Law with Business

MLaw (Integrated Masters) Professional Legal Practice
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to demonstrate:

Subject Specific Knowledge and Skills

1. An understanding of what is involved in legal study, including research, preparation, assessment, reflection and the basic distinction between study of the civil and criminal law.
2. A knowledge and understanding of the main features and ideas involved in the English legal system – including its key doctrines and principles; sources; and concepts, values, principles and rules.
3. A knowledge and understanding of the relevant social, economic, political, historical, philosophical, ethical, cultural and environmental contexts in which law operates;

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4. An ability to analyse cases and statutes, and apply the results to practical legal problems - extracting, explaining and summarising key information from these complex materials.
5. An ability to construct and present a reasoned legal argument, exercising judgment informed by evaluation and analysis of relevant data.
6. An ability to use legal terminology correctly and utilise accepted methods of referencing and citation.

General Transferable Skills

1. An ability to use the English language accurately and reliably.
2. An ability to communicate the results of their study/work accurately and reliably, with structured and coherent arguments, both orally and in writing.
3. An ability to work effectively in teams, establishing and maintaining effective and professional relations with other people

9. A synopsis of the curriculum

This module aims to introduce students to legal study and to the English Legal System. Students will learn how to prepare for contact sessions and assessments and how to read the law, with particular emphasis on analysing cases and interpreting statutes. The module also aims to place the law in its historical context for students, and to develop in them an awareness of the broader social context in which it operates, and the philosophy and values which underpin it.

Outline Syllabus

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

1. Studying law – including: an introduction to legal research; how to read the law; lecture and seminar preparation; assessment preparation; answering problem questions; answering essay questions; the division between civil and criminal law; and general study skills.
2. Sources of law – including: historical background (including: social, economic; political, historical, philosophical, ethical; cultural and environmental factors which have shaped the law's development; case and statute law; delegated legislation; European Law; custom; equity; treaties; and law reform.
3. Case analysis and statutory interpretation – theory and practice.
4. Legal ethics, including: jurisprudence; law and morality; and law and justice.

General study skills in this context will include the following: getting organised for study and general time management; sources of information and different styles of writing appropriate for different contexts; effective reading and critical thinking; note-taking and preparation for written work (long and short form); academic referencing conventions; and how to optimise the value of feedback.

10. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

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

	<ul style="list-style-type: none"> • Title, author, publisher
Core Text	<ul style="list-style-type: none"> • English Legal System, Elliott, C & Quinn, F., Pearson
Recommended Reading	<ul style="list-style-type: none"> • The English Legal System, Slapper, G, Routledge • How to write better law essays, Foster, Steve, Pearson • The Longman Dictionary of Law, Richards & Curon, Pearson

11. Learning and Teaching methods

This module will be taught by means of a 1 hour lecture and 2 hour seminar for ten weeks.

The lecture is designed to provide an overall context and explanation of the particular topic, drawing out links to past and future areas of study. Lectures may be viewed live or online. Students may ask questions, in real time if attending live or via electronic means if listening and watching online. It is envisaged that students will have completed introductory reading prior to experiencing the lecture.

The seminar is the forum in which students will typically contextualise their independent reading and study, alongside their learning from the lecture, in the context of realistic problem scenarios requiring the application of relevant law to factual disputes. Tutors will use a variety of techniques and pedagogic approaches in seminar delivery, including: tutor led discussion; group / team work; targeted and open questions; moots; debates; presentations (individual and group).

Activity	Notional Hours of Study
Lectures	12 (10+2 revision lectures)
Independent lecture preparation	20
Seminars	20
Independent seminar preparation	50
Group preparation (including use of online discussion forum)	10
Assessment preparation and completion	38 (35 + 3 CBT and exam)
Total	150

12. Assessment methods

This module will be assessed in two parts comprising:

Part A - objective testing of 1.5 hours duration (50%);

Part B – group presentation, with individual mark (40% individual; 10% group).

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Since the learning outcomes tested by each part overlap (see further detail below) an overall pass of 40% will be sufficient to pass the assessment.

Rationale

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, this assessment will use "Objective testing" to assess "Functioning legal knowledge", with the former defined as requiring "... a candidate to choose or provide a response to questions whose correct answer is predetermined. This might include multiple choice questions, matching questions, assertion/ reason questions or single best answer." They further state that "All assessments will be computer-based and will take place in timed conditions at secure assessment centres."¹

It is clear that the SRA does not intend objective testing to be a matter of mere recall, noting that the aim is to assess "candidates' ability to draw on sufficient knowledge to practise effectively" and "the application of knowledge and legal processes...Questions will require candidates to identify relevant legal principles and apply them to factual issues to produce a solution which addresses a client's needs."²

The proposed assessment methodology, combining objective testing with a group presentation, we feel will combine an assessment of the outcomes of the SQE test with the broader skills outcomes for the module, particularly the ability to work in teams.

13. *Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 12)*

Module learning outcome		SS1	SS2	SS3	SS4	SS5	SS6	TS1	TS2	TS3
Learning/teaching method	Hours allocated									
Private Study	108	X	X	X	X	X	X	X	X	
Group Study	10				X	X			X	X

¹ Consultation, Training for Tomorrow: assessing competence 7 December 2015 at page 58, available at: <http://www.sra.org.uk/sra/consultations/t4t-assessing-competence.page#download>

² Ibid.

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Lecture	12	X	X	X	X	X	X			
Seminar	20	X	X	X	X	X	X	X	X	X
Assessment method										
<i>Objective testing (in exam conditions)</i>		X	X	X	X		X			
<i>Group presentation</i>		X	X	X	X	X	X	X	X	X

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.**

15. **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.

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

Pearson Business School, part of Pearson College

17. **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.

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