



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Advocacy Skills				
Module Code	UJTX3-0-M	Level	M	Version	3
UWE Credit Rating	0	ECTS Credit Rating	0	WBL module?	No
Owning Faculty	Business and Law	Field	Law Non-Modular		
Department	Law: BILP	Module Type	Professional Practice		
Contributes towards	Post Graduate Diploma in Legal Practice Masters in Advanced Legal Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	2008	Valid from	2008		
Revision CAP Approval Date	1 June 2016	Revised with effect from	September 2016		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <p>Understand the ethics, etiquette and conventions of advocacy.</p> <p>Analyse the facts, law, strengths and weaknesses of a case.</p> <p>Present a coherent submission that is structured, relevant, concise, persuasive and consistent with the client's goals and best interests and the rules of professional conduct.</p> <p>Use appropriate language for a Court setting.</p> <p>Establish a persuasive relationship with the tribunal.</p> <p>Speak clearly, audibly and at an appropriate pace.</p> <p>Advocate without reading or reciting from a prepared text.</p> <p>Respond appropriately to any reasonable interventions.</p>

Syllabus Outline

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Introduction to the ethics, etiquette and conventions of advocacy; the specific communication skills and techniques employed by a presenting advocate; the importance of preparation and how best to undertake it including analysis of the facts and the law and the strengths and the weaknesses of each side's case; and the formulation and presentation of a coherent submission that is structured, relevant, concise, persuasive and consistent with the client's goals and best interests and the rules of professional conduct.

Practice in using the correct mode of address, adopting the correct stance; establishing a suitable rapport with the tribunal; speaking clearly, audibly and at an appropriate pace, using language appropriate to the setting; using appropriate facial and body language without reading or reciting from a prepared text; making points concisely without unnecessary repetition; presenting a coherent argument; making reference to documents and citing legal authority where appropriate; and responding appropriately to any reasonable interventions.

**Statement of Outcomes**

The LPC outcomes and the skill outcomes will be met by the students undertaking the type and range of tasks identified in the indicative teaching scheme set out below this statement.

The elements of law and practice to be covered on the elective are primarily identified in the syllabus set out above as expanded upon in this statement and in the indicative teaching scheme set out below.

Ethical and professional conduct issues will pervade the teaching of this course skill. For example, students will consider the core duties, the duty of confidentiality and the duty not to deceive or knowingly or recklessly mislead the court.

This course skill will support the knowledge and understanding specifically required in Stage 1 of the LPC in Litigation as identified in the indicative teaching scheme.

**Indicative Teaching Scheme**

Study Unit 1: Introduction to Advocacy

Study Unit 2: Criminal Advocacy (Applying for a remand in custody/ bail

Additional Advocacy Exercises

1 Civil Litigation

Between Units 1 and 2, students will undertake a further Advocacy exercise as described in Unit 7 of the Civil Litigation indicative teaching scheme.

Criminal Litigation

After Unit 2, students will undertake a further Advocacy exercise as described in Unit 6 (Sentencing - Plea in Mitigation) of the Criminal Litigation indicative teaching scheme

Contact Hours

Each Study Unit involves the student undertaking 11.5 Notional Learning Hours, of which 2.5 hours will be a Small Group Sessions

Teaching and Learning Methods	<p>Self-study preparation and research in order to acquire knowledge and understanding;</p> <p>A mixture of individual and group work centred on problem-based learning, involving management of information, analysis of complex facts and application of knowledge;</p> <p>Role play and oral presentations to demonstrate understanding and effective communication of complex areas of law applied to detailed factual scenarios;</p> <p>Reviews of topics in critical self-evaluation.</p> <p>The teaching and learning strategy pervading all modules on the Legal Practice Course is a student-centred approach through the provision of a stimulating educational environment.</p> <p>Face to face teaching and learning in a workshop environment is at the heart of the Teaching &amp; Learning strategy, for students to participate fully in challenging activities, undertaking a wide variety of exercises as individuals and in groups. Full participation is encouraged and expected. Students are encouraged to ask questions during the workshops and to take responsibility for their own learning. Feedback will be given on these exercises both by students and tutors.</p> <p>Outside of the workshop students are required to take responsibility for their own learning undertaking a variety of preparatory tasks. These may be undertaken by students either as individuals or working in office groups, including include provision of information using recorded lectures, reading from course manuals and from practitioner texts, reading and research from primary source material, completion of electronic tests, preparing documents or presentations and attending large group sessions.</p>
Reading Strategy	Students will undertake reading from the course manual, practitioner texts, and primary source material,
Indicative Reading List	Criminal Litigation Practice and Procedure – Deborah Sharpley

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The Assessment Strategy pervading all modules on the LPC is rigorous in its approach to ensure the credibility of the course to ensure that</p> <ul style="list-style-type: none"> <li>• Assessment arrangements will be robust, consistent, fair and secure, to ensure that academic standards will meet the threshold set by the SRA</li> <li>• Assessments will revolve around transactions of the type encountered in practice</li> <li>• Assessments will address depth and realism as well as coverage</li> <li>• Individual assessments cover a representative and robust selection of the relevant outcomes. Where an assessment does not include coverage of all of the outcomes for a particular subject, students will nevertheless be prepared to be assessed on all outcomes and will not be informed of what (or will not) be assessed in any particular assessment.</li> <li>• Student achievement will be measured appropriately in accordance with the LPC outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>• All diligent students have an opportunity to achieve and demonstrate the LPC learning outcomes.</li> <li>• The needs of disabled students will be taken into account ensuring equal accessibility of assessments to all students.</li> </ul>
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<b>% weighting between components A and B</b>	<b>A:</b>	<b>B:</b>
	100%	
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
Oral skills assessment	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
n/a		

<b>First Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
Oral Skills Assessment	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
n/a		

<b>Second Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
Oral skills Assessment	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
n/a		