



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Foundations for Law				
Module Code	UJUUKV-30-1	Level	1	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Law Undergraduate		
Department	Law	Module Type	Standard		
Contributes towards	LLB (Hons); LLB (Hons) Commercial Law; LLB (Hons) European and International Law; LLB (Hons) Law with Criminology; BA (Hons) Criminology and Law; BA (Hons) Criminology with Law; LLB (Hons) Law with Business; BA (Hons) Business and Law; BA (Hons) Business Management with Law; LLB (Hons) Law with Psychology				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	3 February 2015		Valid from	September 2015	
Revision CAP Approval Date	2 February 2016		Valid from	September 2015	

Review Date	September 2021
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <p>Demonstrate subject knowledge of the major concepts, values, principles and personnel of the English common law system. [Assessed within A1 and B1]</p> <p>Demonstrate knowledge of primary and secondary sources of law, and the ability to search for and access these materials using electronic and non-electronic systems. [Assessed within A1; B1 and B2]</p> <p>Apply knowledge gained on this course in a range of different contexts such as problem solving, essays, other assessed work and practical situations. [Assessed within A1; B1; B2; B3]</p> <p>Demonstrate the ability to identify, evaluate and carry out basic critical analysis of legal arguments and debates using a range of appropriate sources. [Assessed within A1]</p> <p>Demonstrate the ability to communicate effectively and appropriately. [Assessed within A1; B1; B2; B3]</p> <p>Demonstrate an ability to work both autonomously and collaboratively in order to</p>

	<p>achieve a defined goal. [Assessed within A1; B1; B2; B3]</p> <p>Demonstrate an understanding of reflection in self-development and learning and be able to evaluate their own strengths and weaknesses in developing graduate qualities. [Assessed within B2and B3]</p> <p>Demonstrate an awareness of individual/personal career aspirations, including the skills, attributes and knowledge required to fulfil these goals. [Assessed within B2 and B3]</p>
Syllabus Outline	<p>Foundations for Law is designed to prepare students for their degree by introducing them to sources of law, fundamental information about the English legal system and key legal research skills.</p> <p>This module will also support students by developing key personal skills and attributes which will enable them to succeed in their studies and chosen career path.</p> <p>Study units may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Orientation and basic study skills such as time management, organisation and planning and goal setting • Legal research techniques • Applying legal sources appropriately • Critical thinking and legal reasoning • History and development of the English legal system • Doctrinal legal analysis • Understanding court hierarchy, case law and precedent • Case law fact analysis • Statutory interpretation • The impact and relevance of non-domestic law on the English legal system • Becoming an autonomous learner and developing self-motivation • Solving problems and making decisions • Understanding group work and team building • Enhancing learning by developing reflective practices • Career development skills such as researching career opportunities, CV writing and cover letters • Commercial awareness and business intelligence • Developing communication skills <p>Subject to the requirements of the Professional Bodies, it is not necessarily envisaged that every topic in the syllabus will be covered in any one academic year. Areas which have topical significance could, therefore, be developed at greater length and less important areas delineated in outline only.</p>
Contact Hours	<p>Lectures: Twenty four 2 hour lectures. Workshops: Twelve 2 hour workshops.</p>
Teaching and Learning Methods	<p>There is an expectation that the student will independently undertake a number of activities that will complement and enhance the teaching and learning opportunities provided within lectures and workshops.</p> <p>Lectures: Delivered via weekly 2 hour lectures.</p> <p>Workshops: Delivered via fortnightly 2 hour workshops.</p>

Visits: There is an expectation that students will attend a Magistrates Court and Crown Court at least once during their first year of study, the visit to be timetabled at the student's discretion. Students may also wish to attend an alternative venue where they are able to encounter other professionals who are engaged within an occupation for which a law degree might be useful. This is to encourage engagement with possible future careers both within and outside of the legal profession and to provide valuable experience for any student who is considering a career within the justice system.

Library Sessions: Delivered via study sessions, workshops and self-directed learning. Students are expected to attend library sessions related to their first year study experience. They will also be expected to identify gaps within their research and/or library skills, and to attend relevant library workshops or undertake self-directed learning to remedy this deficit.

E-Learning: A series of online tutorials (Building Legal Information Skills – “BLIS”) are provided building on the library skills session. These tutorials cover the foundational research skills necessary for a law degree.

Careers Sessions: Delivered via ad hoc sessions, briefings, workshops and self-directed learning within the careers department. Students are expected to attend those sessions that will aid them in: the identification of future potential careers, the development of skills pertinent to potential careers and the acquisition of knowledge relevant to making successful applications for work experience, relevant part time work, holiday internships and mini pupillages.

Scheduled learning: It is anticipated that each student will receive/attend approximately 72 hours of scheduled learning activities delivered by way of lectures and workshops.

Independent learning: In addition to scheduled learning, there is an expectation that students will spend approximately 228 hours on their own independent learning.

Key Information Sets Information

<u>Key Information Set - Module data</u>				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300



The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		30%	
Coursework assessment percentage		70%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy

During the course, students will read online electronic sources and library materials, and will be encouraged to research case law and electronic sources using the legal online databases. Training is provided in relation to both sources. A key skill developed in this module is the embedding of information literacy within students' approach to legal research and writing.

Additional support is provided through the library by means of information and academic skills sessions and self-directed online tutorials available via the University Study Skills website, supported by the online library enquiry service'.

Students will be provided with a list of essential and recommended reading at the start of the module.

Students will be encouraged to undertake a wide range of reading using the facilities that UWE provides. This will include reference to the leading journals, internet resources and related government publications.

The module leader will ensure that students gain access to all materials through the recommendation of primary texts, additional reading lists of articles and additional teaching/learning materials via Blackboard, lectures and workshops.

Students will be directed to further reading on certain topics if necessary and digitised materials or study packs will be provided as appropriate.

Essential reading:

Students are expected to purchase a copy of:

Holland, J. & Webb, J. *Learning Legal Rules*, (OUP) (current edition)

Further Reading:

As this is a Level One course, useful further reading will be identified for students as appropriate. Where possible, further reading will be made available in a digitised form.

Training on how to retrieve this further reading will be provided within lectures, workshops and tutorials by lecturers and members of the Careers and Employability Service and Law Librarians.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Askey, S (2011) *Studying law*, Palgrave Macmillan.

Cottrell, S (2008) *The study skills handbook*, Palgrave Macmillan.

Cottrell, S (2011) *Critical thinking skills: developing effective analysis and argument*,

	<p>Palgrave Macmillan.</p> <p>Finch, E. and Fafinski, S. (2011) <i>Legal Skills</i> (3rd Ed) OUP.</p> <p>Fisher, A. (2001) <i>Critical Thinking: An Introduction</i> Cambridge University Press.</p> <p>Hanson, S. (2010) <i>Legal Method, Skills and Reasoning</i> (3rd Ed) Routledge.</p> <p>McConville, M. (Ed.), Hong Chui,W. (Ed.) (2007) <i>Research Methods for Law</i> Edinburgh University Press.</p> <p>Powell, D (2010) <i>Writing for Law</i>, Palgrave Macmillan.</p> <p>Slapper, G. (2011) <i>How the Law Works</i> (2nd Ed) Routledge.</p> <p>Strunk, W; White, E.B (2008) <i>Elements of Style</i>, Wilder Publications.</p> <p>Thomson, A (2009) <i>Critical Reasoning: a practical introduction</i>, Routledge.</p> <p>Travers, M. (2010) <i>Understanding Law and Society</i>, Routledge.</p> <p>Truss, L (2003) <i>Eats, Shoots & Leaves: the zero tolerance approach to punctuation</i>, Profile.</p>
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Part 3: Assessment	
Assessment Strategy	<p>This module will be assessed by the following components:</p> <p>Component A: This is a two hour exam. This component may include the sourcing of advance materials essential for the exam, their annotation and use during the exam.</p> <p>Component B: This will comprise a number of assessments. It will involve the following elements:</p> <p>B1: A two hour MCQ test building on the BLIS legal research skills.</p> <p>B2: Portfolio Section 1 – Orientation and basic skills.</p> <p>B3: Portfolio Section 2 – Career planning and Writing for Business.</p> <p>In relation to elements B2 and B3, clear word counts will be applied to each specific task within the portfolio. Students are reminded that their work will be subject to the university word count policy.</p> <p>The finished portfolio of work will encompass a number of tasks, to include:</p> <ul style="list-style-type: none"> • Tasks on time management, referencing, plagiarism and auditing their own skills. • Reflection upon their first year experience and their APT meetings. • Evaluation of their own strengths and weaknesses. • An action plan for future development. <p>Assessment Strategy: In part two, the relationship between the different assessments and learning objectives has been set out.</p> <p>Component A will assess students understanding of legal sources and their ability to apply a range of legal techniques to a defined problem.</p> <p>Component B will assess students across a range of different learning outcomes.</p> <p>Element B1 will test the ability of students to understand sources of legal information, citation and referencing practices and legal research skills.</p> <p>Elements B2 and B3 are focused on developing the personal skills and</p>

	<p>attributes associated with professional practice and autonomous learning. These portfolios use reflection and direct students in practical context specific tasks that minimise the potential for plagiarism.</p> <p>Student retention has been addressed in a number of ways. The early scheduling of element B2 encourages student engagement and also provides students with an early opportunity for feedback and support. Moreover, element B2 focuses attention on the acquisition of basic knowledge about the university and degree as well as the basic study skills and techniques which will support their effective learning and engagement.</p> <p>By providing assessment points across both semesters, first year students will be provided with multiple opportunities for feedback and development throughout the crucial first year of their study.</p> <p>The assessment criteria have been standardised across the Law department and will be used as appropriate. In addition, insofar as Foundations for Law continues to support students in attaining an external professional qualification, students work will be assessed in accordance with the criteria of the relevant organisation eg Institute of Leadership and Management. The assessment criteria for all assessments will be clearly identified to students in the assessment materials, on Blackboard and through the module handbook.</p> <p>Education for sustainable development (ESD) can be demonstrated through the incorporation of a strong element of reflective practice within the Component B. Reflective practice is a touchstone for CPD across the professions. By introducing students to these powerful learning techniques our graduates will be ready and able to continue their learning throughout their careers.</p>
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Identify final assessment component and element	Component A1	
% weighting between components A and B (Standard modules only)	A: 30%	B: 70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Examination (2 Hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. BLIS 2 hour MCQ test	43%	
2. Portfolio Section 1 - Orientation and basic skills	14%	
3. Portfolio Section 2- Career planning and Writing for Business	43%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Examination (2 Hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. BLIS 2 hour MCQ test	43%	

2. Portfolio Section 1- Orientation and basic skills.	14%
3. Portfolio Section 2- Career planning and Writing for Business	43%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	