



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Drafting Skills				
Module Code	UJXTX4-0-M	Level	M	Version	3
UWE Credit Rating	0		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> <ul style="list-style-type: none"> - Understand the content and requirements of formal legal documents in the core practice areas; - Understand the principles of good drafting and editing in order to review their own and others' drafting to identify and correct omissions, errors and unnecessary provisions; - Explain their own and others' drafting including explaining in clear and simple terms the meaning and effect of basic documents and the possible implications for the client. - Draft and amend documents or provisions using accurate, straightforward modern language with correct spelling, grammar, syntax and punctuation to produce documents that are easy to follow, internally consistent and free of ambiguity.

	<ul style="list-style-type: none"> - Draft documents with a clear, logical, consistent and appropriate structure, layout and use of numbering and schedules with recitals, definitions and boilerplate provisions used correctly and appropriately. - Demonstrate an understanding of the relevant legal, factual and procedural issues and meet all formal legal or other requirements; - Critically choose, use and adapt templates or precedents and be familiar with prescribed or generally accepted form documents.
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Syllabus Outline	<p>Syllabus Outline</p> <p>The syllabus will cover:</p> <p>The content and requirements of formal legal documents in the core practice areas;</p> <p>The principles of good drafting and editing in order to review their own and others' drafting to identify and correct omissions, errors and unnecessary provisions;</p> <p>The meaning and effect of basic documents and the possible implications for the client.</p> <p>Drafting and amending documents or provisions using accurate, straightforward modern language with correct spelling, grammar, syntax and punctuation to produce documents that are easy to follow, internally consistent and free of ambiguity.</p> <p>Drafting documents with a clear, logical, consistent and appropriate structure, layout and use of numbering and schedules with recitals, definitions and boilerplate provisions used correctly and appropriately.</p> <p>The relevant legal, factual and procedural issues associated with the drafting of such documents and all formal legal or other requirements;</p> <p>The choice, use and adaptation of templates or precedents and using prescribed or generally accepted form documents.</p> <hr/> <p>Statement of Outcomes</p> <p>The LPC outcomes relevant to the course skill of drafting will be met by the students undertaking the type and range of tasks identified in the indicative teaching scheme set out below this statement.</p> <p>The elements of this course skill are primarily identified in the syllabus set out above as expanded upon in this statement and the indicative teaching scheme set out below.</p> <p>Ethical and professional conduct issues will pervade the teaching of this course skill.</p>
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	<p>Indicative Teaching Scheme</p> <p>Unit 1: Introduction to Legal Drafting/ Writing</p> <p>Unit 2: Drafting</p> <p>Additional Exercise: Drafting</p> <p>LGS Review of Drafting Practice Assessment</p> <p>This is followed up with a discrete Study Unit on the skill of Writing.</p>
<p>Contact Hours</p>	<p>Each Study Unit involves the student undertaking 11.5 Notional Learning Hours, of which 2.5 hours will be a Small Group Sessions</p>
<p>Teaching and Learning Methods</p>	<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 company procedure applied to detailed factual scenarios;</p> <p>Preparation of written communications (primarily in the form of office memoranda and letters of advice to clients) to demonstrate understanding and effective communication of complex areas of company procedure applied to detailed factual scenarios;</p> <p>Drafting and amending of legal documents, often involving the use of precedents, to demonstrate synthesis and application of knowledge, and the ability to reach autonomous, competent decisions;</p> <p>Reviews of topics in the form of both large group sessions (where ideas can be pooled and debated) and 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 & 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</p>

	<p>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> <p>The final component of each Study Unit will be a consolidation task or tasks designed to broaden and deepen students' understanding of an aspect or aspects of work covered in the relevant Study Unit</p>
Reading Strategy	Students will undertake reading from the course manual, practitioner texts, and primary source material,
Indicative Reading List	N/A

Part 3: Assessment

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"> • Assessment arrangements will be robust, consistent, fair and secure, to ensure that academic standards will meet the threshold set by the SRA • Assessments will revolve around transactions of the type encountered in practice • Assessments will address depth and realism as well as coverage • 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. • Student achievement will be measured appropriately in accordance with the LPC outcomes. • All diligent students have an opportunity to achieve and demonstrate the LPC learning outcomes. • The needs of disabled students will be taken into account ensuring equal accessibility of assessments to all students.
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% weighting between components A and B	A:	B:
	100%	

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.5 hour Open Book assessment with a Competent/ Not Yet Competent grading	100%
Component B Description of each element	Element weighting (as % of component)
n/a	

First Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.5 hour Open Book assessment with a Competent/ Not Yet Competent grading	100%
Component B Description of each element	Element weighting (as % of component)
n/a	

Second Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.5 hour Open Book assessment with a Competent/ Not Yet Competent grading	100%
Component B Description of each element	Element weighting (as % of component)
n/a	