

BAR VOCATIONAL COURSE - BRISTOL
DEFINITIVE COURSE DOCUMENT
2004-5

CONTENTS

1	INSTITUTIONAL INFORMATION	2-4
2	EDUCATIONAL CONTEXT OF THE COURSE	5-11
3.	COURSE MANAGEMENT	12-16
4.	STAFFING	17-22
	Financial Statement	22
5.	BVC LEARNING RESOURCES	23
6.	COMMUNICATION AND INFORMATION TECHNOLOGY	24-26
7.	COURSE ORGANISATION	27-46
	pervasives maps	29-43
	table of subject hours	44
8.	ASSESSMENT	47-55
9.	ADMISSIONS	56-61
10.	QUALITY ASSURANCE	62-65
11	STAFF DEVELOPMENT	66-67
12.	STUDENT GUIDANCE AND SUPPORT	68-70

1. Institutional Information

1.1 Name and Address

The Bristol Institute of Legal Practice
The Faculty of Law
The University of the West of England, Bristol
Frenchay Campus
Coldharbour Lane,
Bristol BS 16 1QY

1.2 Course Title

Bar Vocational Course

1.3 Award

Post-graduate Diploma in Bar Vocational Studies

1.4 Mode of Attendance and Duration

Full Time: one academic year (c.34 weeks)

1.5 First Intake

September 1997

1.6 Current Validated Intake

The Bar Vocational Course (full time) is currently validated for an overall annual intake of 120 students.

1.7 Contacts

Associate Dean, Faculty of Law
Director: Bristol Institute of Legal Practice
Paul Rylance 0117-32 8 2728 Paul.Rylance@uwe.ac.uk

*Deputy Director: Bristol Institute of Legal Practice & Director:
Legal Practice Course Programmes*
Steven Dinning 0117-32 8 2844 Steven.Dinning@uwe.ac.uk

Deputy Director: Bristol Institute of Legal Practice
Maurice Cook 0117-32 8 2507 Maurice.Cook@uwe.ac.uk

Director: Bar Vocational Course (full time)
Stephen Migdal 0117-32 8 2540 Stephen.Migdal@uwe.ac.uk

Administrator: Bar Vocational Course (full time)
Gabriel Fallon 0117-32 8 3769 Gabriel.Fallon@uwe.ac.uk

1.8 The University

The University of the West of England, Bristol ('UWE') is one of Britain's most popular Universities with more than 23,000 students and a 1000-strong academic staff. This substantial student community comprises a wide variety of backgrounds providing a rich and lively intellectual and social mix. A full range of services and facilities is available to support staff and students at the University. Close links with industry and the professions ensure that UWE courses are relevant, innovative and ahead of the field.

1.9 The Faculty

The Faculty of Law is one of the largest Law Schools in the United Kingdom, having an academic staffing establishment of over 80. Within the Faculty there are more than 1,600 students attending on a full-time, part-time or block release basis. The Faculty has a strong academic reputation. Its undergraduate award has been awarded an 'excellent' rating by the Higher Education Funding Council for England. The Faculty's Legal Practice course has been awarded The Law Society's highest assessment of 'excellent', a rating which it has now held on five successive occasions and a badge of quality currently held by only a handful of other Law Schools. This 'double excellence' represents a unique achievement amongst Law Schools in England and Wales. The Bar Vocational Course has built upon the best practice of its sister LPC course to develop a strong reputation among providers. Furthermore the Faculty obtained a '4' grade in the recent research assessment exercise.

The teaching and research in the Faculty is organised within two departments: The School of Law and The Bristol Institute of Legal Practice. The School of Law offers a wide portfolio of courses at undergraduate level. The School also offers a modular LLM programme and supervision for full- or part-time studies leading to the degrees of Doctor of Philosophy (PhD) or Master of Philosophy (MPhil), supported by specialist research training.

Postgraduate vocational courses are organised within the Bristol Institute of Legal Practice, (formerly the Professional Studies Division of the Faculty).

These include the CPE (Graduate Diploma in Law) (full-time and open learning), the Bar Vocational Course, and the Legal Practice Course (full-time and open learning). The Institute is also responsible for the development and delivery of short courses and conferences for the legal profession and other bodies. This work includes an extensive continuing education programme for solicitors and the Professional Skills Course run in conjunction with the Bristol Law Society. It plans to launch a number of new courses including a Higher Rights Course and an LLM in Advanced Legal Practice.

1.10 The Bristol Institute of Legal Practice

From 1 October 2001, the Professional Studies and External Studies Division of the Faculty of Law were merged to form a single department of the Faculty and operate under the name “Bristol Institute of Legal Practice”. The mission of Bristol Institute of Legal Practice is a sub-set of the mission of the Faculty and may be stated as follows:

“The mission of the Bristol Institute of Legal Practice is to be a model professional law school for the 21st Century, recognised as a market leader and a centre of excellence and innovation in the provision of lifelong professional legal education and related research, providing a first class academic opportunity and experience for students and staff, satisfying the educational needs of practitioners regionally, nationally and internationally and, through enterprise and the commercial exploitation of its assets, make a significant financial contribution to the Faculty of Law and the University.”

2 EDUCATIONAL CONTEXT OF THE COURSE

2.1. HIGHLIGHTS OF THE BVC BRISTOL

- Dedicated base rooms containing mini practitioner libraries
- Extensive and dedicated communications and information technology facilities used as both information and learning mediums
- Weekly minimum three hour workshops in all the oral skills
- Three full day trials for every student utilising the three dedicated courtrooms
- Placement week in addition to a court visit programme
- An ethos of peer and reflective learning
- Truly formative assessment in conferencing and negotiation
- A Free Legal Representation Service
- Chambers style library in addition to full university law library

2.2 EDUCATIONAL PHILOSOPHY

1. In designing and delivering the BVC we have sought to implement a number of basic educational parameters that we regard as central to postgraduate vocational legal education.
2. We are committed to the provision of high quality vocational legal education; our aim is to provide a BVC that sets standards for its future development. We see the processes of the delivery and monitoring of the BVC as a partnership between both the providing institution and the Bar Council and the student cohort and the institution. Our experience as a provider of the BVC has confirmed the central importance of the shared development of the ideas and values that inform course construction and delivery
3. The students are postgraduates, some of whom have previously followed another career path. We bear this in mind throughout the course. This means that, while it is our role to provide clear and well structured guidance on the practice of the law and the manner in which barristers should conduct themselves, it is each student's responsibility to ensure his or her understanding of the law, and to ensure his or her preparation for the practical activities that constitute the bulk of the course. The emphasis is on student centred and reflective learning; self evaluation and peer feedback being a crucial element of the latter.
4. We support the students with a full range of practice orientated hard copy and IT based information sources. Treating students as postgraduates means that they must be given ready access to the material they will need in order to direct their studies. We are constantly striving to be at the forefront of the integration of communications and information technology into the learning environment. It is our aim to produce pupil barristers who are thoroughly familiar with the practice benefits that flow from the confident use of IT.

5. We have placed the development of practitioner skills at the centre of the learning experience on the BVC. This means that the course programme is organised so that students are constantly required to deploy and reflect upon the skills required of an effective barrister. To this end the course seeks to reproduce the realities of practice as closely as possible within a learning context. Thus students' practice sessions are based on case files prepared in conjunction with practising barristers, there is a degree of practitioner input into the assessment process, and their learning is always appropriately directed towards the demands of practice, in particular those likely to be encountered by a pupil barrister.
6. Before every assessment students will have received detailed and constructive feedback in either written or oral form (frequently both), from both their peers and tutors, on exercises of comparable scope and difficulty. We see feedback as a crucial part of the learning process.

2.3 PROVIDING FOR A DIVERSE COMMUNITY OF STUDENTS

There are three aspects to this; facilitating access, producing practitioners for a multi-cultural society and equalising opportunity for those with learning disabilities.

Facilitating access

The mission statement of the Bristol Institute of Legal Practice and of the University commits itself to designing courses that facilitate access. The Bar Council is properly concerned at the limited pupillage opportunities for BVC postgraduates is continually looking for ways to facilitate access. The BVC is rightly presented as a qualification in skills transferable to many other occupations. It has a national and international currency.

Accordingly we see it as crucial to open the door of access onto the BVC as wide as possible. To this end we are committed to seek ways to design our course so as to widen this educational opportunity to those students, both nationally and internationally, who, for reasons of finance or other personal circumstances, cannot commit themselves to a totally on campus delivered course. In particular we see communications and information technology as a means to maximise opportunity.

Catering for a multi-cultural society

This year almost half of the course comes from ethnic community groups both home and internationally based. The close workings of the base room system gives students an excellent opportunity to work with a variety of different cultures.

At the start of the course all students are addressed on the demands of working with each other and of practising in a multi-cultural society. A section of the home page (www.barvocationalcourse.co.uk) is dedicated to this and provides a link to the Equal Treatment Benchbook.

Catering for those with learning difficulties

The University has a disability policy which is applied on the course. To facilitate the workings of that policy we send out with joining instructions a “Disability Learning Strategy” questionnaire which encourages students to declare any learning disabilities and to indicate the assistance they would like the course to provide. On arrival a strategy is agreed with the course director (e.g. if wheelchair bound a tutor would be available in the library during any legal research exercise). A copy of this document is to be found in the appendices.

2.4 AN INTEGRATIVE APPROACH TO TEACHING LEARNING AND ASSESSMENT

Any BVC course should replicate, as far as possible, practice. Counsel would often be involved in a number of the skills of the course in relation to a single case. Counsel may well be instructed to advise in conference and in writing, draft statements of case, attempt a negotiated settlement and, failing that, appear at final trial. This integration is replicated in terms of delivery, learning and assessment.

Delivery

The tutors are integrated into civil and criminal teaching teams each led by a programme co-ordinator. The division of programme areas is as follows:

Civil	Criminal
Civil dispute resolution	Criminal litigation
Civil advocacy	Criminal advocacy
Opinion writing	Conferencing
Drafting	Evidence
Negotiation	

This not only facilitates opportunity for maximising integration but aims to ensure an holistic approach to both learning and assessment as well as the sharing between tutors of best pedagogic practice.

Learning

The overlapping nature of the course as a whole is well demonstrated in the overall course structure appearing at paragraph 7.1 of this document. More generally the course makes use of two overarching case studies; one civil the other criminal civil.

Crabtree v Rustic Construction is a fast track building dispute claim. Its purpose is to provide students with materials illustrating how the papers relevant to such a claim are prepared and organised. It includes exercises relating to a wide range of interlocutory applications: default judgment, an application to set such judgment aside, an application for leave to issue a Part 20 notice, an application for directions varying automatic directions, and a series of applications relating to discovery. In addition to civil dispute resolution is used

as the fact pattern for opinion writing, drafting, civil advocacy and negotiation exercises.

R. v. Coleridge is a case which takes the student through the whole of the summary trial process. In addition to criminal litigation it is utilised in criminal advocacy and evidence.

At the start of the course the students are provided with loose-leaf folders containing initial instructions in relation to both these cases. Thereafter they build up a complete brief by utilising the *Crabtree* or *Coleridge* based small group session exercises occurring over the course of the programme in various subject areas.

Integration is further achieved by the use of prepared case files. These:

- provide students with the opportunity to apply to credible fact patterns, the knowledge imparted in the large group sessions. They allow students to focus on particular procedural, evidential or substantive issues;
- provide students with an opportunity to practise a variety of skills in a credible context;
- provide students with the opportunity to identify and deal with professional ethics issues, and with matters of remedies and practical background; and
- provide students with an understanding of how a case develops and changes over time, with consequent effect upon the advice to be given or action to be taken.

The case studies act not only as an opportunity to deal in detail with the knowledge area within which they are set, but as a focal point for a cluster of appropriate practitioner activities.

Finally, of course, the one civil and two criminal all days trials require students to apply their knowledge of civil and criminal procedure in the context of advocacy.

Assessment

Wherever educationally valuable and practical we utilise the same case fact pattern as the basis of more than one assessment. This composite approach applies to both practice and final assessments. For example, the Practical Legal Research, Opinion Writing and Drafting assessments use a common factual scenario..

2.5 A LEARNING PARTNERSHIP

We refer here to the value of partnership in the learning process not only between student and tutor but also between student and fellow student.

We consider it important that the students have a feeling of ownership of their course. Whilst this demands a democratic voice contributing to the programme (provided through the personal tutor system, the staff-student committees and student evaluation questionnaires (see paragraphs 3.3, 10.4 and 12.1) it also involves, of course, both obligations and responsibilities.

Students are required to enter into a *memorandum of learning obligations* (a copy of which is in the appendices hereto) which sets out their obligations towards their fellow students in terms of attendance, punctuality and contribution.

2.6 A LEARNING ETHOS

The culture is of facilitative *teaching* by the tutors combined with student-centred and collaborative *learning* by the students. This ethos is facilitated by the base room culture of a partnership between students in their learning (akin to the guidance and assistance given by Counsel within Chambers). To this end peer feedback is crucial and is ever present (alongside self evaluation and tutor feedback) in small group sessions. The importance of reflection is emphasised by the award of marks in the final skills assessment based on the quality of their oral reflection.

The practical consequence of this is demonstrated by the fact that as the course unfolds we witness students, unsupervised in their base rooms, teaching each other by practising and rehearsing small group session role plays.

2.7 OUR TEACHING STRATEGY

The small group session is the basis of learning. We attempt to have a minimum ratio of 75% - 25% in favour of small group sessions. Since the start of the course in 1997 we have significantly reduced the number of large group sessions in civil and criminal litigation .Where we have large group sessions we generally ensure that they are interactive (questions and answer clinics; breakout sessions and so forth) and that purely didactic sessions are limited to areas of academic difficulty where clarification is deemed necessary and valuable. Evidence is the one area which most justifies this approach.

Whilst accepting the principle of tutor autonomy we recognise the importance of consistency of approach by the different subject tutors and strive to achieve this by adopting a universally applicable small group session template (a copy of which is contained in the appendices) backed up by regular subject team meetings.

In each of advocacy, conferencing and negotiation at least two different base room small group sessions are timetabled simultaneously so as to allow students to

demonstrate and practise these skills in front of or against less familiar colleagues on occasions

A summary of subject contact hours is to be found in section 7. Whilst we have over the past three years increased the class contact regarding skills teaching (from 2 – 3/3.5 hours in advocacy, conferencing and negotiation) we are conscious of the danger of imposing too much of a work burden upon our students. Accordingly we devise out timetable so that generally the student has no more than 16 hours class contact per week (with an expectation of an additional 25 hours devoted to self study). Fridays is generally left free of class contact; reading and revision periods are built in to the timetable and as far as is possible lighter weeks are timetabled in the period leading up to an assessment week.

2.8 PRACTITIONER INVOLVEMENT

2.8.1 We have built upon the strong ties that already exist between the course and the Western Circuit in particular and the Bar and Judiciary generally. Dame Elizabeth Butler-Sloss, the President of the Family Division, is the Chancellor of the University and takes a particular interest in the BVC. Members of the Court of Appeal, The High Court the Bristol Judiciary and Bar have regularly participated in the guest speaker programme.

2.8.2 The designated civil judge for Bristol HH Judge Rupert Bursell Q.C. has regularly participated in the course; in particular making valuable contributions to advocacy by presiding over one of the full day criminal trials.

2.8.3 A significant number of the teaching staff (currently nine – Stephen Migdal, Elizabeth Beckerlegge, Richard Whiting, Carol Crowdy, Frances Burton, Timothy Felton, Rachael Allured, Jonathan Tecks, Sara Waite) continue to practice either as barristers or solicitors or hold part time judicial appointments.

2.8.4 Finally one of the external examiners is in practice at the Bristol Bar.

2.9 COMMITMENT TO QUALITY

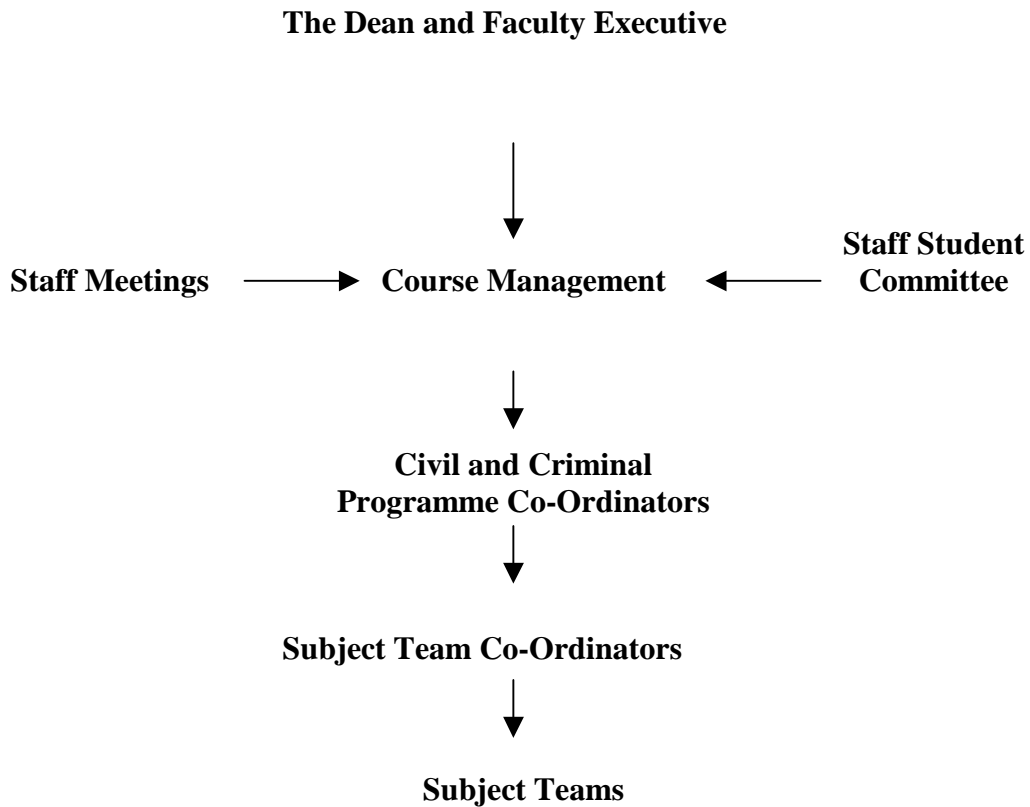
2.9.1 The Faculty is committed to providing legal education of the highest quality. In the case of vocational legal education it provides a variety of courses for the legal profession, of which the Legal Practice Course (LPC), is a significant element. The Faculty has a long and successful history of vocational legal education in particular with the LSF (1977-1992). In its first two years the Faculty's LPC received the ratings of 'commendation' and 'good' from the LPC Board. In its last four Law Society monitoring visits the LPC was adjudged "excellent". Best practice from the LPC is adopted on the BVC.

Over the first four years of the operation of the Bar Vocational Course the Faculty has been proud to receive a number of commendations from the Bar Council monitoring panel particularly in regard to pedagogic aspects of the course.

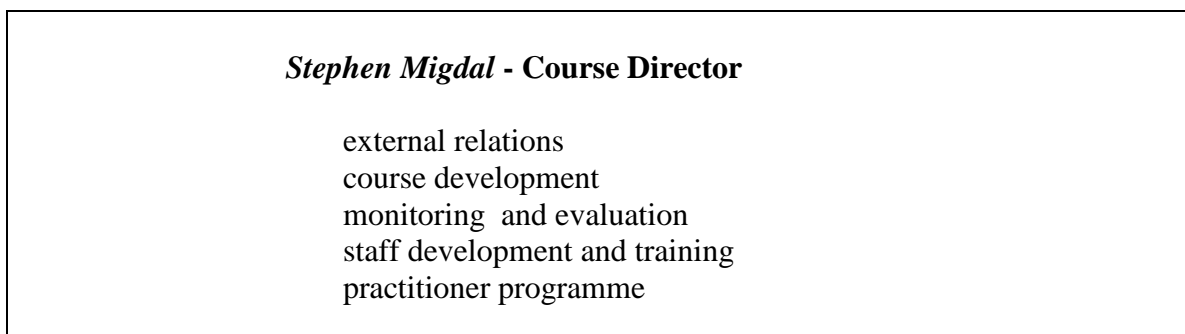
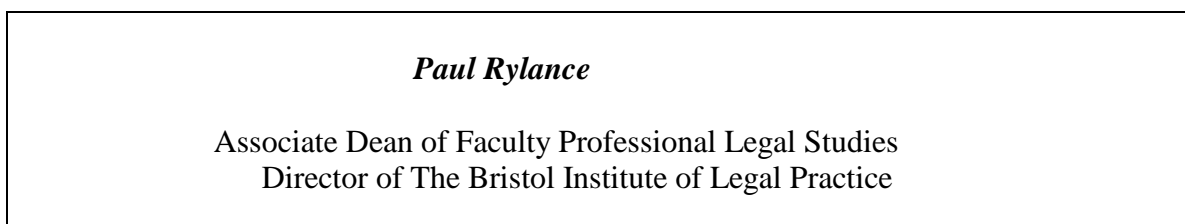
2.9.2 A number of staff are external examiners for the LPC. Several of these are also members of the LPC Board's panel of assessors. Alan Bensted, the Dean of the Faculty and Paul Rylance the Associate Dean with responsibility for the Professional Studies Division (BILP), have extensive experience as external examiners and as assessors of teaching quality in Law for Professional Bodies and the Funding Councils. Frances Burton, Steven Dinning, Maurice Cook Carol Crowdy and Paul Rylance are all LPC external examiners. Alan Bensted has been significantly involved in the QAA law benchmarking trials. Paul Rylance has also been a BVC external examiner at the Inns of Court School of Law, and a member of the Law Society's Assessment and Validation Panel. Caroline Maughan is an external examiner at ICSL. Furthermore there is a particular staff expertise in pedagogy. Two members Stephen Migdal – (electronic delivery) and Caroline Maughan (skills delivery) are regular publishers of articles and presenters of conference papers both nationally and internationally.

3. COURSE MANAGEMENT

3.1. The Management Structure



3.2. The Management Responsibilities



free legal representation service
equal opportunities/diversity
orientation day
careers (with Paul Cox)
bristol bar liaison (with Rachael Allured)

Frances Burton - Deputy Course Director

assessments
admissions
marketing
court visits (with Sara Waite)
placement scheme (with Sara Waite)

Administrative Support

Nicola Marshallsea - Placement Scheme
Gillian Burrige - Assessments and Admissions
Gabriel Fallon - General Course Administrator
Susan Lee - Fees/ Examination Board Management
Susan Lee - FLRS Administrator
Richard Herbert - IT Advisor
Mark Forrest - IT Support

**THE PLANNING AND QUALITY STRUCTURE
OF THE BAR VOCATIONAL COURSE 2004/05**

FACULTY BOARD
ACADEMIC PLANNING AND QUALITY COMMITTEE
COURSE MANAGEMENT TEAM
STAFF STUDENT COMMITTEE
CIVIL AND CRIMINAL PROGRAMME CO-ORDINATORS
SUBJECT TEAM CO-ORDINATORS
SUBJECT TEAM COMMITTEES

3.3 Course Management Team

3.3.1. The Course is managed by a Director and Co-Director accountable to the Head of the Bristol Institute of Legal Practice.

3.3.2 There is a Course Management Committee having overall responsibility for the BVC Bristol. Its membership comprises:

- (a) The Head of the Bristol Institute of Legal Practice;
- (b) The Director and Co-Director
- (c) Civil and Criminal Programme Directors and
- (c) The Course Administrator.

3.3.3 The responsibilities of the Course Management Team are:

- (a) to ensure compliance with any requirements concerning the design and delivery of the BVC imposed by the Bar Council;
- (b) to ensure the realisation of the aims and objectives of the BVC;
- (c) to ensure that appropriate mechanisms exist for monitoring compliance with the Bar Council's requirements and for evaluating the degree to which the aims and objectives of the BVC are being met;
- (d) to develop policies by which the aims and objectives of the BVC may be furthered;
- (e) to receive reports from:
 - (i) the Examining Board;
 - (ii) the admissions officers;
 - (iii) the careers advisers;
 - (iv) the co-ordinators of the personal tutor systems;
 - (v) subject co-ordinators;
 - (vi) course programme co-ordinators
 - (vii) the C & IT co-ordinator
 - (vi) the staff-student committees;
 - (viii) the librarians and
 - (viii) the external examiners
- (f) to make such adjustments to the implementation of the BVC as it considers appropriate in the light of those reports; and
- (g) to prepare an Annual Report.

3.4 The Staff-Student Committee

3.4.1 The staff student committee comprises:

- (a) the Director and Co-Director;
- (b) all BVC staff; and
- (c) two student representatives to be elected by the students.
- (d) The course administrator
- (e) The Director of the Bristol Institute of Legal Practice

- 3.4.2 The committee will meet at least twice in each of the first two terms and subject to demand once in the summer term and will set its own agenda. The BVC Course Director will act as convenor and Chair
- 3.4.3. The general purpose of the committee is to act as a forum for the discussion of any matters concerning students' interests, brought to its attention either by staff or by student members, and to act as a channel of communication between students and staff on such matters.
- 3.4.4. The committee will report:
- (a) to the student cohort as a whole and
 - (b) to the Course Management Committee.
- 3.3.5 The Course Director will produce a record of all relevant action taken in response to matters raised at the staff-student committee and such record will be included in the annual report to the University and the Bar Council.

3.5 Civil and Criminal Programme Co-ordinators

- 3.5.1 For the purposes of co-ordination the course content shall be divided into The civil and criminal programmes as follows.

The Civil Programme

civil dispute resolution
civil advocacy
opinion writing
drafting
negotiation

The Criminal Programme

criminal litigation
criminal advocacy
evidence
conferencing

- 3.5.2 A co-ordinator shall be appointed to head each programme area. For 2004-5 the co-ordinators are Delyth James (Criminal) and Joanne Stringer (Civil)
- 3.5.3 The responsibilities of the co-ordinator shall be:
- (1) to ensure proper and appropriate integration of subjects
 - (2) to receive records of subject team meetings
 - (3) to offer guidance and assistance to subject teams
 - (4) to report to the course management committee

3.6 Subject Team Committees

- 3.6.1 All tutors contributing to a subject shall form the subject team committee
- 3.6.2 Subject team members shall meet at least once per month
- 3.6.3 The responsibilities of the subject team are:
- (a) to ensure consistency of approach between subject team members
 - (b) to keep under review and where necessary modify existing course materials
 - (c) to produce a practice and final assessment
 - (d) to keep a brief record of all subject team meetings
 - (e) to respond to all matters raised by students in staff-student committee meetings and mid term and end of year evaluations
 - (f) to produce an annual report on their subject
 - (g) to appoint a subject team co-ordinator

- 3.6.4 The subject team co-ordinator will submit copies of the record of all subject team meetings and the annual subject report to the relevant programme co-ordinator and to the course administrator

4. STAFFING

4.1 Tutor Responsibilities (subject co-ordinator indicated by *)

Julian Allsop (VL)

Opinion Writing and Drafting

Rachael Allured

Personal Tutor

Practitioner Programme

Negotiation *

Conferencing

Evidence

Elizabeth Beckerlegge

Personal Tutor

Evidence *

Frances Burton

Personal Tutor

Opinion Writing and Drafting *

Practical Legal Research

Alan Coulthard

Personal Tutor

Practical Legal Research *

Opinion Writing and Drafting

Carol Crowdy

Civil Litigation

Timothy Felton

Personal Tutor

Marketing

Conferencing *

Negotiation

Civil Litigation

Landlord and Tenant *

Shomin Khan

Evidence

Mayleen Jalleh

Personal tutor

Opinion Writing and Drafting

International trade *

Delyth James

Criminal Programme Co-ordinator
Civil advocacy *
Criminal litigation and advocacy

James Lloyd

Personal Tutor
Criminal litigation and advocacy
Criminal Law
Professional Conduct

Caroline Maughan
Personal Tutor
Conferencing
Negotiation

Stephen Migdal

Professional Conduct *
Free legal Representation Service *
Negotiation
Conferencing

Kirsten Scammell

Clinical Negligence

Joanne Stringer

Civil Area Programme Co-ordinator
Personal Tutor
Civil Litigation *
Civil Advocacy

Jonathan Tecks

Mediation *

Sara Waite

Civil Litigation
Employment Law *

Richard Whiting

Criminal litigation and advocacy *
Criminal Law *

4.2. Tutor profiles

Staff profiles are set out below.

Rachael Allured

Barrister at Law of Queens Square Chambers, Bristol who spent a number of years with the Crown Prosecution Service before returning to practice. She is an IATC accredited advocacy trainer. She teaches conferencing, negotiation and evidence

Julian Allsop

Barrister at Law of Queens Square Chambers, Bristol specialising in commercial disputes. He is a visiting lecturer and teaches opinion writing and drafting.

Elizabeth Beckerlegge

Qualified Mediator, Barrister at Law of Assize Court Chambers, Bristol. She taught the Bar Finals course at ICSL and was a major contributor to the launching of the BVC at UWE. She teaches evidence and is a contributor to the Blackstones BVC manual on criminal litigation. She is a NITA accredited advocacy trainer

Frances Burton

Barrister at Law, Mediator, called to the Bar in 1970 and continuing to practice from the chambers of Leolin Price Q.C.. Frances joined us this year from the College of Law where she taught on the BVC course having previously taught the same course at BPP. She is currently the chair of the Residential Property Tribunal, the Transport Tribunal, the Association of Women Barristers and a member of the LCD's working party on Judicial appointments. She has published a number of textbooks and written a number of articles on mediation for the Journal of ADR and |||Negotiation. A trained mediator Frances was a founding member of ADR Chambers in London. She leads the OWD team and is the Deputy Director of the BVC with particular responsibility for launching the Open Learning version of the BVC .

Alan Coulthard

Barrister at Law specialising for many years in civil and chancery work. He teaches legal research, opinion writing and drafting

Carol Crowdy

BA(Hons) Law from University of Bristol, Solicitor and Deputy District Judge. Carol was in practice as a solicitor 1973-78 specialising in family law and civil dispute resolution. She is an LPC external; examiner for the University of Glamorgan.

Timothy Felton

Barrister specialising in civil work generally and landlord and tenant in particular. He teaches conferencing, negotiation, civil litigation and landlord and tenant.

Mayleen Jalleh

Mayleen obtained her law degree from Warwick University and her masters from Cambridge. She is a member of the Bars of England and Wales, Malaysia and New York. She teaches OWD and International Trade

Delyth James

LLB, M.A. Barrister at Law of Lincoln's Inn. Delyth was called to the Bar in 1990 and has been a tenant in 2 Paper Buildings specializing in criminal and family law. She teaches conferencing, negotiation, civil advocacy and family law. She is a NITA accredited advocacy trainer. Non-practising Barrister at Law.

Shomin Khan

Solicitor with a number of years of practising in criminal law. He teaches evidence

James Lloyd

BA (Oxon) BCL Barrister. James joined us this year having, in recent years, had an extensive criminal practice in London. He has a particular interest in human rights. He teaches criminal litigation, evidence and criminal advocacy. He is an IATC accredited advocacy trainer.

Caroline Maughan

Caroline is a qualified barrister and a nationally acknowledged expert in legal skills and legal education having published and delivered conference papers in these areas. She teaches conferencing and negotiation

Stephen Migdal

Barrister at Law and Trained Mediator continuing to practice in family and personal injury from Bristol Chambers. NITA accredited advocacy trainer. He teaches legal research, negotiation, conferencing and ethics. He is also director of the Free Legal Representation Service.

Kirsten Scammell

Solicitor specialising in clinical negligence. She teaches clinical negligence.

Joanne Stringer

Solicitor formerly commercial litigator at Herbert Smith & Co. She is an accredited NITA advocacy trainer. She teaches civil dispute resolution and civil advocacy.

Jonathan Tecks

Barrister at Law practising for many years from London Chambers and specialising in arbitration. He is the author of a practitioner text on Arbitration and a qualified mediator.

Richard Whiting

Richard is a member of Middle Temple and a barrister with experience of criminal practice from chambers in both Wales and the West of England. Formerly lecturer and examiner of magistrates courts clerks and an acting district judge (criminal courts) in the West Midlands attached to Birmingham and Wolverhampton. He is a NITA accredited advocacy trainer and teaches criminal litigation, criminal advocacy and the criminal law option

Sara Waite

Sara is a solicitor who spent twelve years in practice specialising in employment and civil litigation.. She teaches civil litigation and employment law.

4.3 FTE / SSR Table and Learning Resources Summary

4.3.1 BVC Resource Summary

We were validated to take 120 students. However, given our existing resourcing we planned for an intake of 108, enrolled 116 and ended up with 110 students.

(a) Staffing

Rachael Allured		1.00
Julian Allsop		0.25
Frances Burton		1.00
Liz Beckerlegge		0.33
Alan Coulthard		0.33
Carol Crowdy		0.33
Timothy Felton		1.00
Mayleen Jalleh		0.40
Delyth James		1.00
Shomin Khan		0.20
James Lloyd		1.00
Caroline Maughan		0.33
Stephen Migdal		1.00
Paul Rylance		0.10
Kirsten Scammell		0.10
Joanne Stringer		1.00
Jonathan Tecks		0.10
Sara Waite		0.20
Richard Whiting		1.00
Staff FTE	=	10.67
SSR for 110 students	=	10.30
Academic Staff Costs	=	£ 466,578.00 (incl staff admin costs)
Administrative/Technical Costs	=	£ 45,057.00
Accommodation costs	=	£ 45,520.00 (student/staff accommodation)

(b) Books/Materials

Student materials/Books	=	£325.00 (per student, including options)
Group Base Room Costs	=	£11,770.00 (£107 per student incl on-line Lawtel/Halsbury's Laws)
Resource Room	=	£6,063.00 (BVC share = 25% of overall cost)

5. BVC Learning Resources

5.1 Accommodation

5.1.1 Base Rooms

Each group of 12 students is accommodated in its own base room in which all small group sessions (other than advocacy) take place. Each base room contains:

- (i) a mini practitioner library
- (ii) three whiteboards
- (iii) four networked computers (Windows N.T) with access to a full range of networked legal software
- (iv) one printer
- (v) a television and video player
- (vi) individual pigeonholes (for distribution of materials etc)
- (vii) data projector facilities (to be installed this year)

In addition three of the present six rooms have courtroom furniture to enable the students to practice advocacy in their own time

5.1.2 Lecture Theatre

The lecture theatre is light, airy, tiered and contains data projector facilities

5.2 Legal Resource Room (and holdings)

This is a chambers style library situated close to the BVC base rooms and is a resource shared with the LPC students.

5.3 Law Section of University Library (and holdings)

The law section occupies the whole of the 5th. Floor of the main University library (the Bolland Library).

5.4 BVC Home Page and Learning Resource Web

Please see section 6.4 below

6. Communication and Information Technology

6.1 Communication and Information Technology Strategy

The strategy comprises the following:

- (i) to ensure that by the end of the course all students are familiar with and able to utilise word processing, electronic communication and information retrieval systems
- (ii) to train staff in the use of electronic delivery systems
- (iii) to use information technology to enhance delivery of the course
- (iv) to maximise the use of information technology as a learning medium
- (v) to provide high quality software and high specification hardware in base rooms and lecture theatres
- (vi) to provide adequate and efficient technical support to staff and students

6.2 Ensuring Familiarity with Information Technology

- 6.2.1 An IT competence questionnaire is sent out to the students with the joining instructions to evaluate the degree of training necessary in word processing, the use of e mail and retrieval of information from the Web. On arrival where necessary, students are given introductory lessons in all these aspects, as appropriate to their stated levels of competence. We are finding that students are increasingly competent in basic word processing skills prior to arrival on the course and the majority are at ease with the use of e mail and legal information retrieval.
- 6.2.2 Students are given basic instruction in electronic sources of law, including CD ROMs (eg Celex, statutory Instruments, Weekly Law Reports), Lawtel, Lexis, and the Internet. The BVC Home Page has a direct link to the Lord Chancellors Department "Related Sites" section and thereby links to a vast range of legal a vast range web based legal material. Follow-up sessions ensure that all students have achieved a minimum standard of competence, with a full day library session on electronic sources (for each base room group as part of the legal research programme) reinforcing and developing these skills.
- 6.2.3 All students are given their own UWE e.mail address and are asked early in the course to e mail staff (to prove their competence). Thereafter they are encouraged to communicate with each other and with staff and administrators via e mail. The BVC Home Page (section 6.4.1 below) contains a chat room facility which allows students to communicate with each other when off campus.

6.3 Staff Training and Use of Information Technology in Delivery

Tutors regularly use Powerpoint. Now Powerpoint data projection facilities are available in the lecture theatre and the base rooms.. We see it to be important that floppy disk replaces hard copy for handout purposes etc. Accordingly the ability to build in HTML links into handouts in this format is important.

6.4 Maximising the use of information technology as a learning medium

6.4.1 The BVC Home Page

This is to be found at www.barvocationalcourse.co.uk. It is not only an information and communications resource containing, for example, sections on course materials and careers, but also a medium of learning by, for example, the subject/topic information section contain a computer-assessed self-test exercises in human rights and european union law

6.4.2 The Learning Resource Web

This is a university facility offering high quality information technology development services to all faculties. It offers the potential to meet our objective of facilitating access to the BVC. BILP is currently using it to develop audio supported on line lectures.

6.4.3 Using video

The Faculty has fourteen portable high quality analogue and one digital video cameras. These are in addition to fixed audio-visual digital facilities in one of the three permanent courtrooms. All practice role plays are video recorded and students can book out the use of the court rooms or the portable cameras for practice in their own time. The value of video as part of the reflective learning process cannot be over emphasised. Video is used throughout the course to demonstrate the skills and the main library carries the whole of the College of Law produced law on video series.

6.5. Software and Hardware Provision

The lecture has recently had fixed Powerpoint and data projection facilities installed.

The personal computers in the base rooms run Windows NT and the accessible electronic sources include:

- (i) Lawtel
- (ii) Westlaw
- (iii) Justis
- (iv) Current Legal Information
- (v) Halsbury's Laws

Access to Lexis is available in the Bolland Library. Additionally students are given personal copies of the CD Rom versions of Blackstone's Criminal Practice and of the Green Book when the latter is supplied as the civil practitioner text.

6.6 Information Technology Technical Support

The Course is supported by:

- (a) a full time Information and Communication Technology Consultant;
- (b) a full time Technician;
- (c) a full time Information and Communication Technology Officer / Demonstrator.

7 COURSE ORGANISATION

7.1 The Course comprises the following elements:

- (a) professional conduct
- (b) case preparation (including practical legal research)
- (c) the pervasive areas
 - (i) remedies
 - (ii) eu law
 - (iii) human Rights
- (d) the knowledge areas
 - (i) civil dispute resolution and evidence
 - (ii) criminal litigation and evidence
- (e) the skills areas;
 - (i) opinion writing
 - (ii) drafting
 - (iii) civil advocacy
 - (iv) criminal advocacy
 - (v) conferencing
 - (vi) negotiation
- (f) the optional subjects
 - (i) clinical negligence
 - (ii) landlord and tenant
 - (iii) mediation
 - (iv) criminal Law
 - (v) employment
 - (vi) family
 - (vii) free legal representation service
 - (viii) international trade

The Autumn and Spring terms are devoted to the delivery of the knowledge and skills areas and the options are delivered over a five week period in the summer term. In addition to the delivery of the options the summer term is used to schedule assessments. The opportunity to participate in the FLRS is offered from November onwards.

7.2 The Placement Weeks

There are **TWO** placement weeks. The first is devoted to organised court visits. The second week is designed to cover a wide range of legal settings. Students select where they wish to spend their placement weeks. The selection includes Chambers inside and outside the Western Circuit and marshalling with judges on the Western Circuit. Placements are also available in magistrates' courts, the Crown Prosecution Service, legal departments of companies, hospitals and police authorities, industrial tribunals and courts marshals in the armed services. Placements are also available abroad; in Europe for students who have a Working knowledge of a European language, as well as in the United States of America and the Caribbean. Students fund their own expenses and are covered by personal insurance. While pursuing activities in both their practice weeks, students are required to maintain a 'placement journal'.

As regards the court visits this is based on the Pupillage File issued by the Bar Council. Students are expected to record not only what they have seen, what matters they discussed with the practitioner, Judge, Magistrate or other person, and what matters they wish to discuss further but also to reflect upon what they have observed and experienced. The second placement week requires the completion of a reflective questionnaire. Completion and submission of both is a necessary condition of a student's achieving competence in the assessment of professional ethics. They are required to sign a confidentiality undertaking.

7.3 THE PERVASIVES: REMEDIES, HUMAN RIGHTS AND EU LAW

Remedies In Contract

1. At undergraduate level, many students will have approached contract law from a purely academic perspective, with little emphasis on remedies. The course is delivered on-line and its objective is to ensure that students are both familiar with the substantive law remedies and able to apply them in practical contexts.
2. The session plans are used to reinforce the main elements of the substantive law of remedies. Sample pleadings and prepared exercises may be used to illustrate the variety of remedies at common law and in equity.

Remedies In Tort

1. This element is taught in large group lessons. Students are in addition expected to acquire the necessary knowledge of remedies through their own reading from the appropriate practitioner textbooks, statutes and cases.
2. The emphasis in these lessons is on:
 - (b) quantification of damages in personal injury claims;
 - (b) compensation in fatal accident cases; and
 - (c) injunctive relief.

EU and Human Rights

These are delivered on-line and built upon in a number of individual subjects's

7.3.1 THE PERVASIVES MAPS

PERVASIVES MAP FOR CIVIL LITIGATION AND EVIDENCE

PERVASIVE	SESSION	NO.OF EXERCISE	DESCRIPTION OF EXERCISE	COMMENT
PROFESSIONAL ETHICS AND CONDUCT	SGS 5	Task 3 Question 3	The question asks students to consider on what basis the court might disapply the primary limitation period in circumstances where the claimant is out of time due, in part to the negligence of the solicitors.	This question deals with how a barrister should advise the lay client in circumstances where the solicitors who have instructed him or her appear to have been negligent.
	SGS 15	TBA	The students are asked to do a past exam question which while concentrating on enforcement has a hidden conduct question	The conduct point relates to being instructed by an individual who knows you through his current opponent who you acted for previously. Dealing with how to manage conflict of interests.
	SGS 13	Task 7 question 2	The question relates to a set of facts which will require the student to recognise that the best course of action for the client would be to discontinue proceedings. The new information which leads counsel to this view	The professional conduct issue arises as to whether counsel would be professionally embarrassed to continue in these circumstances.

			was knowingly withheld from him or her by the lay client.	
PRACTICAL LEGAL RESEARCH	SGS 1	Question 3.	Research Trail Questions. Students are asked 7 questions each of which required them to search through different parts of the White Book to gain confidence from using the practitioner's text from the outset.	As is common with <i>all</i> SGS in a knowledge subject such as civil litigation and evidence the students are required to research the practitioner's text of the White Book to be able to answer the questions set. Here and in SGS 3 below, however the students are requested to continue with the discipline of maintaining and showing a research trail in accordance with the methodology taught at the beginning of the academic year by the PLR team.
	SGS 3	Question 6	Research Trail Question. Students are asked; What action must a third party take when they are served with a Part 20 claim form? Give your answer with reference to the CPR and show your research trail.	

PERVASIVES MAP FOR CIVIL ADVOCACY

PERVASIVE	SESSION	EXERCISE	DESCRIPTION OF EXERCISE	COMMENT
PROFESSIONAL ETHICS AND CONDUCT (generally)	ALL SMALL GROUP SESSIONS	Various – Opening speech or ,largely, contested interim applications against a fellow student	Students are required to in the most instances prepare a skeleton argument and the advocacy for the exercise which is applicable that week All students have been given their brief prior to the session and should come prepared ready to appear and act as an advocate on behalf of the Claimant or Defendant.	It is important that during the advocacy exercises that the students do not mislead or lie to their opponent and that they do not advance any argument to the court or respond to any judicial intervention using information which is contrary or beyond their instructions. Professional conduct and ethics are always considered in the assessment criteria for civil advocacy and marks are deducted if students act contrary to the Codes of Conduct.
PROFESSIONAL ETHICS AND CONDUCT (specifically)	SGS 5	Opposed application for summary judgment	How to deal with an allegation by a defendant in a witness statement that he has been a “victim of fraud” and the extent to which counsel is under an obligation to pursue such an allegation in court	See Annex f to the Guide of Professional Conduct – paragraph 5.10-the question is whether the allegation goes to the matters in issue and whether they are supported by reasonable grounds.
PRACTICAL LEGAL RESEARCH	SGS 1	An opening speech dealing with either a personal	Students will receive a brief in advance of the session and should be prepared to	In order to competently represent their client, students must research the latest personal injury case law on

		injury case or a breach of contract case	make an Opening speech on behalf of their client based on the brief which is allocated to them. They will also participate in a brainstorming session on what makes an effective opening speech.	quantum. They are expected to use practitioner texts such as Kemp v Kemp that are kept in the library, resource room and each BVC group room. In respect of the contract dispute, again the students are expected to research at least Chitty and also the current status of the law in relation to exclusion clauses. Many students also use on-line practitioner sites.
	SGS 2	Approval of an infant settlement.	Students will receive a brief in advance of the session and should be prepared seek approval from the court on behalf of their client. This follows on from a session in OWD where the students will already have had to research the law on a number of relevant factors including Occupiers Liability.	Students are expected to independently research the relevant law and the civil procedural rules which are to be applied with resource to practitioner texts and on-line services.
	SGS 3	Opposed application for an interim injunction.	Students will receive a brief in advance of the session and should be prepared to represent their client whether claimant or defendant.	Students are expected to research the relevant law relating to prohibitory injunctions.
	SGS 4	An opposed application for summary judgment under the "cheque rule"	Students will receive a brief in advance of the session and will examine the strengths and weaknesses of their	Students are expected to research the relevant consumer legislation, law relating to exclusion clauses and law relating to the cheque rule.

			client's case.	
	SGS 5	As above	Students will receive a brief in advance of the session and should be prepared to advocate on behalf of their client.	As above.
	SGS 6	An opposed interim injunction .	Students will receive a brief in advance of the session and should be prepared to advance an argument for their client.	Students are expected to research the law on boundaries and injunctions. American Cyanamid principles are of primary importance and require research. In addition the students need to research the law in relation to mandatory injunctions and the principles and procedures behind them.
HUMAN RIGHTS	ALL SGSs	Various	As above	Students have to understand Civil Litigation, Procedure and Evidence and any relevant legislation which might affect the workings of the CPR, especially the ramifications of any Human Rights legislation.
ECHR	ALL SGSs	Various		Whilst researching different areas of law for a negotiation, students must be aware of any important ECHR decisions or developments.

PERVASIVES MAP FOR OPINION WRITING AND DRAFTING

PERVASIVE	SESSION	NO.OF EXERCISE	DESCRIPTION OF EXERCISE	COMMENT
PROFESSIONAL ETHICS AND CONDUCT	SGS 3	Opinion	One of the issues on which students (acting on behalf of the defendant) are instructed to advise is whether counsel for the claimant is able to use copies of the defendant's accident records, which had been copied by an ex-employee of the claimant.	The professional conduct issue relates to documents which have come into counsel's possession other than through the normal and proper channels, where their use would be contrary to para. 608(f) of the Code.
PRACTICAL LEGAL RESEARCH	SGS 1,2,3,7,10,11, 12 and 14 Plus Practice Assessment and Final Assessment	These are all situations where students are expected to draft an Opinion	All scenarios raise questions of substantive law and/or procedure which students are required to research before drafting their Opinion. In the Practice and Final OWD/DRF Assessments, students are also expected to draft a research strategy	Students are required to research a range of electronic and paper sources, including the White Book and practitioner texts on substantive law (such as <i>Kemp and Kemp</i> and <i>Chitty</i>), to be able to draft their Opinion In the Practice and Final Assessments, the students are requested to continue with the

			document, research trail and memorandum. These documents are separately assessed in the context of the PLR course.	discipline of drafting a research strategy document, research trail and memorandum in accordance with the methodology taught at the beginning of the academic year by the PLR team.
--	--	--	--	---

PERVASIVES MAP FOR NEGOTIATION

PERVASIVE	SESSION	EXERCISE	DESCRIPTION OF EXERCISE	COMMENT
PROFESSIONAL ETHICS AND CONDUCT	ALL SMALL GROUP SESSIONS	A negotiation with a fellow student	Students are required to negotiate with a fellow student during each SGS. All students have been given their brief prior to the session and should come prepared ready to negotiate on behalf of the Claimant or Defendant.	It is important that during negotiations students do not mislead or lie to their opponent and that they do not agree any settlement that is contrary or beyond their instructions. Professional conduct and ethics are always considered in the assessment criteria for negotiation and marks are deducted if students act contrary to the Codes of Conduct.
PRACTICAL LEGAL RESEARCH	SGS 1	A personal injury negotiation	Students will receive a brief in advance of the session and should be prepared to negotiate for their client. They should also prepare a negotiation plan which should outline the law, the strengths and weaknesses of the case and strategy and tactics.	In order to competently represent their client, students must research the latest personal injury case law on quantum. They are expected to use practitioner texts such as Kemp v Kemp that are kept in the library, resource room and each BVC group room. Many students also use on-line practitioner sites.

	SGS 2	An Employment negotiation	Students will receive a brief in advance of the session and should be prepared to negotiate for their client.	Students are expected to independently research employment and contract law with resource to practitioner texts and on-line services.
	SGS 3	A family case negotiation	Students will receive a brief in advance of the session and should be prepared to negotiate for their client.	Students are expected to research the Family Law Act 1996 in order to be able to negotiate for an Occupation and/or a Non-molestation order.
	SGS 4	A boundary dispute negotiation	Students will receive a brief in advance of the session and should be prepared to negotiate for their client.	Students are expected to research the law on boundaries and injunctions. American Cyanamid principles are of primary importance and require research.
	SGS 5	A Personal Injury negotiation	Students will receive a brief in advance of the session and should be prepared to negotiate for their client.	Students will need to research quantum and look up recent award cases in Kemp v Kemp. They will also need to have reference to the JSB guidelines.
	SGS 6	An ancillary relief negotiation	Students will receive a brief in advance of the session and should be prepared to negotiate for their client.	Students will need to read up on 'Mesher' orders and the basic principles of ancillary relief. They will also need to be familiar with case law.
	SGS 7	A spoilt holiday negotiation	Students will receive a brief in advance of the session and should be prepared to negotiate for their client.	Students will need to look up the basic principles of contract law and also have regard to the Package Travel, Package Holidays and Package Tours Regulations 1992.
CIVIL LITIGATION	ALL SGSs	Negotiations	As above	Students have to understand the basics of Civil Litigation,

				Procedure and Evidence in order to understand how to approach a negotiation. This knowledge will enable them to assess what is a good settlement for their client.
ECHR	ALL SGSs	Negotiations		Whilst researching different areas of law for a negotiation, students must be aware of any important ECHR decisions or developments.

PERVASIVES MAP FOR CRIMINAL LITIGATION AND ADVOCACY

Pervasive	Session	Exercise	Description of Exercise	Comment
Practical Legal Research	S_GS 3,4,5,6,7 SGS 8	Mitigation and Sentence (discussion SGS)	<p><u>All</u> Criminal Advocacy & Litigation require students to themselves fully research all directed rocedural and legal rules prior to attendance. No specific LGS's are provided</p> <p>Students are requested to research a number of short answer problems in the session with specific reference to the Criminal Practitioner texts of Archbold and Blackstone's</p>	
Human Rights	SGS 3 SGS 4 & 5	Police Powers Bail	<p>Article 5(1) and 5(3)</p> <p>Compatibility of BA 1976 sch 1 part 1 para 2(b) (further offences on bail) with Art 5. Students should have regard to concerns raised in Law Com No. 157 and 269. This ground of objection to bail raised in study question of <i>R v Burns</i>.</p> <p>Though not raised in a particular case study students will be expected to be able to discuss the following:</p> <p>Compatibility of present version of para 2A of part 1 of Sch 1 of BA 1976 (no right to bail for someone committing indictable offence who's already on</p>	

			<p>bail) with Art 5. Students should have regard to concerns raised by Law Com No. 157 and No 269.</p> <p>Compatibility of new version of para 2A to be inserted by s.14 CJA 2003 [not yet in force] with Art 5. Students should be alert to fact that newly drafted section does not address issues raised by Law Com No. 157 and introduces a reverse burden provision which on the face of it is objectionable.</p> <p>Compatibility of s.7 (5)(b) of BA 1976 (court may refuse bail to someone who has broken a condition of bail) with Art 5. Students should have regard to concerns raised in Law Com No. 157. Issue raised in case study <i>R v Milton</i></p> <p>Compatibility of BA 1976 sch 1 part 1 para 2(b) (further offences on bail) with Art 5. Students should have regard to concerns raised in Law Com No. 157 and 269. This ground of objection to bail raised in cases <i>R v Shelle</i>, and <i>R v Swift</i>.</p> <p><u>Adv 11-13: Summary trial</u></p> <p><u><i>Human Rights</i></u></p> <p>Students should generally demonstrate an awareness of Article 6. One of the defendants on trial is under 17. Students prosecuting and defending that defendant must ensure that they adopt a procedure that is Art 6 compliant, having particular regard to para 39 of the Consolidated Criminal Practice Direction 2002 and <i>V v UK (2000) 30 EHRR 121</i>.</p> <p>In arguing the admissibility of any evidence (for example, the evidence of the actions of the tracker dog) students should demonstrate an understanding of the interplay between Art 6 and the discretion exercisable under s.78 of PACE.</p> <p><u>Adv 15: Appeals</u></p> <p><u><i>Human Rights</i></u></p> <p>If students seek to argue that the conviction of Danny Clamp was obtained in breach of Article 6 they must demonstrate their understanding of</p>	
--	--	--	--	--

			<p>those authorities which deal with the question whether a breach of Article 6 automatically renders a conviction “unsafe” (students are directed towards the relevant authorities in the handouts)</p> <p><u>Adv 16-18: Trial on Indictment</u></p> <p><i>Human Rights</i></p> <p>Students should generally demonstrate an awareness of Art 6 and its interplay with s.78 of PACE.</p>	
Professional Conduct	SGS3		<p>Students are reminded in the instructions for this, their first substantial advocacy exercise, not to assert a personal opinion of the law (Code of Conduct[CC] 708(b)).</p> <p>In addition, they are expected to have regard to all of the provisions regarding Conduct in Court in CC708, in particular, paragraphs (a), (c), and (f). They must also have regard to the parallel provisions in the Written Standards [WS] at 5.10. Questions 2 and 8 underline the prosecution advocate’s duty to be able to assist the court on all matters of law, whenever that assistance is called for (WS 11.1)</p>	
	SGS 4		<p>Bail offering conditions/client consent. Students must demonstrate understanding of CC and WS, in particular: CC 708 (Conduct in Court) , WS 5 (Conduct of Work), and the relevant provisions of WS 11 (Responsibilities of Prosecuting Counsel) and WS 12 (Responsibilities of Defending Counsel).</p> <p><i>Professional Conduct & Ethics</i></p> <p>Students must demonstrate understanding of CC and WS, in particular: CC 708 (Conduct in Court) , WS 5 (Conduct of Work), and the relevant provisions of WS 11 (Responsibilities of Prosecuting Counsel) and WS 12 (Responsibilities of Defending Counsel).</p>	
	SGS 6 Mode of Trial Professio		<p>Conduct acting within instructions</p> <p>re invited to make submissions in</p>	

	<p>nal</p> <p>SGS 7 Cross-examination</p> <p>SGS 9: Mitigation and Sentence (advocacy SGS)</p> <p>Adv 10: Drafting</p>		<p>ference Counsel's advice that there is</p> <p>Students must demonstrate understanding of CC and WS, in particular:</p> <p>CC 705 (Contact with Witnesses), CC 708 (Conduct in Court) , WS 5 (Conduct of Work), WS 6 (Witnesses) and the relevant provisions of WS 11 (Responsibilities of Prosecuting Counsel) and 12 (Responsibilities of Defending Counsel).</p> <p>Professional Conduct: acting within instructions</p> <p>Students must demonstrate understanding of CC and WS, in particular:</p> <p>CC 708 (Conduct in Court) , WS 5 (Conduct of Work), and the relevant provisions of WS 11 (Responsibilities of Prosecuting Counsel) and 12 (Responsibilities of Defending Counsel).</p> <p>Students should demonstrate an understanding, when settling indictments, of CC 704 (drafting documents) and WS 11.4 (insofar as it relates to the settling of indictments). Students must demonstrate understanding of CC and WS, in particular:</p> <p>CC 705 (Contact with Witnesses), CC 708 (Conduct in Court) , WS 5 (Conduct of Work), WS 6 (Witnesses) and the relevant provisions of WS 11 (Responsibilities of Prosecuting Counsel) and 12 (Responsibilities of Defending Counsel).</p> <p>Students must demonstrate understanding of CC and WS, in particular:</p> <p>SGS 15 CC 708 (Conduct in Court) , WS 5 (Conduct of Work), and the relevant provisions of WS 12 (Responsibilities of Defending Counsel).</p> <p>Adv 16-18: Trial on Indictment</p>	
--	--	--	--	--

			<p>Students prosecuting are posed a particular ethical dilemma in that they are given on the morning of the trial information that seriously undermines their case. They must be aware of their duties of disclosure under CPIA.</p> <p>In addition, students must demonstrate general understanding of CC and WS, in particular:</p> <p>CC 705 (Contact with Witnesses), CC 708 (Conduct in Court) , WS 5 (Conduct of Work), WS 6 (Witnesses) and the relevant provisions of WS 11 (Responsibilities of Prosecuting Counsel) and 12 (Responsibilities of Defending Counsel).</p>	
--	--	--	---	--

7.3.2 TABLE OF HOURS ALLOCATED TO EACH SUBJECT

Subject	Small Group Sessions	Large Group Sessions	Total
Civil Advocacy	36	4	40
Criminal Advocacy And Litigation	51	7	58
Evidence	16	17	33
Conferencing	24.50	4.25	28.75
Civil Litigation	24	6	30
Negotiation	27	6	33
Legal Research	2	6.5	8.50
Conduct	2	3	5
Opinion Writing and Drafting	45	5	50
Miscellaneous		9	9
TOTAL	227.50	67.75	295.25

7.4 PROFESSIONAL CONDUCT

1. Professional conduct commences immediately following registration. Students are given an overview of the requirements of professional ethics and the importance of observing the standards set out in the Code is emphasised. These matters are particularly developed in a small group lesson held during the main teaching block and reinforced in the fact management lessons which prepare students for their placement weeks and for their second term advocacy trials. All lessons have input from experienced practitioners in their design and/or delivery. In addition to the ICSL Manual, students are provided with the Code of Conduct for the Bar of England and Wales. The course makes use of supplemental material devised in conjunction with practising barristers. The Course Handbook draws students' attention to their professional obligations.
2. The lessons in professional ethics underline the ways in which ethics issues pervade the entire course, reflecting professional practice. Tutors stress that ethical problems arise in practical training and assessment exercises and that students are expected to recognise and deal with them effectively and professionally. Emphasis is placed on wider ethical issues, such as client care and the personal conduct of the barrister's working life.

Lessons are designed to ensure that:

- (a) a high level of practitioner input is maintained;
- (b) ethical and conduct issues arise frequently and appropriately in all aspects of the course; and
- (c) all teaching staff emphasise ethical considerations in their teaching sessions wherever possible.

This arrangement reflects our conception of professional ethics as a pervasive element of the course.

4. In addition to instruction in the rules, the small group lessons, in particular in advocacy trials, simulate professional ethics problems likely to be encountered in practice. By placing them in realistic situations students will learn by experience:
 - (a) to recognise ethical issues in the context of everyday practice;
 - (b) to apply the code (or the spirit of the Code where it does not deal expressly with the problem);
 - (c) to appreciate when advice or guidance should be sought;
 - (d) to develop a professional attitude free from prejudice and preconceptions; and
 - (e) to maintain proper professional relationships.
5. Students are required to prepare exercises in advance and to have formulated their own solutions before the lesson.
6. Although professional ethics is not assessed as a separate subject, the criteria for all skills assessments will include a requirement for the proper observance of ethical standards. Points deducted for a failure to observe the rules of professional ethics; in extreme cases such failure may lead to a failure in that skills assessment. In addition, marks will be attributable to ethical points specifically included in some assessments. This year positive conduct points are to be inserted into four assessments. Students will be required to demonstrate competence in correctly identifying and dealing with these points.

7.5 TEACHING AND LEARNING MATERIALS

The emphasis is on the use of practitioner texts. Accordingly each student is given a copy of both Crown Court and Magistrates Editions of Archbold (the 2005 edition published in November; until then 2004 editions are provided) and the White Book. Additionally students receive copies of the BVC manuals published by Oxford University Press but it is made clear that these are intended as route maps only and that there is no substitution for recourse to practitioner works.

All small group sessions are based on sets of instructions drafted by the tutors and preparation for these demands use of additional practitioner works such as Thomas on Sentencing, Kemp and Kemp, Current Law and the JSB Guidelines on quantum in personal injury damages.

A Chambers style library (in terms of content) is available in addition to the University law library.

7.5 TEACHING AND LEARNING SCHEMES

The individual subject templates appear in the Course Handbook.

8. ASSESSMENT

8.1 Assessment Strategy

8.1.1 The Written Skills

The written skills of opinion writing and drafting are assessed once as a seen assessment. They are integrated

8.1.2 The Oral Skills

Civil Advocacy is assessed first in the mid-second term. The first criminal advocacy assessment (examination in chief) takes place towards the end of that term with the second criminal advocacy assessment (cross-examination) occurring in the third term. Conferencing and Negotiation are assessed by way of two elements the first worth 30% and the second 70% of the overall mark. Conferencing 1 is scheduled for the end of the first term with Conferencing 2 in the summer term. Negotiation is assessed mid-way through the second term part with the second element scheduled for the third term.. All of these assessments include elements of fact management, professional ethics and legal research.

8.1.3 The Knowledge Areas

The knowledge areas of Criminal Litigation and Evidence and Civil Litigation and Evidence are assessed either at the end of the second term or at the beginning of the third term.

8.1.4 Legal Research and Professional Ethics

Legal research is assessed by means of one seen assessments linked to the OWD assessments and scheduled for the third term. Professional ethics is assessed pervasively as part of other assessments.

8.1.5 Practice Assessments

Students will be given practice assessments practice in all of the skills and knowledge areas save for conferencing and negotiation (by reason of the two elements to those assessments).

8.2. Assessment Setting and Scrutiny

8.2.1 Persons involved in Assessment Production, Scrutiny etc.

BVC Assessments Tutor
Faculty Office Assessments Administrator
Subject Leader
Subject Team
BVC Assessment Scrutiny Committee (see 4.2 below)
External Examiners

8.2.2 Timetable

A master assessment timetable will be produced each year and will contain all relevant dates and activity required in respect of each and every assessment (including matters such as the booking of actors etc). The timetable will be held in the Faculty Office by the Assessments Administrator who will be responsible for liaising with the party responsible at each stage to ensure that any required activity has been completed within the appropriate timescale. In the event of difficulties or unforeseen circumstances the matter is to be referred to the Assessments Tutor.

The timetable will be distributed to all members of academic staff concerned with the BVC and all BVC students.

8.2.3 Physical arrangements for Assessments

Not later than four weeks before an assessment is due to be sat or assessment papers are due to be handed out (as may be appropriate), subject leaders provide to the Assessments Administrator such information as may be required in an Assessment Administration Questionnaire. This will include, as appropriate:

- (a) Requirements for assessment and 'holding' rooms and the layout of furniture required in those rooms;
- (b) Any requirements for cameras and videotapes;
- (c) Any requirements for invigilators;
- (d) Any matters to be taken into account in timetabling students or assessors;
- (e) Any requirements for actors (specifying as necessary any requirements in respect of age, gender and appearance);
- (f) Details of the materials to be produced for the assessment (including assessment papers, marking grids, feedback sheets) and indicating which materials will require copying and the number of copies required of each;
- (g) Any arrangements required in respect of students with special needs;
- (h) Such further information as may assist the process of preparation for and administration of the assessment.

8.2.4 Production of Assessments

It is the responsibility of the Subject Coordinator to ensure that all tasks and requirements relating to the assessments produced by that team are dealt with properly and that all deadlines concerning production, scrutiny and marking are met.

Subject teams will determine amongst themselves who is to be responsible for the creation of each assessment the team is required to produce. The person or persons nominated must produce all required documentation for the assessment, including front sheets, rubric, assessment criteria/markings guide and suggested answer(s) where

appropriate. In addition the person responsible for creation of the assessment must fill in the standard proforma sheet giving the following information:

- (a) At what point the issues covered in the assessment have been considered during the relevant course. If an issue has not been so covered then an explanation must be given as to why it is justified to assess students on the issue (eg 'research in a 'seen' assessment');
- (b) Identifying the relevant Bar Council BVC Learning Outcomes that are covered by the assessment;
- (c) Whether the assessment contains any professional conduct issues.

The subject coordinator is responsible for the content and accuracy of the assessment and must ensure that the team meet and/or liaise to scrutinise the content of the assessment and the required accompanying documentation in order ensure that it is satisfactory.

Where a team is responsible for the creation of more than one assessment in a subject area, the team should also take steps to ensure that all the assessments produced are of a consistent standard and that there is no inappropriate overlap of material between assessments.

All items of scrutiny set out above will be the responsibility of the team and not the Course Assessment Scrutiny Committee. Any further scrutiny of the matters checked by the team will be undertaken by the relevant external examiner.

Once subject team scrutiny of the assessment has taken place and the assessment is deemed satisfactory by the subject coordinator, the subject coordinator must forward three copies of the assessment and all necessary accompanying materials to the Assessments Administrator. H/she will then forward the assessment to the relevant external examiner(s) and the Assessment Scrutiny Committee.

The subject leader must 'sign off' the assessment on the assessment proforma, a copy of which must also be provided to the Assessments Administrator. A copy of the proforma will be provided to the Assessment Scrutiny Committee by the Assessments Administrator.

8.2.5 Scrutiny

Scrutiny is a three stage process. The following bodies will each scrutinise assessments.

- (a) Subject Team;
- (b) Course Assessment Scrutiny Committee;
- (c) External Examiner.

Each body involved in the assessment scrutiny process has a distinct function. The functions of the internal bodies do not overlap.

(a) Scrutiny by Subject Team

The subject team is responsible for the production and scrutiny of each assessment created by that team. The subject coordinator is responsible for the content and accuracy of the assessments created by his/her subject team.

(b) Scrutiny by the BVC Assessment Scrutiny Committee

The Course Assessment Scrutiny Committee has two functions:

- (i) Firstly the Committee is responsible for considering the overall assessment process of the students to ensure that there is a sufficient breadth and depth of assessment of the course in accordance with Bar Council learning outcomes. The Committee should consider how each assessment fits into this process. The committee should ensure that there is no inappropriate duplication of areas of assessment or coverage of inappropriate areas;
- (ii) Secondly the Committee is responsible for ensuring consistency of approach and standards across the full range of assessments on the course.

The committee will consist of:

- (i) Bar Vocational Course Director and Deputy Director
- (ii) Assessments Tutor
- (iii) Civil and Criminal Programme Co-ordinators

The Assessment Scrutiny Committee will meet as necessary throughout the course of the academic year in order to fulfil its functions.

(c) Scrutiny by External Examiners

External Examiners are responsible for checking the academic content and accuracy of assessments in their subject areas and for overseeing the process of delivery and assessment of the course in accordance with the requirements of the Bar Council

Further the external examiner in the relevant subject area will be responsible for determining any dispute within the Subject Team or between the Subject Team and the Course Assessment Scrutiny Committee concerning the structure, content or subject matter of an assessment. The decision of the external examiner on any such matter shall be final.

Upon completion of their respective tasks in respect of each assessment, the Assessment Scrutiny Committee and external examiner(s) will return the papers they have considered to the Assessments Administrator. The external examiner(s) and the Assessment Scrutiny Committee will report to the relevant subject leader as to whether they are satisfied with the assessment or whether any further action needs to be taken. It will be the responsibility of the subject coordinator to take steps to ensure that such further action as is

required is undertaken and that there is such further liaison with the Assessment Scrutiny Committee or external examiner as may be necessary.

Once the Assessment Scrutiny Committee and external examiner have approved the assessment, the subject coordinator is responsible for undertaking a final check of the assessment (including such matters as spelling and grammar). H/she will then forward a 'print ready' copy of the assessment to the Assessments Administrator in accordance with the required production deadline.

8.2.6 Marking and Moderation

Dates for completion of marking and moderation of each assessment will be specified in the master assessment timetable.

It is the responsibility of each subject team to undertake the marking and moderation of assessments within the timescale specified in the master assessment timetable.

On completion of marking and moderation subject leaders are responsible for providing lists of all student marks to the Assessments Administrator. Subject leaders must also identify those papers/tapes etc. that are to be sent to the external examiner. All materials to be sent to the external examiner must be provided to the Assessments Administrator and should not be sent directly by tutors or subject coordinators.

8.3. Assessment Timetable

See the Course Handbook

8.4 Assessment Methodology

8.4.1 Setting Assessments

All assessments are set jointly by the subject teams in accordance with the requirements in section 8.2 above.

8.4.2 The Methods

The method adopted for assessment of a particular subject or skill will be selected for its appropriateness for the subject or skill.

Save for legal research and professional ethics, which are assessed to competence only, each assessment will be graded as "outstanding", "very competent", "competent" or "fail". A student must achieve a grade of competent or above to pass any assessment.

Knowledge areas

- (a) The assessments follow the standard pattern of a three hour unseen examination with thirty minutes additional reading time.

- (b) Students will be presented with a case study designed to test the main principles of law.
- (c) The assessments concentrate primarily on the practical issues regularly arising in practice which a person about to undergo pupillage must know and understand. Students may also be expected to be tested on more complex issues.
- (d) The examinations are closed book. No past papers will be issued to students and no question spotting opportunities will therefore arise. Students will have to prepare across the whole syllabus.
- (e) Sentencing is assessed as part of the Criminal Litigation and Evidence paper and the Advocacy skills assessments.

Skills

- (a) The number of assessments required for each skill are summarised in the Assessment Regulations.
- (b) In addition to testing the individual skill, the skills assessment are designed to test competence in fact management and legal research and, as appropriate to the exercise, knowledge and comprehension of the rules of Evidence, Civil Litigation, Criminal Litigation, Sentencing, Remedies and Pervasive subjects. In particular students are tested on their ability to recognise ethical problems and to deal with them in accordance with the Code.
- (c) All skills are assessed by reference to written criteria. In addition to the criteria appropriate to the relevant skill, every assessment incorporates a requirement for the proper observance of ethical standards and criteria to test competence in fact management and research skills. The criteria for individual assessments may also include references to understanding relevant knowledge, remedies and background subjects.
- (d) All assessors are trained in the use of written assessment criteria.
- (e) Students are permitted to use materials such as manuals, notes and approved calculators as appropriate in all skills assessments.

Options

In assessing the options emphasis is placed on the use of skills learnt in the main teaching block. The assessments are by way of seen assignment requiring a written advice or one of the oral skills of advocacy, negotiation or conferencing or by a combination of written and oral skill.

8.5 Assessment Integrity

8.5.1 The Examination Regulations

The examination regulations, including an appeals procedure covering all aspects of the assessment process, conform to the guidelines issued from time to time by the Bar Council and to the university's regulations. A Student's Handbook containing these regulations is provided to students upon enrolment.

8.5.2 Double Marking and Moderation:

For each assessment the subject team produces a subject exercise and an indicative marking scheme. Each exercise and marking scheme will be approved by the appropriate external examiner. Following the assessment each team member marks a sample (eg 10%) and exchanges samples with another member of the team for double-marking. A common approach is then agreed, the marking scheme is finalised, and any major problems are raised with the external examiner. The remainder of the scripts or assessments are marked by the subject team members and a sample exchanged for double-marking. The subject team co-ordinator will then moderate and all fails and borderline cases together with a representative sample of passes will be sent to the appropriate external examiner for approval.

8.5.3 Marking Anonymity

All written assessments are marked anonymously.

8.5.4 Appeals

The university makes provision for students to appeal against their examination results on the ground of procedural impropriety or improper consideration of extenuating circumstances.

8.5.5 The Award and its Classification:

A successful student is awarded the Postgraduate Diploma in Bar Vocational Studies. The classification available for this award is "competent", "very competent" or "outstanding" and awards are classified as such in accordance with the guidelines issued by the Bar Council.

8.6. External Examiners

8.6.1 A minimum of three external; examiners shall be appointed who shall serve for a period of three years; such appointments may be renewed for one further period of up to three years.

8.6.2 The duties of external examiners are:

- (a) to offer advice and assistance on all aspects of the course;
- (b) to visit the Faculty at least once per year to sit in on classes and meet representatives of the student cohort;
- (c) to check the academic content and accuracy of and approve all final assessments in their subject areas;

- (d) to determine any dispute within the Subject Team or between the Subject Team and the Course Assessment Scrutiny Committee concerning the structure, content or subject matter of an assessment;
- (e) to receive all assessment fails and a sample of all other gradings and to approve standards of marking of final assessments; and
- (f) to attend, as required, the final examination board, the extenuating circumstances committee and the re-sit examination board.

8.6.3 In any matter to be decided at the examination boards or meeting of the extenuating circumstances committee the decision or majority decision of the external examiners will be final.

8.7 Course Examining Board

8.7.1 The Course Examining Board comprises:

- (a) Director of the Bristol Institute of Legal Practice (Chair);
- (b) the Director of the BVC;
- (c) all other members of the Faculty who are internal examiners; and
- (d) the external examiners.

8.7.2 The Assessments Tutor will:

- (a) prepare the pass lists; and
- (b) co-ordinate and present to the Board any extenuating circumstances presented by students for its consideration.

8.7.3 The duties of the Course Examining Board are:

- (a) to determine whether a student has passed the Course;
- (b) to award the Postgraduate Diploma in Bar Vocational Studies to those who have passed;
- (c) to make recommendations for change in the mode of assessment of any course, or in the conduct of any coursework or written examination; and
- (d) to ensure that all assessments and examinations are conducted fairly and in accordance with the procedures laid down by the Bar Council and by the university

8.7.4 A sub-committee of the Examining Board (called the Mitigating Circumstances Committee), comprising the nominee of the Director of the Bristol Institute of Legal Practice, the Director and Deputy Director of the BVC, the programme co-ordinators and one external examiner, is authorised to consider evidence of mitigating

circumstances submitted by students and to make recommendations to the Board concerning the application of the assessment regulations to those students.

8.8 Assessment Regulations

The current Assessment Regulations are contained in the course handbook

9. Admissions

9.1. Admissions Policy

Strategy

- 9.1.1 Students admitted to the BVC Bristol are admitted on the basis of admissions criteria. The admissions officer is responsible for production, review and implementation of the admissions strategy and procedures.
- 9.1.2 In order to ensure that the equal opportunities policy is met, the admissions procedures for the BVC is monitored by the admissions officer so as to comply with their requirements and any that may be introduced by the Bar Council. It is the admission officer's responsibility to prepare a report on the implementation of the admissions strategy to the course management committee. This report is included in the annual report submitted to the Bar Council.

9.2 Admissions Criteria

- 9.2.1 No applicant will be admitted to the BVC Bristol who does not meet the Bar Council's requirements as to educational qualifications and good character.
- 9.2.2. In determining whether to admit any applicant all information provided on the CACH application form together with any references provided through the Bar Council are taken into account:
- 9.2.3 Applicants are not normally interviewed for a place on the Course.
- 9.2.4 All applicants for the BVC are treated in accordance with the university's policy on equal opportunities .The common principles shared by these policies, so far as they relate to admissions, are:
- (a) to ensure that all applicants are treated equally, regardless of their age, colour, race, ethnic or national origins, sex, sexual orientation, marital status, family responsibilities, physical or sensory disabilities, political or religious beliefs;
 - (b) to conduct their student recruitment, selection and assessment procedures on an equal opportunities basis;
 - (c) to monitor the operation of their recruitment procedures;
 - (d) to arrange their premises wherever practicable so that all students may have equal access to such facilities as may be required by or consequential upon their membership of the university;

- (e) to operate procedures to deal with allegations of discrimination; and
- (f) to take such action and to establish such machinery as may be required from time to time to implement this policy.

9.3 BVC Selection System

9.3.1 Aims of BVC Selection Systems

- (a) The selection system aims to:
 - (i) produce a list of students in descending order of acceptability;
 - (ii) take no account of factors that might be construed as unfairly and/or unreasonably discriminatory (including, but not limited to, university origin; only those who have obtained mini-pupillage, ethnic or cultural background, disability, special needs);
 - (iii) acknowledge students' efforts to join the profession (eg joining an Inn of Court) whether in independent practice or otherwise;
 - (iv) be objective in its assessment of the seven self-evaluation boxes;
 - (v) leave some discretion for recognising additional educational or other factors supporting a student's application (eg a higher degree);
 - (vi) appropriately balance the credit given for the grounds upon which student are judged; and
 - (vii) consider each applicant on his or her individual merits rather than by way of general policy.
- (b) Overall, we are looking for students who are not only capable of passing the BVC examination, but who will be able to:
 - (i) find pupillages in chambers or at the Employed Bar, **OR**
 - (ii) find some form of legal employment which might ultimately lead to pupillage or other type of legal employment,

either in England and Wales or in other jurisdictions.

9.3.2 Implementation of System.

All students are scored out of a total number of available marks of 100. The manner in which each of the relevant criteria are scored and balanced is set out on the attached scoring system guide.

Marks are awarded for the information on the BVC On-line application form as follows:

Criteria	Maximum Available Points
Joined an Inn of Court	2
<p>A levels or Equivalent</p> <p>‘A’ level scores</p> <p>S = 11 A = 10 B = 8 C = 6 D = 4 E = 2 U = 0</p> <p>Grade total score</p> <p>24+ = Award 6 points 20+ = Award 4 points 14+ = Award 2 points</p>	6
<p>Undergraduate Degree / Non Law Degree + CPE</p> <p>Award marks under either heading A or B [under B award total marks gained under parts (i) and (ii)].</p> <p>A. Law Undergraduates 1st = Award 24 points 2:1 = Award 16 points 2:2 Award 8 points</p> <p>B. Non Law Undergraduates Degree 1st = Award 15 points 2:1 = Award 10 points 2:2 Award 5 points</p> <p>Diploma/CPE Pass = Award 3 points Merit = Award 6 points Distinction = Award 9 points</p>	24
<p>Postgraduate Qualifications</p> <p>LL.M = Award 9 points Non Law Masters Degree = Award 6 points Currently reading for LL.M = Award 4 points Ph.D = Award 12 points</p>	12

Reference Unfavourable = Award 0 points Favourable with major reservations = Award 3 points Favourable with minor reservations = Award 6 points Unequivocally favourable = Award 9 points	9
The seven boxes Work or work related experience (6) Mini Pupillages / Bar related experience (10) Reasons for career choice (4) Evidence of intellectual ability (8) Inter-personal skills (6) Advocacy and Public Speaking (10) Personal Organisation Skills (3)	47
TOTAL	100

Each year a minimum score required for a student to be given an offer will be fixed which will depend on the overall quality of student applying in that year.

9.3.3 Guidance on Application of Selection System

- (a) For the purposes of guidance the mark awarded in respect of each of the seven boxes indicates the following in respect of the total mark available for that criterion:

<p>Total available mark : 10</p> <p>0 - 2: no or minimal evidence 3 - 5: average evidence of the element in question 6 - 8: above average evidence of the element in question 9 - 10: excellent evidence of the element in question</p> <p>Total available mark : 8</p> <p>0 - 1: no or minimal evidence 2 - 4: average evidence of the element in question 5 - 6: above average evidence of the element in question 7 - 8: excellent evidence of the element in question</p> <p>Total available mark : 6</p> <p>0 - 1: no or minimal evidence 2 - 3: average evidence of the element in question 4 - 5: above average evidence of the element in question 6: excellent evidence of the element in question</p>

Total available mark : 4

- 0 - 1: no or minimal evidence
- 2: average evidence of the element in question
- 3: above average evidence of the element in question
- 4: excellent evidence of the element in question

Total available mark : 3

- 0: no or minimal evidence
- 1: average evidence of the element in question
- 2: above average evidence of the element in question
- 3: excellent evidence of the element in question

(b) Further Guidance concerning Mark Allocations

A LEVELS:

Ignore the fact that 'A' levels have been taken in different years.
If the score is less than 13 – no points to be given

Status of other qualifications in order to award points:

Students who have no 'A' levels but an ACCESS qualification from a technical college or further education college should be awarded 4 points. For an Irish Certificate or Scottish Highers award the equivalent of 3 'A' levels with 'B' Grades.

Status of Post Graduate Diploma in Legal Practice

Award 6 points under post graduate qualification, but check for an explanation for this change of career in the Choice of Career Box.

Status of Post Graduate Certificate in Education

Award 3 points

Status of D.E.U.G. de droit from French University

Award 6 points under A levels because it is the equivalent of one year of a degree awarded from an English University.

Where appropriate a check should be made with the Bar Council to ascertain the status of unknown qualifications.

9.3.4 Deferral of Offers

Upon request of the student an offer of a place which has been accepted may, at the discretion of the BVC course director, be deferred to the following academic year.

Only one deferral of an offer is permissible and only on grounds that were not foreseeable at the time of acceptance. If a student who is holding a deferred place wishes to further defer the place s/he may not do so and will be required to submit a further full application for a place on the course in the relevant year.

It will be the students responsibility to ensure that all necessary requirements to secure the deferred place, including any requirements imposed by Bar Council, are complied with

10. QUALITY ASSURANCE

10.1. SUMMARY OF QUALITY ASSURANCE PROCEDURES

COURSE

Faculty Board
Academic Planning
and Quality Committee
Annual Report
Course Management Committee
Staff Student Committee
Staff Meetings
Subject Meetings
Personal Tutorial System

STAFF

Mentoring System
Appraisal System
Postgraduate Qualification in
Education for those new to teaching
Peer observation
Subject meetings
Student evaluations

STUDENTS

Personal tutorial system
Collaborative learning
Peer feedback
Tutor feedback
Self reflection
Formative and practice assessments

ASSESSMENTS

Assessment Co-ordinator
Assessment guidelines
Assessment Scrutiny Committee
Moderating procedures
Mitigating circumstances pro-forma
Mitigating circumstances sub-
Committee

10.2 INTRODUCTORY NOTE

The University has detailed provisions governing the matters described in this section. The following paragraphs identify the main principles.

10.3 INTERNAL MONITORING PROCESS

The University requires its academic departments to conduct regular monitoring of the courses for which they are responsible. These requirements are set out in the procedures approved by the Academic Board for implementation by the Faculty of Law.

10.4 EQUAL OPPORTUNITIES POLICY

The University has an equal opportunities policy applicable to all aspects of academic, administrative and student activities.

10.5 Course Monitoring

10.5.1 The University imposes general monitoring requirements on all academic departments responsible for the delivery of courses. These rely upon student feedback and evaluation. The BVC involves students in the course management and development process and obtains valuable feedback via the following :

- (a) the staff student committee;
- (b) base room lunches with personal tutors
- (c) mid term and end of year evaluation questionnaires

10.5.2. The evaluation questionnaires will be administered by the course management committee. Their content will be the responsibility of the course management committee. To ensure adequate response the questionnaires will be handed out during a small group session and collected at the end of the session.

10.5.3. The questionnaires will invite responses on:

- (a) the design and organisation of each element of the Course; and
- (a) the teaching of each element of the Course.

10.5.4 The questionnaires may be anonymous. The results will be analysed by the subject co-ordinators and the course Director. Where it is desirable and possible to amend any aspect of course delivery, without further consideration, it will be undertaken for immediate effect. In other cases, the results will be reported to the Course Management Committee for discussion and action.

10.5.5 Subject liaison tutors are required to produce a response to the student evaluations

10.5.6. Issues concerning the competence of the teaching staff will be dealt with by the site Director.

10.5.7. Points raised in the responses to questions concerning the design and organisation of the Course will be reviewed by each course team.

10.5.8. Summaries of the results and the analysis of the questionnaires will be made to the site and to the Course Management Committee.

10.6 Annual Report

10.6.1. The Course Director in conjunction with the Course Management Committee will prepare an Annual Report on the operation of the BVC at that site.

10.6.2. The Report shall contain

- (a) returns on all matters required by the Bar Council for the annual report;
- (b) where these matters are not otherwise required by the Bar Council, reports prepared by:
 - (i) subject teams
 - (ii) the admissions officer;
 - (iii) careers officers;
 - (iv) the co-ordinators of the personal tutor system; and
 - (v) external examiners' reports.

10.6.3. The Annual Report will be copied to:

- (a) the Bar Council;
- (b) the Advisory Board;
- (c) the Faculty Board
- (d) the Faculty Quality Assurance Committee.

10.7 The Advisory Board

10.7.1. The course has an Advisory Board. This comprises:

- (a) the Course Director;
- (b) the Head of the Bristol Institute of Legal Practice
- (b) the Head of Law at the institution;
- (c) practitioner representatives
- (f) representatives of the Bristol Institute of Legal Practice and of the Faculty.

The exact numbers of representatives is determined from time to time.

10.7.2 The duties of the Advisory Board are:

- (a) to advise the course Director on policies by which the aims and objectives of the BVC may be furthered;
- (b) to consider the implications of the BVC on barristers' training and, where it considers it appropriate to do so, to draw the course Director's attention to them; and
- (d) to receive the Annual Report and to make such comment upon it to the course Director as it thinks appropriate.

10.8 STUDENT PROGRESS

- 10.8.1. All students are required diligently to pursue their studies on the BVC. We see this as a matter of professional conduct.
- 10.8.2. The University has its own regulations on this matter. The common principles concerning student progress are:
- (a) that all students are, unless formally exempted from any attendance or submission requirements, required to attend all formally timetabled classes, and to be present at any oral assessment or submit on time any written assessment or other work required of them;
 - (b) that procedures are in place to monitor students' progress and take remedial or disciplinary action as appropriate;
 - (c) that personal tutors will be kept fully informed of any students considered to be failing to diligently pursue their studies; and
 - (d) that students who are not diligently pursuing their studies will, without prejudice to any other action that may be taken, be informed that this fact will be taken into account by the Examining Board should it be required to exercise its discretion in the student's favour.
 - (e) that failure without reasonable excuse to attend 90% of scheduled classes may lead to failure of the professional ethics component of the course

11. Staff Development

11.1 Staff Development Policy and Strategy

11.1.1 The University Schemes

Our staff development policy is guided by our Universities' general commitment to the continued and systematic provision of training and development of all teaching staff. Key features of this commitment include mentoring systems, probation and appraisal.

11.1.2 BVC Staff Development Strategy

The BVC staff development strategy has six principal elements:

- (a) to require newly appointed members of staff who have no or limited teaching experience to enrol upon and pass the University's postgraduate certificate in higher education (to date three members of staff have enrolled on this course);
- (b) to develop, in both the existing and the new members of staff who are unfamiliar with them, a high level of competence to deal with the demands of a skills based course in vocational legal education;
- (c) to introduce to those practitioners contributing to the design and delivery of the course, basic principles of educational design and assessment;
- (d) to maintain a programme whereby all those contributing to the BVC have their teaching regularly reviewed and evaluated;
- (e) to ensure the dissemination of best teaching practice by a system of peer observation; and
- (f) to promote the individual professional development of all those contributing to the BVC and to ensure, as a consequence, the dissemination of current best professional practice within the BVC Team.

11.2 Faculty Teaching Development Programme

11.2.1 As part of our monitoring and staff development arrangements, all who contribute to the delivery of the course are included in a series of regular reviews of their teaching. These reviews are conducted by other experienced teachers. In this way, best teaching practice is spread throughout the course. In addition to peer review, teaching evaluation may also be conducted by those external experts who contribute to the university's postgraduate diploma in education.

11.2.2 Our peer observation teaching evaluation uses a common pro-forma as a means of focusing attention on those areas which require further development.

- 11.2.3 All staff are given feedback on their teaching. Where appropriate, further training is arranged.

11.3 Other Staff and Professional Development

- 11.3.1 In addition to our commitment to enhance, throughout their careers, the teaching skill and expertise of all staff contributing to the delivery of the BVC, we also seek to promote individual professional development by:

- (a) encouraging involvement in associated training activities; and
- (b) maintaining links with practice.

- 11.3.2 Involvement in associated training activities may take a variety of forms. These include: contributions to the Legal Practice Course: appointment as an external examiner to another BVC or possibly an LPC provider; or providing continuing professional development courses for practitioners. Staff are expected to attend in-house staff development courses and relevant external courses.

- 11.3.3 A minimum sum of £500 per FTE BVC tutor per annum will be set aside to finance the cost of attendance at the Bar Providers Conference and other staff development activities.

- 11.3.4 The Faculty continues (subject to the individual's teaching and other commitments) to support staff who make their own arrangements for suitable professional development activities and plans to build upon our existing links with the practice to provide a number of additional opportunities for shadowing and other practice related activities.

The Faculty aims over the next 3 years to move towards a professional development programme which ensures that every member of staff engaged in teaching on LPC/BVC programmes spends some time each year in practice related activity (eg shadowing, locum, practice, consultancy, CPD delivery).

- 11.3.5 All staff are required to complete an Annual Return on staff development. This system enables course management to capture historical information and plan future activity and formalise the methods of dissemination of professional development experience.

Student Guidance and Support

12.1 Personal Tutor and Counselling System

- 12.1.1. The University has an extensive central provision of student support services details of which are contained in the University Students Handbook.
- 12.1.2. In addition to these services, the Faculty has established a personal tutor system for its BVC students. These systems share the same operating principles. They are, that personal tutors are responsible both for giving general advice on academic progress, on careers, and for giving assistance on personal matters.
- 12.1.3. All students are assigned to a personal tutor. Personal tutors are available to discuss, in confidence, problems or difficulties which their tutees wish to raise. Tutors are supplied with details of the university's other student services, should it be thought desirable for the student to be referred to specialist or expert help. They are also available to provide students with references. Personal tutors are responsible for collating and monitoring records of student performance in small group sessions.
- 12.1.4 The system is both reactive and proactive. All subject tutors complete small group session attendance records which detail attendance and punctuality. The students complete an electronic return of their preparation for a small group session which is available for staff to identify generally applicable problems or difficulties. Furthermore failure to prepare may indicate an underlying personal difficulty with which the personal tutor may be able to assist.
- 12.1.5 The personal tutor/student relationship is fostered and enhanced by personal tutor lunches which take place twice in the first and once in the second term. The first lunch takes place on the first day of the course and its purpose is for the tutors to introduce themselves, to find out something of the student's background, and to explain the tutor's role. It also gives an early social opportunity for students to meet their base room colleagues.
- 12.1.6 Thereafter, in each of the autumn and spring terms, there is an additional personal tutor lunch and a personal tutorial week during which the students are required to make an individual appointment to see their personal tutors to discuss their progress on the Course. Apart from these specific instances tutees are encouraged to see their personal tutor at all times. Tutors will, in particular, contact their students following the distribution of marks for any formal assessment.
- 12.1.7. Tutors are required to maintain a confidential record of meetings with their students. They are also expected to represent their students' interests at the Examining Board and course committees.
- 12.1.8 The course director is responsible for the personal tutor system and will make an annual report upon its operation to the Course Management Group.

12.2 Additional Guidance and Support

12.2.1 The Students' BVC and University Handbooks

Upon registration, students are given a copy of the BVC Course Handbook. Amongst other matters, this includes

- (a) The identity of their base room group and their personal tutor;
- (b) The course timetable;
- (c) The assessment schedule;
- (d) The assessment regulations together with a summary;
- (e) The attendance requirement;
- (f) Copies of the extenuating circumstances form.

They are also provided with a copy of the University Student Handbook which includes the equal opportunities policy covering the matters referred to in paragraph 9.2.4 and details of the student services described in section 12.2.2.

The first large group session goes through the more important aspects of the handbook.

12.2.2 Central services

BVC students are registered as postgraduate students in the University. This registration entitles them to use the full range of student services: These include:

- (a) student counselling;
- (b) Health Centres;
- (c) financial advice and assistance ; and
- (d) careers advice.

12.3 Careers

12.3.1 Students enrolled on the BVC may have made arrangements for pupillage. Others may be less well advanced, or even undecided as to whether private independent practice is their goal. Joining instructions provide early guidance on careers and refers the students to the BVC home page which contains an extensive careers information section with links to the University Careers Service, Doctor Job, OLPAS and so forth.

12.3.2. Students are free to discuss career issues with their personal tutors and there is a member of staff (Marcus Keppel-Palmer) responsible for careers across the Bristol Institute of Legal Practice. In addition, we are fortunate to have the benefit of Paul Cox, an experienced member of the University careers service and the law advisor to AGCAS,

available to assist students who have specific questions concerning pupillage or any other law related career and later aspects of professional practice. Three question and answer advice clinics (taken by Paul Cox) are built into the course programme to facilitate this service

12.3.3. The careers advisers organise a programme of presentations in which representatives from the legal and other relevant professions, and from commerce, will be invited to speak to students about career opportunities.

12.3.4 All BVC students are asked to notify the careers adviser of their first destination career appointment. Wherever possible we contact students subsequent to their completion of the course in order to assist us to meet and to adapt to new practitioner needs.

12.3.5 The Faculty careers adviser is required to report to the Course Management Group.