

University of the West of Scotland

Module Descriptor

Session:

Title of Module: Legal Advocacy Skills 1			
Code: LAWW07025	SCQF Level: 7Choose an item. (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Susannah Paul		
Summary of Module			
<p><i>Legal Advocacy Skills aims to introduce students to a variety of academic skills necessary for the presentation of oral legal argument. Students will be expected to learn, primarily, through group based practical workshops utilising a blend of written and audio-visual materials.</i></p> <p><i>Students will be expected to work independently and in groups with others in order to develop skills for the presentation of oral legal arguments. This will be achieved primarily through the analysis of case law.</i></p> <p><i>Students will be required for assessment purposes to compete in teams in mini moot trials or submit a presentation (as best adapted to the available methods of delivery).</i></p> <ul style="list-style-type: none"> • <i>Identify, source and apply relevant legal principles and rules to practical problems</i> • <i>Interpret statutory provisions, as well as judicial and academic opinion</i> • <i>Develop and deliver appropriate legal argument orally</i> • <i>Develop general advocacy skills</i> • <i>Develop critical thought skills</i> • <i>Develop sophisticated skills of oral argument</i> 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	<i>Identify, source and apply relevant legal principles and rules to practical legal problems</i>
L2	<i>Effectively interpret statutory provisions, as well as judicial and academic opinions</i>
L3	<i>Develop and deliver relevant legal argument orally</i>
L4	<i>Utilise learning resources, including electronic resources, to acquire knowledge and understanding of the law.</i>
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 7</p> <p><i>Understand the different approaches to the presentation of legal arguments. Demonstrate an ability to produce oral work suitable for a variety of different audiences. Demonstrate an understanding of the key skills required for successful oral presentations.</i></p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <p><i>Identifying and using primary and secondary legal sources. Demonstrating an ability to source, read, and interpret statutory material. Demonstrating an ability to source, read and interpret complex legal judgements. Demonstrate an ability to deliver a complex set of ideas and legal arguments to different sets of audiences.</i></p>
Generic Cognitive skills	<p>SCQF Level 7</p> <p><i>Using basic and routine legal skills, techniques, practices and materials. Practicing these in both routine and non-routine context</i></p>

Communication, ICT and Numeracy Skills	<p>SCQF Level 7</p> <p><i>Utilising a wide range of skills, including the use of information and communications technology, for the gathering, basic analysis and presentation of routine legal information, ideas and concepts.</i></p> <p><i>Conveying complex ideas in well structured and coherent form.</i></p> <p><i>Using a range of forms of communication effectively in both familiar and new contexts</i></p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 7</p> <p><i>Exercising initiative and independence in carrying out defined activities independently or as part of a team under guidance.</i></p> <p><i>Identifying, reflecting upon and addressing personal learning needs.</i></p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	36
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Hill & Pope, Mooting Handbook - From Mooting to Advocacy, Sweet & Maxwell, 2015

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Attending and participating in timetabled classes (online and on-campus)

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	<i>Accounting, Finance and Law</i>
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	<i>Accounting, Finance and Law</i>
Moderator	Dr Samuel White
External Examiner	Mumtaz Hussain
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – **Participation in moot (oral and written submission) 100%**

Assessment 2 –

Assessment 3 –

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	x	x	x	x	x	100%	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
							0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

