

University of the West of Scotland

Module Descriptor

Session:

Title of Module: <i>Legal Advocacy Skills 2</i>			
Code: LAWW08026	SCQF Level: 8 (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

Legal Advocacy Skills 2 aims to build on the skills students developed in Level 7 Legal Advocacy Skills. Students will develop important professional skills through practical workshops. The module will support student's development a range of oral and written advocacy skills that can be used in a range of legal contexts. The module will allow students to develop effective and professional legal voices allowing students to understand the professional expectations of a variety of legal settings: including court room advocacy and tribunal representation.

Students will also develop other essential skills for lawyers such as interviewing clients and adopting effective and professional styles of communication.

Students will be expected to work independently and in groups. The module will utilise a variety of teaching methods and materials. Students will be expected to learn, primarily, through engagement with pre-class materials, preparation of pre-class oral presentations or assignments and active engagement in practical workshops.

Students will be required for assessment purposes to compete in a moot.

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 problems.</i>
L2	<i>Demonstrate the ability to develop and deliver legal arguments orally.</i>
L3	<i>Develop effective and professional communication.</i>

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 8</p> <p><i>Understand the different approaches to the presentation of legal arguments in different settings.</i></p> <p><i>Demonstrate an ability to produce oral work suitable for a variety of different audiences.</i></p> <p><i>Demonstrate an understanding of the key skills required for successful oral Presentations.</i></p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p><i>Identifying and using primary and secondary legal sources.</i></p> <p><i>Demonstrating an ability to source, read, and interpret statutory material.</i></p> <p><i>Demonstrating an ability to source, read and interpret complex legal judgements.</i></p> <p><i>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 8</p> <p><i>Developing arguments and delivering these orally.</i></p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p><i>Utilising a wide range of skills, including the use of information and</i></p>

	<p><i>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> <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 8 <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: LAWW07016	Module Title: Legal Advocacy Skills
	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 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
	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	Belen Olmos Giupponi
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%**

(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