

# **COURSE HANDBOOK**

**COMMON PROFESSIONAL EXAMINATION  
GRADUATE DIPLOMA IN LAW**

**FOR ADMISSION IN 2019/2020**

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<b>Autumn Term</b>	<b>Starts</b>	<b>Ends</b>
Welcome Programme (Enrolment/ Induction)	16 September 2019	26 September 2019
Teaching	16 September 2019	13 December 2019
Election of Student Representatives	14 October 2019	18 October 2019
English Legal System Test (during Contract Lecture)	21 October 2019	23 October 2019
Online Learning Week (no classes)	11 November 2019	15 November 2019
GDL Course Committee Meeting (12:00-13:00)	25 November 2019	
Christmas Vacation	15 December 2019	06 January 2020
<b>Winter Term</b>	<b>Starts</b>	<b>Ends</b>
Teaching	06 January 2020	03 April 2020
Deadline for Research Proposal (FT and PT2)	13 January 2020	
Midsessional Revision Week (no classes)	16 March 2020	
Midsessional Examinations	23 March 2020	27 March 2020
GDL Course Committee Meeting (12:00-13:00)	31 March 2020	
Easter Vacation	06 April 2020	24 April 2020
<b>Summer Term</b>	<b>Starts</b>	<b>Ends</b>
Teaching	27 April 2020	05 June 2020
Deadline for Legal Skills Essays	15:00 on 27 April 2020	
GDL Course Committee Meeting (12:00-13:00)	12:00 on 25 May 2020	
Deadline for Research Dissertation	15:00 on 05 June 2020	
<b>June Examination Timetable</b>		
Case and Statute Analysis Test (FT and PT2)	15 June 2020	
Law of Contract Examination (FT and June PT1)	16 June 2020	
Criminal Law Examination (FT and PT2)	18 June 2020	
UK Public Law Examination (FT and PT1)	19 June 2020	
Land Law Examination (FT and PT2)	22 June 2020	
Law of the EU Examination (FT and PT1)	23 June 2020	
Law of Equity and Trusts Examinations (FT and PT1)	25 June 2020	
Law of Tort Examination (FT and PT1)	26 June 2020	
<b>August Examination Timetable</b>		
Case and Statute Analysis Test (FT and PT2)	17 August 2020	
Law of Contract Examination (FT and PT1)	18 August 2020	
Criminal Law Examination (FT and PT2)	20 August 2020	
UK Public Law Examination (FT and PT1)	21 August 2020	
Land Law Examination (FT and PT2)	24 August 2020	
Law of the EU Examination (FT and PT1)	25 August 2020	
Law of Equity and Trusts Examinations (FT and PT1)	27 August 2020	
Law of Tort Examination (FT and PT1)	28 August 2020	
<b>Please note that all dates are subject to alteration</b>		

## KEY CONTACTS

### CPE COURSE DIRECTOR

**Krzystof Boroch**

Subject Leader for the Law of Contract

**Email:** k.boroch@londonmet.ac.uk

### CPE COURSE SUBJECT LEADERS

**Silas Beckwith**

Subject Leader for the Law of Tort

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**Emma Elliott**

Subject Leader for Criminal Law

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**Lisa Nolan**

Subject Leader for the Law of Equity and Trusts

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**Anil Sinanan**

Subject Leader for the UK Public Law and Human Rights

Subject Leader for the Law of the European Union

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**Natalie Sweeney**

Subject Leader for Land Law

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### CPE COURSE LIBRARIAN

**Christine Smart**

Law Library Liaison Officer

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## MAKING THE CPE TIMETABLE WORK FOR YOU

At London Met, we have developed a uniquely flexible timetable, which enables you to decide how you want to attend the course, whether just during the day, just in the evenings, or by a mixture of both. Thus, you can fit the course around your life, rather than having to change your life to fit the course – although we think that the course will change your life! (Note, you do have to attend the classes in person! This is not a distance learning course.)

All the lectures are given both during the day (usually starting at 13:00) and also in the evening of a different day (usually starting at 19:00). The tutorials are also repeated, usually being given three times each week – once at 10:30, once at 15:30 and once at 17:30.

You must attend at least one lecture and one tutorial each week for the subjects you are taking, but it is entirely up to you how you arrange this – even on a week-by-week basis.

For example, if you are a full-time student, you will be studying the Law of Contract, Public Law, Land Law and Criminal Law in the first semester. You need to attend a lecture and a tutorial in both each week, so your timetable might, for example, look like any of the following... it is up to you.

<p><b>VERSION ONE</b></p> <p><b>Monday</b> 10:30-12:00 Public Law Tutorial 13:00-15:00 Public Law Lecture</p> <p><b>Tuesday</b> 10:30-12:00 Criminal Law Tutorial 13:00-15:00 Criminal Law Lecture</p> <p><b>Wednesday</b> 10:30-12:00 Law of Contract Tutorial 13:00-15:00 Law of Contract Lecture</p> <p><b>Thursday</b> 10:30-12:00 Land Law Tutorial 13:00-15:00 Land Law Lecture</p>	<p><b>VERSION TWO</b></p> <p><b>Monday</b> 13:00-15:00 Public Law Lecture 15:30-17:00 Public Law Tutorial</p> <p><b>Tuesday</b> 13:00-15:00 Criminal Law Lecture 15:30-17:00 Criminal Law Tutorial</p> <p><b>Wednesday</b> 13:00-15:00 Law of Contract Lecture 15:30-17:00 Law of Contract Tutorial</p> <p><b>Thursday</b> 13:00-15:00 Land Law Lecture 15:30-17:00 Land Law Tutorial</p>
<p><b>VERSION THREE</b></p> <p><b>Monday</b> 17:30-19:00 Law of Contract Tutorial 19:00-21:00 Law of Contract Lecture</p> <p><b>Tuesday</b> 17:30-19:00 Criminal Law Tutorial 19:00-21:00 Criminal Law Lecture</p> <p><b>Wednesday</b> 17:30-19:00 Uk Public Law Tutorial 19:00-21:00 Uk Public Law Lecture</p> <p><b>Thursday</b> 17:30-19:00 Land Law Tutorial 19:00-21:00 Land Law Lecture</p>	<p><b>VERSION FOUR</b></p> <p><b>Monday</b> 13:00-15:00 UK Public Law Lecture 15:30-17:00 UK Public Law Tutorial 17:30-19:00 Law of Contract Tutorial 19:00-21:00 Law of Contract Lecture</p> <p><b>Tuesday</b> 13:00-15:00 Land Law Lecture 15:30-17:00 Land Law Tutorial 17:30-19:00 Criminal Law Tutorial 19:00-21:00 Criminal Law Lecture</p>

If you are a part-time student, you will be studying the Law of Contract and Public Law in the first semester. You need to attend a lecture and a tutorial in both each week, so your timetable might, for example, look like any of the following... it is up to you.

<p><b>VERSION ONE</b></p> <p><b>Monday</b> 10:30-12:00 Public Law Tutorial 13:00-15:00 Public Law Lecture</p> <p><b>Wednesday</b> 10:30-12:00 Law of Contract Tutorial 13:00-15:00 Law of Contract Lecture</p>	<p><b>VERSION TWO</b></p> <p><b>Monday</b> 13:00-15:00 Public Law Lecture 15:30-17:00 Public Law Tutorial</p> <p><b>Wednesday</b> 13:00-15:00 Law of Contract Lecture 15:30-17:00 Law of Contract Tutorial</p>
<p><b>VERSION THREE</b></p> <p><b>Monday</b> 17:30-19:00 Law of Contract Tutorial 19:00-21:00 Law of Contract Lecture</p> <p><b>Wednesday</b> 17:30-19:00 UK Public Law Tutorial 19:00-21:00 UK Public Law Lecture</p>	<p><b>VERSION FOUR</b></p> <p><b>Monday</b> 13:00-15:00 UK Public Law Lecture 15:30-17:00 UK Public Law Tutorial 17:30-19:00 Law of Contract Tutorial 19:00-21:00 Law of Contract Lecture</p>
<p><b>VERSION FIVE</b></p> <p><b>Wednesday</b> 13:00-15:00 Law of Contract Lecture 15:30-17:00 Law of Contract Tutorial 17:30-19:00 UK Public Law Lecture 19:00-21:00 UK Public Law Lecture</p>	

# **INTRODUCTORY COURSE TIMETABLE**

## **MONDAY SEPTEMBER 16**

- 14:00-15:00** INTRODUCTION LECTURE (repeated at 18:00)  
**15:30-17:00** ENGLISH LEGAL SYSTEM LECTURE 1  
**18:00-19:00** INTRODUCTION LECTURE (as at 14:00)  
**19:00-20:30** ENGLISH LEGAL SYSTEM LECTURE 1

## **TUESDAY SEPTEMBER 17**

- 13:00-15:00** ENGLISH LEGAL SYSTEM LECTURE 2  
**18:30-20:30** ENGLISH LEGAL SYSTEM LECTURE 2

## **WEDNESDAY SEPTEMBER 18**

- 13:30-15:00** ENGLISH LEGAL SYSTEM LECTURE 3  
**17:00-19:00** OPTIONAL SOCIAL EVENT  
**19:00-20:30** ENGLISH LEGAL SYSTEM LECTURE 3

## **THURSDAY SEPTEMBER 19**

- 10:30-12:00** ELECTRONIC LEGAL RESEARCH SESSION  
**13:00-15:00** LEGAL ANALYSIS LECTURE  
**15:30-17:00** ELECTRONIC LEGAL RESEARCH SESSION  
**17:30-19:00** ELECTRONIC LEGAL RESEARCH SESSION  
**19:00-21:00** LEGAL ANALYSIS LECTURE

## **MONDAY SEPTEMBER 23**

- 10:30-12:00** CASE ANALYSIS TUTORIAL  
**13:00-15:00** UK PUBLIC LAW LECTURE  
**15:30-17:00** STATUTE ANALYSIS TUTORIAL  
**17:30-19:00** CASE ANALYSIS TUTORIAL  
**19:00-21:00** CONTRACT LAW LECTURE

## **TUESDAY SEPTEMBER 24**

- 13:00-15:00** LAND LAW LECTURE  
**19:00-21:00** CRIMINAL LAW LECTURE

**WEDNESDAY SEPTEMBER 25**

**10:30-12:00** STATUTE ANALYSIS TUTORIAL

**13:00-15:00** **CONTRACT LAW LECTURE**

**15:30-17:00** CASE ANALYSIS TUTORIAL

**17:30-19:00** STATUTE ANALYSIS TUTORIAL

**19:00-21:00** **UK PUBLIC LAW LECTURE**

**THURSDAY SEPTEMBER 26**

**13:00-15:00** **CRIMINAL LAW LECTURE**

**19:00-21:00** **LAND LAW LECTURE**

**FRIDAY SEPTEMBER 27**

**12:00** **LEGAL LONDON WALK (Optional)**

## **COURSE TIMETABLE FROM SEPTEMBER 30 2019 UNTIL FEBRUARY 2020**

### **MONDAY**

- 10:30-12:00** UK PUBLIC LAW TUTORIAL
- 13:00-15:00** **UK PUBLIC LAW LECTURE**
- 15:30-17:00** UK PUBLIC LAW TUTORIAL
- 17:30-19:00** LAW OF CONTRACT TUTORIAL
- 19:00-21:00** **CONTRACT LAW LECTURE**

### **TUESDAY**

- 10:30-12:00** CRIMINAL LAW TUTORIAL
- 13:00-15:00** **CRIMINAL LAW LECTURE**
- 15:30-17:00** CRIMINAL LAW TUTORIAL
- 17:30-19:00** LAND LAW TUTORIAL
- 19:00-21:00** **LAND LAW LECTURE**

### **WEDNESDAY**

- 10:30-12:00** CONTRACT LAW TUTORIAL
- 13:00-15:00** **CONTRACT LAW LECTURE**
- 15:30-17:00** CONTRACT LAW TUTORIAL
- 17:30-19:00** UK PUBLIC LAW TUTORIAL
- 19:00-21:00** **UK PUBLIC LAW LECTURE**

### **THURSDAY**

- 10:30-12:00** LAND LAW TUTORIAL
- 13:00-15:00** **LAND LAW LECTURE**
- 15:30-17:00** LAND LAW TUTORIAL
- 17:30-19:00** CRIMINAL LAW TUTORIAL
- 19:00-21:00** **CRIMINAL LAW LECTURE**

## **COURSE TIMETABLE FROM FEBRUARY 2020 UNTIL JUNE 2020**

### **MONDAY**

**10:30-12:00** LAW OF THE EUROPEAN UNION TUTORIAL

**13:00-15:00** **LAW OF THE EUROPEAN UNION LECTURE**

**15:30-17:00** LAW OF THE EUROPEAN UNION TUTORIAL

**17:30-19:00** LAW OF TORT TUTORIAL

**19:00-21:00** **LAW OF TORT LECTURE**

### **TUESDAY**

**17:30-19:00** EQUITY AND TRUSTS TUTORIAL

**19:00-21:00** **EQUITY AND TRUSTS LECTURE**

### **WEDNESDAY**

**10:30-12:00** LAW OF TORT TUTORIAL

**13:00-15:00** **LAW OF TORT LECTURE**

**15:30-17:00** LAW OF TORT TUTORIAL

**17:30-19:00** LAW OF THE EUROPEAN UNION TUTORIAL

**19:00-21:00** **LAW OF THE EUROPEAN UNION LECTURE**

### **THURSDAY**

**10:30-12:00** EQUITY AND TRUSTS TUTORIAL

**13:00-15:00** **EQUITY AND TRUSTS LECTURE**

**15:30-17:00** EQUITY AND TRUSTS TUTORIAL

## LONDON METROPOLITAN UNIVERSITY STUDENT CHARTER

Staff and students have worked together to develop the Student Charter below which sets out the reciprocal commitments for our learning community. The University is committed to involving its students as active partners in shaping their learning and their futures providing excellent education.

A London Met student can expect ...	London Met students are expected...
1. to be part of a real community of learning in London with diverse staff and students collaborating and working in partnership	1. to engage with the London Met community of learning in a respectful, honest and constructive manner
2. to receive excellent education provided by trained, creative and engaging teachers delivering up-to date courses	2. to be prepared for and attend classes punctually, participate actively and respect the learning rights of other students;
3. to gain access to real work experience and employment opportunities while studying to prepare you for your future career during your studies	3. to be proactive and take advantage of these career development opportunities
4. to have your opinions sought to improve teaching and services	4. to tell us how we are doing so we can improve our services for you
5. to receive coaching, advice and support on issues that are affecting your studies through our Peer Assisted Student Support scheme and other guidance	5. to be proactive and reasonable in seeking out support when you are in need
6. to find the University welcoming, open and professional in all our dealings with you	6. to be aware of and abide by the University's regulations and codes of conduct
7. to be given, in the first 3 weeks of each module, clear explanations of what you have to do and how we will mark your coursework and exams	7. to understand the objectives and purpose of your coursework and exams and plan your studies accordingly
8. to receive written and/or recorded oral feedback on the first assessed course-work for your module within one week of the submission deadline and within two weeks for subsequent assessed course-work on your module thereafter	8. to hand in your coursework on time, engage in feedback and incorporate it into your subsequent assessments
9. to encounter innovative teaching using technology and flexible methods of delivery to support students' busy lives	9. to engage in out-of-class work using our online facilities and normally to spend at least 3 hours on studying and preparing for each hour you spend in class
10. to have access to excellent learning resources, academic support and high quality facilities and services	10. to use a variety of resources available to support your studies
11. to be engaged with in a respectful and honest manner, for us to listen to your feedback and have a fair and prompt complaints procedure	11. to solve problems informally and locally first before using the formal University procedures
12. to have access to a wide range of societies, events and sports activities facilitated by the University and the Students Union	12. to take advantage of opportunities afforded by University life, the Students' Union and/or networks of peers

## USING YOUR COURSE HANDBOOK

Your Course Handbook contains a wealth of information. Some of it will be of more relevance to you later in the course than at the start of your studies. It covers many of the questions you will have about your course and how to locate additional information or advice.

For more detailed information you will sometimes need to consult other sources, including:

- *University online Student Zone* - for details of important University regulations and procedures within an A-Z Essential Guide. It also provides information on university life and the support services available. The online Student Zone can be accessed at: <http://student.londonmet.ac.uk/>
- *Postgraduate students webpage* – a comprehensive on-line resource for postgraduate students. Provides information about your course, timetables, details of timeslots and room numbers for most taught modules. Once you have completed enrolment and registration, you can view and print your personal timetable. Please see: Postgraduate Course Information [www.londonmet.ac.uk/pg-course-information](http://www.londonmet.ac.uk/pg-course-information)

The Course Specification (section 7.1 of this handbook) defines the key features of your course, its aims, structure and learning outcomes, and identifies all the modules you must study for your award.

**All postgraduate courses are governed by the University's Academic Regulations, which you will find at [www.londonmet.ac.uk/academic-regulations](http://www.londonmet.ac.uk/academic-regulations). It is your responsibility to be fully aware of the regulations, which govern your studies as a postgraduate student of the University. We provide guidance on most aspects of the Academic Regulations via our website, including our online Student Handbook; if you are unsure please contact your Student Hub or ask your Course Leader. The GDL also has some additional course specific regulations as it is governed by the Joint Academic Stage Board of the Solicitors Regulation Authority and the Bar Standards Board. These are included in paragraph 30 of the Course Specification (section 7.1) of this Handbook.**

When you join London Metropolitan University as a student, you and the University form a formal relationship and you become a member of our academic community.

The terms are given at: [www.londonmet.ac.uk/termsandconditions](http://www.londonmet.ac.uk/termsandconditions).

These govern the relationship between you the University and it is your responsibility to read and understand this important information. If there are aspects of the terms and conditions you do not understand please contact the University Secretary's Office. Other important policies that may apply during your study at the University can be found at: [www.londonmet.ac.uk/universitysecretary](http://www.londonmet.ac.uk/universitysecretary)

You should also note that, occasionally, the details in this Handbook, including the Course Specification, may subsequently be amended or revised in accordance with the General Student Regulations.

We would encourage you to participate as a Student Representative for your year of the course (see Section 5.1). We welcome comments about the course or any suggestions for improvements. We wish you every success in your studies.

## **SECTION 1 WELCOME TO YOUR COURSE**

### **1.1 Introduction to the Graduate Diploma in Law (Common Professional Examination) Course**

The staff in the Guildhall School of Business and Law wishes you a warm welcome to London Metropolitan University and to the study of law. We hope to give you as much help as possible in the development of your legal education and to ensure that you have a happy and productive time with us. London Metropolitan University and its predecessor institutions have been running the Common Professional Examination (CPE) course since it was first introduced by the Law Society and General Council of the Bar, so you are coming into an environment of considerable experience in the provision of this professional postgraduate course. (The Solicitors Regulation Authority and the Bar Standards Board are now represented by the Joint Academic Stage Board, which validates the CPE/GDL course.)

The course is designed to provide graduates in subjects other than English law, with the academic stage of training needed to embark upon the vocational law courses to qualify either as solicitors (via the Legal Practice Course) or barristers (via the Bar Professional Training Course.) Even if students do not wish to progress to these courses after graduation from the CPE, the course provides an excellent foundation in legal knowledge for anyone with a professional or academic interest in the subject. Successful students are awarded the Graduate Diploma in Law by the University, which is recognised in the UK as equivalent to an LL.B. (Hons) Degree, and may be used to gain admission to an LL.M. (Master of Laws) programme.

The CPE course is an intensive, demanding academic study of law. The seven foundation subjects are those required of all students by the Joint Academic Stage Board, but for the Eighth Area of Legal Study, students are invited to write a dissertation to a title of their own choosing, within the requirements of the regulations. This gives them a very wide scope for early specialism in a topic which is of particular interest to them. Although the courses are nominally the same as on an undergraduate LL.B. course, unlike the LL.B., all subjects are taught and assessed at Level 6 ('H' Level), so students are expected to perform to the highest graduate level throughout the course. The course aims to develop analytical, critical, communication and research skills beyond that attained by conventional undergraduate study.

Research is an essential element of the CPE course. This is not confined to the dissertation. Preparation for the tutorials requires students to embark upon independent research, and assessment of all the taught subjects incorporates a research element.

Although the CPE is a postgraduate course in the sense that it is only available to graduates, because the content is equivalent to an honours level LL.B., it is officially designated as a 'graduate' course. However, as graduates, CPE students may use the same facilities as any other postgraduate student.

As well as learning an enormous amount of useful information and acquiring some invaluable life-skills, we also hope that you will have a most rewarding time on our course.

Welcome to you all!

With all best wishes.

**Dr. Krzysztof Borocho** (Course Director)

## **SECTION 2 OUTLINE OF THE GRADUATE DIPLOMA IN LAW COURSE**

Undertaking study at postgraduate level is likely to involve new and different methods of working compared to your previous experience. You will study more specialised subject matter at a more advanced level, relatively quickly and over a shorter period. You will be expected to pursue your studies with a greater degree of independence than at undergraduate level and to set your own learning objectives within the framework of the course.

### **2.1 Key features of the Graduate Diploma in Law Course**

The Course Specification (see Section 7.1) details your course curriculum and structure and you should study this carefully. Many features are defined by the Postgraduate Regulatory Framework, part of the University's Academic Regulations. The following overview provides a summary of some of the key features of the GDL course.

- Full-time students starting the GDL programme are taught over a 36-week year, requiring approximately 40 hours of study per week. Part-time students undertake the equivalent overall workload over a longer period of study, normally two years.
- The taught elements of the course are all compulsory "core" modules. The only option on the GDL course is in your choice of topic for your Research Dissertation.
- All taught modules and the three assessed units of coursework (the legal skills essays; the dissertation; and the case and statute analysis) are marked on a percentage scale, with a pass/fail threshold of 40%.
- Based on the final aggregate of average percentage results, the Graduate Diploma in Law is graded as Pass (40-59%); Commendation (60-69%); or Distinction (70% plus). Please see the regulations for details of discretionary grades when the student comes close to a threshold mark.
- There are no intermediate qualifications awarded on the GDL course: either you pass everything, or you get no award at all.

### **2.2 Credit for previous learning**

Some GDL students have previous legal qualifications, either from the UK or elsewhere. If you have any qualification at an appropriate level that may exempt you from part of your course, for example from another programme which included law, you may apply to the Course Director for exemptions from those subjects. If you wish to apply for such exemptions, you must do so within two weeks of starting the course – and preferably earlier.

Exemptions are granted on the basis that the law subject(s) already taken on a previously studied undergraduate course faithfully represents in scope and in detail the core law modules assessed on our CPE course. The credit weighting for any such request must be at least 30 awarded credits. An assessment of your undergraduate academic transcript and an evaluation of the previously studied module syllabus will be required to support such a claim for exemptions. For those wishing to take the barrister's route, exemptions can only be granted by the Bar Standards Board, and not by the Course Director. Requests for such exemptions must be made to, and provided by, the Bar Standards Board in advance of commencing the course.

Note that if you are given exemptions from some subjects, you can only get a 'pass' grade for the CPE: you will not get a graded Graduate Diploma.

### **2.3 Options**

The content of the CPE/GDL course is dictated by the Joint Academic Stage Board by which it is validated. There are therefore no options regarding the seven taught subjects. However, students may choose their own topic for the dissertation (long essay), subject to the approval of the Course Director.

## SECTION 3 BEING A STUDENT

### 3.1 Induction Programme Checklist

Following your Induction Programme and Course Introductory Meetings, you should check that you have received the following:

- an ID card (including library number and computer network username)
- a course timetable
- the location of your Student Hub
- the location of your main Library and IT facilities
- the name of your Academic Liaison Librarian
- the name of your Course Leader

If you miss your Induction Programme you still need to obtain all of the above items and there will be a Late Induction session for you. Contact your designated Student Hub to ensure that you know what to do and where to go. It is very important that you complete the enrolment process as this is what activates your status as a student and ensures, for example, that you appear on your module class lists.

### 3.2 Your first term

Classes commence on **16 September 2019** and your timetable will list all the classes that you need to attend.

A two-week Introductory Course provides students with a foundation in principles of law and certain skills which will facilitate their GDL studies. All new students must attend unless they already have a law based degree from a UK university and have been exempted by the Course Director.

Lectures are provided in general principles of the English Legal System and English Legal Method. Exercises to facilitate independent research are provided. Staff and students monitor progress in understanding the legal concepts employed. If weaknesses in comprehension are revealed, students are strongly advised to enrol in an English language programme, although a high fluency in both written and spoken English is a prerequisite of admission onto the course.

Skills of information technology, legal writing, library research, and examination technique are demonstrated where appropriate.

Sessions are held for new and continuing students to provide an introduction to the substantive law subjects on the CPE course.

Following the Introductory Course, lectures begin in the substantive law subjects. The CPE is not a semesterised course, but the subject tuition does fall roughly into two semester equivalents.

In the first half of the year (from September to January) you will study Contract Law, UK Public Law, Land Law and Criminal Law. (Only full-time and part-time year-two students study Land Law and Criminal Law.)

In the second half of the year (February to May) you will study Tort, EU Law and Equity & Trusts. (Only full-time and part-time year-two students study Equity & Trusts.)

Full-time and part-time year-two students will also write a dissertation.

All first sit examinations are held in June. This gives you the opportunity to raise your legal skills in all subjects to H level in time for the assessment. The timetable is in the calendar above.

### 3.3 Attendance, academic engagement and employment

In order to succeed on your course you should attend all classes and attempt all assessments; indeed the University requires this of you. Whilst some absences may be unavoidable you should always let your Module Lecturer know in advance and you must catch up on what you have missed.

Attendance at classes is recorded and is reviewed on a regular basis. You can view this via your Evision account. If you miss too many classes your Module Leader can withdraw you from that module. If your attendance is not satisfactory over your whole programme you may risk having your enrolment terminated.

For International students holding a Tier 4 visa a high level of attendance is essential, not only to your success, but also to maintaining your visa conditions. If your attendance does not meet satisfactory requirements it could have serious implications for your stay in the UK. Please see the Visa Compliance section for further details. If you need to be absent because of illness or other unforeseen circumstances please notify Via Compliance as soon as possible ([visa.compliance@londonmet.ac.uk](mailto:visa.compliance@londonmet.ac.uk)) to make sure that your absence is authorised.

We recognise that our full-time students may need to undertake part-time work, but strongly advise you not to take employment of more than 15 hours a week.

The University's Employment Service, in Student Services, can help you find a suitable part-time job that can enhance your employability and complement your studies:

<https://student.londonmet.ac.uk/jobs-and-employment/career-and-employability-advice/>

If you are an international student holding a Tier 4 visa, please ensure that you work within the rules set by UK Visas and Immigration. The International Student Advice Team can advise you on how many hours and the types of work you can undertake:

<https://student.londonmet.ac.uk/international/international-advice/>

You can find further details of working during your studies here:

<https://student.londonmet.ac.uk/international/working-in-the-uk/>

### 3.4 Your Timetable

The GDL timetable operates from 10.30 am to 9.00 pm, Monday to Thursday.

Provided that you enrolled at the required time, your timetable will be available on-line and the structure of classes will be explained during your Induction Programme. Your timetable will change in the second term, and will be available on the web shortly before the start of the term. Meanwhile, you can see the outline timetables in this Handbook from pages 5 to 9. For your personal timetable, visit: [www.londonmet.ac.uk/pg-course-information](http://www.londonmet.ac.uk/pg-course-information)

### 3.5 Studying

As a postgraduate student, you will be seeking to develop your learning at a more advanced level and your course will provide many opportunities to acquire new knowledge and skills. To make the most of the opportunities available you need to organise and plan your learning to help you manage your time effectively – see the guidance provided on the **Study Hub** website: [www.londonmet.ac.uk/studyhub](http://www.londonmet.ac.uk/studyhub)

Assessment is an important feature of study at postgraduate level. Each Module Booklet sets out detailed assessment requirements and learning outcomes, providing a focus for your studies. There are various forms of assessment and modules often involve a combination of examination and coursework or presentation. It is important that you understand clearly the expectations and deadlines for each item of assessment.

You should be aware that **all** the various coursework assessments and examinations have to be completed for the achievement of your final award. In addition to attending the timetabled sessions, you will need to study in your own time. You should expect to spend 12-14 hours per week on each module, making a 40 hour per week commitment for a full-time student. Part-time students need to plan a similar time commitment for each module, but will be taking fewer modules at any one time.

Independent study is particularly important when planning work for your dissertation or project. This is a substantial piece of work, to be developed and completed over a relatively lengthy period, with much of the writing concentrated in the final stages. Working closely with your assigned supervisor, you will need to plan your work carefully, with initial discussion to define the topic, preparatory research and reading, planning the structure of the research and final report, writing and re-writing particular sections and drafts.

Please be respectful of the learning environment and remember to switch off your mobile phone **before** entering all classes and study areas.

**In summary:** *plan your learning strategy; allocate enough time; attend all of your module lectures, tutorials and other sessions; start assignments well in advance; seek advice and help when you need to; use the learning resources offered; and, enjoy the learning experience!*

### 3.6 Feedback on your assessments

Assessment feedback is a critical part of your learning experience and supports successful achievement on your course. Feedback can be:

- diagnostic – it provides an indicator of your aptitude and preparedness for study and can identify your strengths and areas for improvement.
- formative – it provides you with feedback on progress on your work. The work may or may not contribute to the overall module grade.
- summative – it provides comments in respect of your performance in relation to intended learning outcomes and requirements for a piece of assessment.

During your course you will receive feedback in a number of ways:

- in teaching sessions to the whole class or to you individually;
- orally or in writing;
- written using a feedback sheet on your work;
- via WebLearn, the online space for modules;
- during the module as well as at the end.

Throughout the course you will be invited to write and submit practice exam-style essays for informal feedback. Some of these essays will be compulsory, but in the main it is entirely up to you to practise your way up to the best standard you can attain. There is no better way to prepare for the examinations than to write these essays, and students who take the time to do so invariably do better than those who do not.

You will also have to submit four short essays as part of your summative assessments which you can also use to guide your revision. As well as the essays, you will be required to sit a series of midsessional 'mock' examinations in February, during the normal lecture slots. These are again just for practice, but they are absolutely central to your success. You do not want the first time you try writing a law paper under examination conditions to be the actual finals!

You will receive feedback – and feed-forward – on all assessments, normally within 15 working days of submission. For assignments submitted during the module – especially where feedback can be delivered within timetabled class sessions - the module team will help you to understand how to improve future submissions. For end-of-module assignments feedback may be given on-line but you can request a meeting with your module tutors to help you understand why they have awarded the grades you received.

### **3.7 Online Feedback**

Feedback for coursework submitted online will be made available on Weblearn unless specified otherwise by your lecturer. Online Feedback can be accessed via the 'My Feedback' link on the Online Assessment page in your module. You can find more information about Online Submission and how to access your feedback in the 'Online Submission Help' section on Weblearn.

### **3.8 Building Careers**

At London Metropolitan University we pride ourselves in taking seriously your future employment potential. Whether you are studying for the GDL in order to seek employment, developing an existing career or to engage with new career opportunities we will prepare and support you in this transition by developing the attributes and skills that employers need and by training your mind to deal with complex questions.

Your course has been designed with the involvement of employers at a variety of levels and your award will be accredited by the two main professional legal bodies – the SRA and the BSB. All of our GDL graduates will be equipped to continue academic study at a higher level, for example for an LL.M. or other Masters Degree. Graduates will typically have developed a range of key skills, including: being able to use their initiative and take responsibility, solve problems in creative and innovative ways, make decisions in challenging situations, continue to learn independently and to develop professionally, including the ability to pursue further research where appropriate, and communicate effectively, with colleagues and a wider audience, in a variety of media. These skills have been identified by the government as being critical in curtailing the continued shortage of higher level skills within the wider UK economy and we believe that you will be best placed following graduation in developing your career aspirations. You need to be effective and adaptable in challenging times, so we offer a range of services to support you, including a career planning service. To see more details on how we prepare you for employability visit: <https://www.londonmet.ac.uk/services-and-facilities/employment-support/>

## SECTION 4 COMMUNICATION, INFORMATION AND ADVICE

### 4.1 Your University IT Account

You use the same IT account to access all University IT systems and Library electronic resources. Your account name is printed at the top of your student ID card that you receive at enrolment and is 7 characters in length (e.g. ABC1234). Your password (which you would have already used during pre-registration) was initially set as your date of birth (DDMMYYYY) so, if you have not already done so, please do change it to something more secure at: <https://password.londonmet.ac.uk/>

### 4.2 Communication

We do our best to keep you informed of what you need to know at all times. We use the Web to provide much of the information you need so it is essential to familiarise yourself with the University website. At other times we will use email to contact you so it is essential that you check your University email on a regular basis.

### 4.3 Your Contact Details

The University will contact you by letter, phone, or email, perhaps to arrange a meeting, to provide you with information, or to respond to a query. It is therefore **essential** that you keep your contact details up to date on your student Evision account.

Increasingly, we use **email** to communicate and keep you informed. You will also have been allocated a University email address, which is your 7 character account (see 4.1 above) e.g. [ABC1234@my.londonmet.ac.uk](mailto:ABC1234@my.londonmet.ac.uk). Even if you already have an email account that you will continue to use you should regularly check your London Met account or set up an auto forward, as important messages will be sent to your University email address.

### 4.4 Evision

Evision is the University's online facility that allows you to access your personal student record, and is where you print your coursework submission sheets and other forms that you may need. You also re-enrol via Evision and view information showing your attendance at classes. You can view your:

- Personal and contact details (can be updated online)
- Registered modules
- Enrolment and progression
- Tuition fee details
- Record of coursework deadlines and submissions
- Mitigating Circumstances and appeals decisions
- Module results (available from notified date of publication)
- Details of final award

For more information please check: [www.londonmet.ac.uk/evision](http://www.londonmet.ac.uk/evision)

### 4.5 WebLearn – Online module resources

WebLearn provides online support for your modules, enabling you to communicate with your tutor and other students. Course materials, information and assessments are available on WebLearn as well as study programmes such as "Writing and Communicating at University". WebLearn requires your user name and password and can be accessed at: [www.londonmet.ac.uk/weblearn](http://www.londonmet.ac.uk/weblearn)

#### 4.5.1 Your Student Hub

Your Student Hub is the place to go for any query related to your studies or your time at the University. Your Student Hub is also the gateway to the wealth of other support services offered in the University, such as Student Services (Accommodation, Counselling Service, Disabilities & Dyslexia Service, Funding & Money Advice), Finance, learning support services and the Academic Registry.

During your Induction Programme, you will be informed of the location of your Student Hub. Below is just a small selection of the ways that your Student Hub can help you. However, no matter what your query is, your Student Hub is the place to go:

- Queries about your enrolment, the fees that you have been charged or if you have not received your student loan;
- Book appointments with Student Services, Income Collection or the Fees, Casework and Visa Compliance Teams;
- Module Registration and queries about your timetable or the requirements for your course;
- If your ID card is not working or, if it has been lost or stolen;
- The results for your modules, including result queries, claims for mitigating circumstances, appeals, and advice about examination arrangements;
- Queries relating to your attendance in classes and seminars;
- Advice on claiming credit for previous study or experience;
- Obtain standard letters and council tax exemption certificates;
- Advice on transferring or withdrawing from your course or taking a break from your studies.

The Student Hub is open to visit throughout the academic year and can also be contacted by phone or email – see [www.londonmet.ac.uk/studenthubs](http://www.londonmet.ac.uk/studenthubs)

When contacting your Student Hub, please always quote your student number as it enables staff to access your information quickly and respond to your query. When contacting your Student Hub via email please use your University email account.

#### **4.7 Learning Development Support**

A range of learning development support is available to all students wishing to make the most of their time studying at University. This includes:

- advice from module lecturers;
- assistance from Academic Liaison Librarians for particular subject areas – see:
- <http://student.londonmet.ac.uk/library/subject-and-study-support/subject-support/>
- opportunities provided by Faculties, such as programmes organised during "activity weeks", and, where offered locally, student peer-mentor schemes or study support workshops or online clinics;
- the annual "Get Ahead" Student Conference (Spring term).

#### **4.8 Course Leader**

Course Leaders are the main contacts for personal academic advice and are also responsible for the day-to-day organisation of your course. They support systems for positive student engagement, achievement and progression and are also a source of valuable advice for other matters. They should be the first port of call if problems arise as they are able to:

- provide you with academic advice on all aspects of your studies and progress
- explain the implications of assessment results and associated feedback on your academic performance
- advise you on managing and planning your studies;
- refer you to Student Services for support regarding personal problems, housing, health and finance.

#### **4.9 Module Lecturers**

Module Lecturers are members of academic staff who lead the modules contributing to your programme of study and are key to your learning experience. They should be your first port of call for advice on any topics you do not understand following a lecture or seminar. All module lecturers have "office hours" – these are set times during the week when they are available for consultation. For each module there will be a Module Booklet, which should be available via Weblearn (refer Section 6.34).

## **SECTION 5 YOUR VOICE COUNTS**

### **5.1 Student Academic Representatives**

Feedback from students is vital to the University to find out how well the teaching, guidance and other services are working. This is obtained in different ways, including via (StARs) who, supported by the Students' Union, provide direct feedback from students on the course and raise any issues on their behalf. You will have the opportunity to stand for election as a StAR or to elect a fellow student.

### **5.2 Course Committees**

A Course Committee is normally convened each term to review a set of modules and courses and provide quality assurance. Key staff, including module and course lecturers, attend these meetings and student input is received via your StARs.

### **5.3 Students' views on modules and courses**

Students' views are obtained by a variety of means such as focus groups and web-based questionnaires. While staff welcome informal feedback from students, Module Lecturers produce formal monitoring reports which cover areas such as teaching, student feedback and assessment. Reports and action points agreed are available from both module and course reviews.

### **5.4 Students' Union**

The University is proud to work with the Students' Union. You can contact the Students' Union about any course, student, pastoral or social issue.

To contact the Students' Union please access: <https://www.londonmetsu.org.uk/>

## SECTION 6 YOUR A-Z ESSENTIALS

### 6.1 Academic Liaison Librarians

Academic Liaison Librarians are qualified to provide learning support and information skills training and ensure that, where possible, the appropriate information resources you need are available throughout your course.

Your dedicated Librarian for Law (Christine Smart) can help you acquire valuable information literacy skills which will enable you to locate, retrieve, evaluate and use the most relevant resources for your research for specific assignments and projects. They publish guides and online tutorials to resources specific to your subject area which are a good starting point when you need support.

Additionally, there is an open course called Library Matters available on WebLearn. Library Matters will help you learn how to find, evaluate and use the information you need for your studies and assessments. You can dip into different sections or follow the order of the course sections. No need to log in or create an account.

To access Library Matters go to: <https://idp.londonmet.ac.uk>

To access subject guides and to contact Christine Smart, go to our library subject pages.

### 6.2 Academic Misconduct

You are responsible for ensuring that all work submitted is your own, and that it is appropriately referenced. The University does not tolerate cheating of any kind. You are strongly advised to familiarise yourself with the Academic Misconduct Procedures, which list a range of categories of academic misconduct and associated penalties, covering instances of academic misconduct (plagiarism, collusion, exam cheating). From the outset of your studies you should receive information and guidance on referencing conventions and group work activities to ensure that you do not contravene the University's Procedures. If you are unsure about referencing, paraphrasing or group work activities (and what may constitute collusion in such activities), you should seek advice as soon as possible from the Module Tutor or your Course Leader.

An interactive guide on preventing plagiarism containing student views on plagiarism, interactive demonstrations on how to reference and quizzes can be accessed at:

<http://learning.londonmet.ac.uk/TLTC/learnhigher/Plagiarism/>

Further information can be accessed at:

[www.londonmet.ac.uk/academic-misconduct](http://www.londonmet.ac.uk/academic-misconduct)

### 6.3 Academic Regulations

We provide guidance on most aspects of the Academic Regulations via our website, including our online Student Handbook; if you are unsure please contact your Student Hub or ask your Course Leader. If you wish to access the University's Academic Regulations, they can be found at:

[www.londonmet.ac.uk/academic-regulations](http://www.londonmet.ac.uk/academic-regulations)

### 6.4 Assessment Board Appeals

There are only two grounds on which students may appeal against the outcome of an assessment board decision. These are specific and an appeal may not be made in respect of an academic judgment. The University operates a strict 10 working day deadline for submission of appeals, following the publication of the result(s) concerned.

Prior to submitting an Appeal you should familiarise yourself with the procedures for the submission of Appeals, which can be found at: [www.londonmet.ac.uk/appeals](http://www.londonmet.ac.uk/appeals)

## 6.5 Communication

We do our best to keep you informed of what you need to know at all times. We use the Web to provide much of the information you need so it is essential to familiarise yourself with the University website. At other times we will use email to contact you so it is essential that you check your University email on a regular basis.

## 6.6 Complaints

The University is committed to providing a high quality service to its learning community. If you have concerns about the service you have received we want to hear about it. We will use your feedback as an opportunity to help you and to learn how we may improve our service. Further information about how to make a complaint and how the University will deal with your complaint can be found at [www.londonmet.ac.uk/complaints](http://www.londonmet.ac.uk/complaints)

## 6.7 Counselling and Personal Development

The University Counselling Service supports students who are experiencing emotional or personal difficulties and students who wish to maximise their potential and develop self-awareness. The service also supports students who are experiencing mental health issues. If you think you could benefit from this support, please contact the Counselling Service. We will be better able to support you if you act early – don't wait until you experience difficulties or until your difficulties reach crisis proportions.

<http://student.londonmet.ac.uk/life-at-london-met/health-and-wellbeing/counselling-and-personal-development/>

## 6.8 Course Transfers

If you intend to change course, you should seek advice from your Student Hub. Do not stop attending your course until a transfer has been agreed and confirmed in writing to you.

If you are an international student holding a Tier 4 Visa you must contact the International Student Advice Team for advice on possible visa implications before changing your course ([adviceinternational@londonmet.ac.uk](mailto:adviceinternational@londonmet.ac.uk))

## 6.9 Coursework Submission

When handing in coursework you must ensure that you have understood and followed all the instructions provided by the Module Lecturer. For each coursework assessment, the type of submission will be specified as either:

- a 'Hardcopy Submission' which you submit in person to your Student Hub; **or**,
- an 'Online Submission' via Weblearn.

The standard deadline time for submitting all coursework assessments is **3pm** (whether in hardcopy or online). Deadline dates are detailed in Module Handbooks and can also be accessed via your Evision account.

Please note that the University does not accept late work. If you have exceptional reasons which prevent you from submitting your work by the due date and time please refer to 6.8 above (coursework extensions) or 6.21 below (mitigating circumstances).

It is important that you retain both your electronic receipt of submission and a copy of the coursework until the results are published via Evision.

Details of the coursework submission process, including how to obtain coursework cover sheets, can be accessed at [www.londonmet.ac.uk/coursework-exams](http://www.londonmet.ac.uk/coursework-exams)

### Hardcopy Submission

Coursework should be submitted to your Student Hub and be accompanied by a securely attached barcoded coursework coversheet printed from Evision.

Receipts for hardcopy submission will be sent to your University email address and confirmation of submission will also be available to view via your Evision account.

## Online Submission

Coursework should be submitted to the online submission point provided for each assignment on your Weblearn module. Online submission points can be found on the 'Online Assessment' page of each module. Word-based documents will be checked for plagiarism using Turnitin Originality Reports. You can check your Originality report prior to submission by using one of the Test submissions provided to students either on your module or via 'Online Submission Help' on Weblearn.

Confirmation emails for online submissions will be sent to your University email address and you can download digital receipts from Weblearn for Turnitin submissions.

Further information on how to use online submission tools such as Turnitin or Weblearn Assignments, and how to download an online submission receipt and improve Originality Reports prior to submission can be accessed at: <http://metranet.londonmet.ac.uk/weblearn-onlinesubmission>

## 6.11 Criminal Convictions

If you are a student with an unspent criminal conviction, or you are convicted or cautioned for an offence during your study, you must notify the University. If you have a spent conviction or caution that is not eligible for filtering but are studying on a course which is exempt from the 1974 Rehabilitation of Offenders Act and/or requires a DBS (Disclosure and Barring Service) check you must also inform the University immediately. For more information see the University's policy at: [www.londonmet.ac.uk/convictions](http://www.londonmet.ac.uk/convictions)

## 6.12 Criteria for Awards

The GDL awards criteria are contained in the CPE Regulations below.

## 6.13 Disabilities and Dyslexia

Our Disabilities and Dyslexia Service (DDS) can assist you if you have a disability, long-term medical or mental health condition or a Specific Learning Difference (e.g. dyslexia or dyspraxia). You will need to provide medical evidence of your condition, or a full diagnostic assessment for Specific Learning Differences (SpLDs). If you are eligible for support, our Advisers can help you obtain a range of adjustments depending on the level of need identified.

Support can include:

- Notes/hand-outs in advance
- Permission to record lectures
- Special examination arrangements (e.g. extra time, use of a word computer, sheltered accommodation, amanuensis), alternative assessment arrangements
- Extended library loans
- Accessibility related classroom adjustments
- Screening for a Specific Learning Difference (dyslexia)
- Internal Needs Assessment Report, to identify any adjustments to support you in your studies
- Advice and guidance in applying for study-related funding e.g. the Disabled Students' Allowance (DSA)
- Assistance with arranging specialist tutoring, mentoring, communication support and /or note takers

Please Note:

1. There are some aspects of course assessment that cannot be changed. These are known as 'competence standards'. A 'competence standard' is defined in the Equality Act 2010 as an academic, medical, or other standard applied for the purpose of determining whether or not a person has a particular level of competence or ability. These standards must be essential to the course and all students must be able to fulfil these criteria. Although in such situations it may not be possible to alter the format of the assessment, you may still be entitled to adjustments (e.g. extra time or an amanuensis). Competency standards are different to the fitness to practice standards that exist in certain professions such as teaching, social work and medicine.

2. You are responsible for covering any costs associated in obtaining medical evidence of your disability/ long-term medical or mental health condition. While the Service can provide screenings for a Specific Learning Difference, adjustments and extra support can be arranged only after a full diagnostic assessment is made. The University is unable to pay for this but, in some cases, can make a contribution to the cost if you make an application to the Access to Learning Fund. You may also be entitled to government allowances (e.g. DSA). You are strongly advised to contact the DDS for help with funding applications.
3. If you have a disability, long-term medical or mental health condition or a Specific Learning Difference, please contact DDS as soon as possible as we are not usually able to arrange adjustments to teaching and assessments at short notice. DDS require medical evidence of your condition/a full diagnostic assessment at least 5 weeks (25 working days) before the start of the relevant exam period. This is to ensure our Advisers have sufficient time to assess your requirements and communicate them to our Assessment and Conferment Office, who then implement any special exam arrangements to which you are entitled.
4. It is your responsibility to update us if your condition changes. We need to know this in order to assess if there is any additional support you need – so please do stay in touch with us throughout your course.

For further information: [www.londonmet.ac.uk/dyslexia-disabilities](http://www.londonmet.ac.uk/dyslexia-disabilities)

## 6.14 Employability Development: Placements and Employability Unit

### *Get ahead in the employment market*

The Placements and Employability Unit is dedicated to helping all students develop professional skills, improve their career prospects and have fun whilst studying at the Guildhall Faculty of Business and Law.

Employers are looking for graduates who have broad experience and knowledge, so employment experience and getting involved in other activities whilst at University can help you achieve your career goals.

The Placements and Employability Unit has Faculty based Employability Officers to advise you on activities which will help build your career skills. This includes work placement modules (details below), business and charity competitions, job sector focused student societies, where you can gain guidance on setting up your own business and more!

Additionally, we advise you on how the University Careers & Employability Team can offer in-depth support including access to a range of vacancies and volunteering opportunities, careers workshops and careers guidance.

Contact the Guildhall School of Business and Law **Careers and Employability Team** for more information in the Student Hub:

<https://student.londonmet.ac.uk/media/london-metropolitan-university/london-met-documents/professional-service-departments/student-services/careers-and-employability/The-Careers-and-Employability-Team-2019.pdf>

## 6.15 Enrolment and Re-enrolment

Enrolment is an annual process. The first time you enrol you will need to provide evidence of your identity. You will also need to pay your tuition fees or demonstrate how these will be paid.

The University ID card you receive at enrolment contains your library number and computer network username and allows entry to the University's buildings. Provided you fully completed the enrolment requirements your card should work throughout the year. If it stops working then please seek advice from your Student Hub.

If you are studying on a part-time basis over more than one academic year or need to return to complete your studies, you will need to re-enrol online usually from around mid-August. Re-enrolment is necessary for your ID card to be reactivated for the new academic year. There will be a deadline for this so it is important that you complete this before the start of the next academic year.

International students will need to re-enrol in person every year with the Visa Compliance Team.

## 6.16 Examination Papers

You will also find past CPE/GDL papers on Weblearn.

## 6.17 Examination Timetable

Examination periods are detailed in the Academic Year summary on page three of this Course Handbook. The examination timetable is published three weeks prior to the start of the examination period at: [www.londonmet.ac.uk/examtrack](http://www.londonmet.ac.uk/examtrack)

## 6.18 Evision

Evision is the University's online facility that allows you to access your personal student record, and is where you print your coursework coversheets and other forms that you may need. You also re-enrol via Evision and view information showing your attendance at classes. You can view your:

- Personal and contact details (can be updated online)
- Registered modules
- Enrolment and progression
- Record of coursework deadlines and submissions
- Mitigating Circumstances and appeals decisions
- Module results (available from notified date of publication)
- Details of final award

For more information please check: [www.londonmet.ac.uk/evision](http://www.londonmet.ac.uk/evision)

## 6.19 ICT Services

The University has a number of computer studios, offering both specialist and general-purpose software, running mainly on PCs, but some on Apple Macs. ICT facilities can only be accessed through using individually assigned IDs and passwords. General-purpose PC and Mac studios are provided and supported by IT support staff. Most are open-access to students except when booked for teaching.

Many open access PCs and Apple Macs are available in the libraries for students to use.

Support is provided throughout the day through dedicated onsite teams, with Student Helpdesks in the libraries in Holloway and Aldgate. Telephone support is available evenings and weekends every day of the year.

Details can be found on the support webpage: <http://student.londonmet.ac.uk/it-and-technical-support/>

The University has an Acceptable Use Policy which applies without exception to all users of the University's ICT facilities. The policy can be downloaded at: <http://www.londonmet.ac.uk/aup>

## 6.20 International Student Advice Service

The Immigration and International Student Advice Team at London Metropolitan University are here to assist international students and staff on subjects relating to UK immigration and sponsorship by providing expert advice and comprehensive support on a range of matters including visas and immigration.

## 6.21 Libraries and Special Collections

You have access to our two libraries located at Aldgate and Holloway Road. Both libraries house plenty of computers and comfy informal learning spaces and a large range of up-to-date information and resources. The electronic resources include e-journals, e-books, and databases, which are also accessible outside the University, via the library catalogue at: <http://catalogue.londonmet.ac.uk/>

The libraries have open access networked PCs and printing and copying facilities to support your studies. In designated areas you can get wireless access to the Internet using your own laptop. All the libraries offer group and silent learning zones and there are group study rooms which can be booked. To save you time, there are many self-service facilities including borrowing and returning items, renewals and reservations. The web based catalogue is easy to use and can be accessed both on and off campus.

Information on all of our services, library opening hours, borrowing rights, resources and contacts can be found at: [www.londonmet.ac.uk/library](http://www.londonmet.ac.uk/library)

## 6.22 Marking and grades

The University provides you with marks and grades for the work that you submit for assessment. The detailed requirements of assessment in each module are specified in Module Booklets, together with indicative assessment criteria associated with different levels of performance and results. Each component of assessed work is assigned a percentage mark with a pass/fail threshold at 40%. The Graduate Diploma in Law is awarded according to the overall average mark obtained for all modules and the dissertation, with general classification thresholds for each grade of award as follows:

70% and above: Graduate Diploma in Law with Distinction  
60% - 69% Graduate Diploma in Law with Commendation  
40% - 59% Graduate Diploma in Law  
0% -39% Fail

At the end of the academic year, module results and awards are confirmed by The CPE Examination Board which upholds the academic standards of your course and ensures that each student is treated fairly and equally through the assessment process.

## 6.23 Mitigating Circumstances

The Mitigating Circumstances process is for students who have exceptional, unforeseen circumstances which prevent them from attending an examination or which prevented them submitting coursework. If you need to make a claim, independent supporting evidence is required and, if accepted, this will allow you an opportunity to redo the exam/resubmit the coursework without penalty i.e. without capping of the mark. The deadline for the submission of claims is four weeks from the date of the assessment concerned (i.e. the examination date or submission deadline).

Claims for mitigating circumstances must be submitted, together with evidence, **directly to the Course Director** on the appropriate form. (Note that this is different from the general University regulations as the matter needs to be considered by the CPE Examination Board rather than by the general University panel.) The Mitigating Circumstances Form is available at: [www.londonmet.ac.uk/mitigation](http://www.londonmet.ac.uk/mitigation)

## 6.24 Mode of Study

When you applied for the course, you will have chosen whether to take the course full-time (in one year); or part-time (in two years). Unless you have exemptions, you must take the modules in the order listed in the course specifications. Therefore, if you are a part-time student, you must take Contract, Tort, UK Public Law and EU Law in year one. You cannot take the other subjects until year two. Furthermore, you cannot start year two until you have passed all the assessments in year one.

If you are enrolled as a full-time student, you may – at the Course Director's discretion – change to part-time mode, but you will not necessarily get a refund of your fees.

If you are enrolled as a part-time student, you may – at the Course Director's discretion – change to full-time mode, but you can only do this during the first two weeks of the course, and you will need to reapply for the course through the Central Applications Board.

You should be aware that a change in mode of study is a formal University process and you should therefore seek advice from your Course Director, Student Hub or Student Services before making any decision.

## 6.25 Printing and Photocopying

Dual purpose self service photocopiers/printers are available around the university campus and are available in all libraries. Your print account can be used to pay for photocopying and printing. Once a print job is sent you can release the job on any FollowMe printer in the university using your ID card to authenticate: they are not site specific.

Please note that print jobs remain active for only 24 hours after they are submitted.

You can credit your printing account online using a debit or credit card or you can use the money loaders to top up your balance. This means you need to use your LondonMet ID card to add money to your printing, photocopying and scanning account. Please note that the money loaders do not give change.

## 6.26 Progression

At the end of the academic year the CPE Examination Board considers the performance of each student and decides whether they have passed the course. If a student is attending the course part-time, he or she must pass all the year one modules in order to progress to year two.

Any failure to progress is likely to delay your graduation and may lead to you incurring extra debt: for Tier 4 students this could also affect your sponsorship by the University. For this reason, students who think they may be unable to attempt assessment should seek advice from their Student Hub or Personal Academic Tutor as soon as possible. International students should also contact the International Student Advice Team for advice on possible implications for their Tier 4 visa.

## 6.27 Publication of Results and Transcripts

Your marks will be formally confirmed at the end of the academic year, once they have been confirmed by the CPE Examination Board. Marks are published via Evision: [www.londonmet.ac.uk/evision](http://www.londonmet.ac.uk/evision)

An official transcript will be posted to you at your home address on the completion of your course, together with your award certificate. There is no charge for either your end of course transcript or your original award certificate, but if your certificate is lost you will need to pay a fee for a replacement. Since certificates are posted out to your registered home address, it is essential that you keep your home address updated in the University's records system.

For reason of employment, or to provide proof of study at the University during your course, you may need a formal transcript, stamped by your Student Hub. There is a fee for these transcripts, payable at the time of request. Requests should be made you Student Hub, who aim to produce transcripts within 5 working days of request. You can also print a copy of your results from Evision and your Student Hub will stamp it to confirm it is valid.

## 6.28 Reassessment

If you fail or do not attempt a component of assessment in June you will be provided with A reassessment opportunity during the reassessment period (normally during August following the end of the academic year). If you fail again, you will have a final reassessment opportunity in June of the following year. If you pass after reassessment the component concerned will be capped at **40%**. (See also section 6.20 above)

## 6.29 Student Conduct

Students who commit acts of general misconduct (i.e. in relation to their behaviour as opposed to academic misconduct such as plagiarism or cheating) are subject to the University's disciplinary procedures which can be found at [www.londonmet.ac.uk/conduct](http://www.londonmet.ac.uk/conduct)

## 6.30 Student and Staff Charters

Our Student and Staff charters are the means in which we articulate our values into reciprocal commitments to enhance practice and improve our learning environment. Our charters have been developed in partnership with students and staff and help us to keep at the cutting edge of new means of working to enhance your experience as a student.

For further information please access: [www.londonmet.ac.uk/charters](http://www.londonmet.ac.uk/charters)

## 6.31 Student Services

The Department of Student Services provides a range of specialist advice, information, guidance and personal counselling to support you in achieving your academic aims. We provide services related to:

- Academic Issues
- Student Funding, Finance and Debt
- Counselling & Personal Development
- Personal and Emotional wellbeing
- Faith and Spirituality
- Physical and Mental-Health related disabilities
- Specific Learning Differences
- Accommodation

Visit our website [www.londonmet.ac.uk/studentsservices](http://www.londonmet.ac.uk/studentsservices) to find out how we can help you make your time at London Met both enjoyable and successful

## 6.32 Taking a Break from your Studies

We understand that, unfortunately, some students encounter exceptional circumstances resulting in them needing to take a break from their studies. The University has procedures in place to support students who need to take a break from their studies or, in exceptional cases, modify their current programme of studies.

If you are considering taking a break from your studies whilst you are enrolled, you need to seek:

- financial advice from our Student Services team, as any break in studies will count as a year of student funding and you may not be entitled to benefits in the period you are not studying; and,
- academic advice from your Course Leader to ensure that there are no academic impediments which could impact upon your return to studies.

If you are a Tier 4 student, a break from your studies will have immigration implications that could be costly if you do not understand them fully; therefore you must seek advice from the International Student Advice Team before making your decision.

Please think carefully about whether taking a break from your studies is right for you and please do contact your Student Hub for help and guidance, as during an approved break you will not be eligible to sit examinations, submit coursework or undertake any other form of assessment.

Further information, including the deadlines to request a break, arrangements for refund of tuition fees and, the Request Form, which **must** be completed prior to the commencement of your break in studies, are available at: [www.londonmet.ac.uk/takingabreak](http://www.londonmet.ac.uk/takingabreak)

**The maximum break permitted is one year and the maximum period in which to qualify for a postgraduate degree (including any agreed breaks) is three years.**

**If you leave without prior approval you are at risk of being deemed to have withdrawn from your course and, as such, not allowed to recommence at a later date.**

## 6.33 Terms of the Contract: The Student/ University Relationship

When you join London Metropolitan University as a student you and the University form a formal relationship and you become a member of our academic community. Our Regulations (the Academic Regulations, the General Student Regulations and Course Specific Regulations and Specifications) published at: [www.londonmet.ac.uk/regulations](http://www.londonmet.ac.uk/regulations) govern the relationship between you the University and it is your responsibility to read and understand this important information. If there are aspects of the Regulations you do not understand please contact the University Secretary's Office.

**Please note the University also has an additional set of regulations for International students (included in the General Student Regulations. If you are an International student it is important that you read these.**

## 6.34 Visa Compliance

The Visa Compliance team is responsible for monitoring all international students, and in particular those who are studying in the UK on a Tier 4 student visa. The team will regularly monitor:

- Visa expiry dates
- Students who have an immigration application pending with the Home Office
- Passport expiry dates
- Weekly attendance (including students on work placements)
- Changes in student status (intermission, suspension, withdrawal etc.)
- Changes in module registration or course transfers

It is important that you respond to all communication from the Visa Compliance team quickly and as a priority as it could have implications for your UK visa.

If you are unable to attend lectures or scheduled sessions, have questions about your course or are changing your immigration status, please promptly contact the team at [visa.compliance@londonmet.ac.uk](mailto:visa.compliance@londonmet.ac.uk) for further information.

For expert immigration advice please contact the International Student Advice team.

## 6.35 Volunteering

Improve your chances of gaining employment by engaging in voluntary activities, which in turn will enable you to make useful contacts and gain valuable experience. The student development and volunteering programme, run by Reach, includes: voluntary work experience, mentoring young people, volunteering overseas, tutoring in local schools, community work and career mentoring. Student volunteering is undertaken with statutory agencies or charitable and voluntary bodies. It provides opportunities of a theoretical and practical nature, in fields such as community work, conservation, research, administration, legal, marketing, PR and education.

Visit our webpage: <http://reach.londonmet.ac.uk/home.aspx>

Tier 4 students should check with the International Student Advice Team before volunteering as some types of voluntary work may need to be counted towards your allowed weekly working hours – [adviceinternational@londonmet.ac.uk](mailto:adviceinternational@londonmet.ac.uk)

## 6.36 WebLearn – Online Module Resources

WebLearn provides online support (or delivery in the case of distance learning) for your modules, enabling you to communicate with your tutor and other students. Course materials, information and some learning activities and/or assessments are available on WebLearn, as well as materials to help you improve your academic and study skills. WebLearn requires your user name and password and can be accessed at: <https://bblearn.londonmet.ac.uk>

## Section 7 THE COURSE SPECIFICATION

### 7.1 Name of Course and Highest Award

Common Professional Examination  
Graduate Diploma in Law

### 7.2 Awarding Institution

London Metropolitan University

### 7.3 Validating Institution

The Joint Academic Stage Board, which acts on behalf of the Solicitors Regulation Authority and the Bar Standards Board, has approved this course as providing the academic stage of training for solicitors and barristers.

### 7.4 Professional Body Exemptions/Accreditation

The course provides students with the necessary exemptions to proceed onto either a Legal Practice Course or a Bar Professional Training Course.

### 7.5 Mode of Attendance

Full-time, part-time day, part-time evening, part-time day and evening

### 7.6 Expected Duration of Course

1 year full-time, two years part-time

### 7.7 Organised Work Experience

The University Careers Service provides advice and assistance in obtaining work experience.

### 7.8 Career Education, Information and Guidance

Available from the University Careers Service; from Personal Tutors; and from the Course Director

### 7.9 Admissions

No February admission. Students **must** start in September. Students must start attending the course within two weeks of its formal commencement

### 7.10 Teaching Location

Holloway Road, London

### 7.11 Home Academic School

Guildhall Business and Law

### 7.12 Course Director

Dr. Kryzstof Borocho

### 7.13 Main Educational Aims of the Course

The general aim of the CPE course is to provide non-law graduates with an academically rigorous programme of education in law which is designed to assist those who undertake it to prepare for entry onto the Vocational Stage of legal education and training and to acquire a sound foundation upon which to develop both the legal knowledge and the competencies required for their subsequent careers in legal practice.



## 7.15 Assessment Summary

**English Legal System Test:** An assessment of the student's understanding of the Introductory Course, to be marked on a competent/non-competent basis. This mark does not form part of the final assessment package.

**Coursework:** A coursework package worth 30% of the overall award:

- Four Legal Skills Essays 10%
- Research Exercise (Dissertation) 10%
- Case and Statute Analysis 10%

**Examinations:** A three-hour and fifteen-minute examination in each of the foundation subjects, with the following weightings towards the final award:

- Foundations of the Law of Obligations A (Contract) 10%
- Foundations of the Law of Obligations B (Tort) 10%
- Foundations of Public Law A (UK Public Law) 10%
- Foundations of Public Law B (European Public and Private Law) 10%
- Foundations of the Law of Property A (Land Law) 10%
- Foundations of the Law of Property B (Equity & Trusts) 10%
- Foundations of Criminal Law 10%

## 7.16 Standard University entry requirements, inc APEL/AP(E)L

To be admitted to the course, applicants must fulfil the admission requirements set out in Section B of the Regulations for Programmes of Study, in so far as these are consistent with the regulations of the Joint Academic Stage Board, the Solicitors Regulation Authority and the Bar Standards Board

Subject to the above, the factors to be taken into account in considering applications for admission shall include:

Academic merit (normally evidenced by the possession or prediction of a degree with at least second class honours);

In the case of applicants to study the course part-time, the need to study part-time or that the applicant has obtained exemptions from studying four or more of the foundation subjects from either the Solicitors Regulation Authority or the Bar Standards Board.

Students must have a sufficient command of spoken and written English to follow the course to a successful conclusion. This normally requires either that English is the student's first language, or that the student has achieved at least Grade 7 on the IELTS or equivalent before starting the course.

## 7.17 Career opportunities

The course provides students with the necessary exemptions to proceed onto either a Legal Practice Course (for qualification as a solicitor) or a Bar Professional Training Course (for qualification as a barrister). The Graduate Diploma in Law is also the equivalent of an LL.B. degree for the purposes of applying for further academic study.

## **Section 8 SKILLS TRAINING**

### **8.1 Legal Research Skills**

#### **AIMS**

To provide a sound understanding of legal research skills from primary and secondary sources, using both paper and electronic resources.

#### **OBJECTIVES**

Having completed this course, students will be able to:

- i. conduct independent legal research from a range of sources, both primary and secondary;
- ii. make proper use of library facilities;
- iii. make proper use of internet legal databases.

#### **TEACHING AND LEARNING STRATEGIES AND METHODS**

There are formal lectures at the start of the course in Legal Research and Legal Analysis, followed by optional weekly sessions in legal research given by the Legal Resources Manager. All tutorial preparation requires some elements of legal research (of both primary and secondary sources), and the dissertation supervisors also give one-to-one guidance in relation to this exercise.

#### **ASSESSMENT**

The research requirement of the course is formatively assessed on a weekly basis in tutorials and through formative essays.

It is summatively assessed in the dissertation (eighth area of legal study) and is also credited in the short essays and the seven three-hour examinations on the Foundation Subjects.

### **8.2 Critical Analysis**

#### **AIMS**

To provide a sound understanding of practical legal analysis skills;

#### **OBJECTIVES**

Having completed this course, students will be able to:

- i. focus on what is important in any given case;
- ii. interpret the rationale behind legislation and judgments, and to form a balanced opinion thereof;
- iii. analyse case studies to reach a logical and supportable conclusion.

## **TEACHING AND LEARNING STRATEGIES AND METHODS**

In small group sessions and in the preparation for the assessed essays and dissertation, students develop their ability to analyse legal information in an astute and critical manner, and to apply knowledge and skills learnt in the practical context of case-studies.

### **ASSESSMENT**

Critical analysis is assessed in all the units of assessment. In particular it is a major criterion in assessing the long essay on the Eighth Area of Legal Knowledge, where students must not simply present a narrative, but specifically critique the law they have researched.

## **8.3 Knowledge and Understanding of the Law**

### **AIMS**

To provide a solid and useable knowledge of the precepts and principles of the seven Foundation Subjects and another area of law.

### **OBJECTIVES**

Having completed this course, students will have acquired:

- i. a sound knowledge of those seven areas of law which are considered by the professional bodies to be fundamental to any study of law and of at least one other area of law;
- ii. a sound knowledge and understanding of the legal system and process;
- iii. an appreciation of the relationship between national and community law.

## **TEACHING AND LEARNING STRATEGIES AND METHODS**

The basic tenets of the legal system and process are taught in the Introductory Course by a series of lectures, directed reading and tutorials. This knowledge is then expanded throughout the course by studying its practical application in the context of the seven Foundation Subjects.

There are weekly lectures in the seven Foundation Subjects. In small group sessions, students develop their ability to apply knowledge and skills learnt in a practical context to develop their capacity for critical assessment of the law; of their own views; and of the arguments of others.

For the eighth area of legal study, students must undertake independent research using the techniques taught pervasively throughout the course, under the supervision of a subject specialist.

### **ASSESSMENT**

The knowledge content of the English Legal System is tested by a multiple choice and short essay test in the second month of the course.

The knowledge content of the Foundation Subjects is assessed in seven three-hour examinations each worth 10% of the overall award.

The knowledge content of the eighth area of legal study is assessed by a dissertation of up to 5,500 words.

## **8.4 Cognitive/ Intellectual Skills**

### **AIMS**

To develop students' ability to work independently to process and analyse legal and factual information in a practical and professional manner.

### **OBJECTIVES**

Having completed this course, students will be able to:

- i. process and apply legal and factual information;
- ii. analyse legal problems and provide a range of solutions to them;
- iii. develop in a legal context a range of skills previously acquired which contribute to academic study, solving problems and communicating effectively;
- iv. transfer and apply knowledge and skills learnt in one legal context to another;
- v. develop a capacity for critical assessment of the law;
- vi. develop the ability to work with, and recognise the potential of, information technology in the context of the law and legal study.

### **TEACHING AND LEARNING STRATEGIES AND METHODS**

The weekly small group sessions in each subject develop students' skills in the investigation and research of legal information (using both primary and secondary sources) including using information technology, and the extraction of the essential points from that information.

### **ASSESSMENT**

These skills are pervasive through all the summative assessments.

## **8.5 Practical Skills: problem solving and communication**

### **AIMS**

To develop the ability to apply legal knowledge to the solution of factual problems and coherently to communicate and debate possible solutions both orally and in writing.

### **OBJECTIVES**

Having completed this course, students will be able to:

- i. demonstrate an awareness and understanding of the areas of law studied, of the legal process and the inter-relationship between different areas of law in a national and European context;
- ii. identify, find and use a range of sources of legal information, including information technology, to assist in legal study and to extract the essential points from the information;
- iii. analyse legal information and apply it to the solution of problems.

- iv. communicate legal information efficiently both orally and in writing;
- v. communicate and debate possible legal solutions to factual problems efficiently both orally and in writing;
- vi. assume responsibility for the continuing development of his or her own legal education and competence.

### **TEACHING AND LEARNING STRATEGIES AND METHODS**

To prepare for the small group sessions and the assessments, students must carry out practical research and analysis by using a range of legal sources, and must be prepared cogently to present a reasoned argument based upon that preparation.

In the small group sessions themselves, students develop the skills of listening effectively and communicating information effectively orally. They are required to respond orally both to questions about prepared case-studies, and on issues which arise from them in the course of the debate.

All students are also encouraged to engage in advocacy training as part of the Mooting Competition.

Effective written communication is developed through the preparation of written answers to the case-studies and the package of assessed essays and the research exercise.

### **ASSESSMENT**

The written skills are pervasive through all the summative assessments.

Oral communication skills are formatively assessed in the UK Public Law tutorials by way of individual presentations given by the students to the group.

## **8.6 Flexibility**

### **AIMS**

- i. To enable students to appreciate the need to be flexible in one's approach and attitude in legal analysis.
- ii. To enable students to appreciate and analyse alternative solutions to problems.

### **OBJECTIVES**

Having completed this course, students will be able to:

- i. appreciate that the law does not always provide a single answer to a problem, and that it is necessary to be flexible in one's approach to analysis;
- ii. be willing to acknowledge a variety of approaches and attitudes towards legal analysis.

### **TEACHING AND LEARNING STRATEGIES AND METHODS**

In the small group sessions and the assessments, students are encouraged to consider issues from a variety of angles, which may result in different outcomes. They will present and hear different interpretations of the law and its application, and may alter their own initial stance after debate

## **ASSESSMENT**

All the assessments require the students to present a non-partisan view of an issue or a case study, and to present all possible interpretations and conclusions.

### **8.7 Key Transferable Skills, including Employability and Professional Practice**

The overall curriculum is designed both to ensure that students have a thorough grounding in the key foundation subjects in law which are required of the professional bodies, and also develop in the students certain key skills which are essential to ensure competence in the legal profession. These skills are embedded in the curriculum and developed within each unit.

The key skills are to:

- i. communicate ideas, principles, theories and information effectively both by oral and written means
- ii. make effective use of research facilities, in the form of books, written reports and computer databases
- iii. be able clearly and cogently to analyse problems and to reach and present justifiable conclusions
- iv. become active and reflective legal thinkers and practitioners
- v. listen effectively and communicating information effectively both orally and in writing;
- vi. investigate and research legal information (using original sources) and the extraction of the essential points from that information;
- vii. transfer and apply knowledge and skills learnt in one legal context to another;
- viii. develop a capacity for critical assessment of the law; of their own views; and of the arguments of others.

### **8.8 Legal Writing Practice**

You will be invited to write formative answers to past examination questions at frequent intervals during the course. You do not need to gain a pass-mark in these essays to continue with the course but a good mark obtained by you might be referred to by tutors when writing references etc. If a student does not submit these essays, this omission may count against him or her both in the writing of references and when the Examination/Assessment Board exercises any relevant discretion.

The marks obtained will NOT contribute towards your final Grade Point Average.

Once the tutorials begin, you will be set one exam-style essay to attempt in one of the subjects you are studying every week, to be submitted to the appropriate subject tutor the week after.

These essays are an essential part of the course. They should be word processed, not hand-written. You should attempt to produce 'perfect' examination style answers, following the guidance you will get in the lectures and tutorials.

## 8.9 Midsessional Examinations

You do not need to gain a pass-mark in these examinations to continue with the course but a good mark obtained by you may be referred to by tutors when writing references etc. If a student does not attend the examinations, this omission may count against him or her both in the writing of references and when the Examination Board exercises any relevant discretion.

The marks obtained will NOT contribute towards your final Grade Point Average.

In the lectures or tutorials w/b you will be given unseen examination questions in all your current subjects to answer in a time-constrained situation.

Experience has shown us that students who study well for these examinations (even if they do not pass or do well at this stage) perform much better in the proper examinations than students who have not bothered with them.

In addition to these examinations, tutors will sometimes require students to write out answers to the questions they have prepared for the tutorials DURING THE TUTORIAL. This may be either before or after the question has been discussed in the class, and may be required with no prior warning.

It is therefore imperative that all students prepare thoroughly for the tutorials. You cannot simply sit back whilst others do the work!

## Section 9 THE SYLLABI

### 9.1 Introductory Course: The English Legal System and Legal Method

You must pass this test to continue with the course and the mark obtained might be referred to by tutors when writing references etc. However, the mark will NOT contribute towards your final Grade Point Average.

Under invigilated conditions, you will be given test on the English Legal System and Legal Method. You will be required to pass this test in order to progress to the remainder of the course. The assessment will be based on your pre-course reading; the lectures given in the first week of the Introductory Course; and the tutorials held in the second week of the Introductory Course. **You will not be asked questions on any of the substantive law you will have studied by the time of the test.**

You will not be permitted to refer to any books except non-electronic, non-law dictionaries.

The test takes place during the Contract Law lectures w/b October 24<sup>th</sup> 2019.

If you fail the test, there will be one more opportunity to take it four weeks later. If you fail a second time, you will be required to withdraw from the course.

#### AIMS

- i. To provide an introduction to the English Legal System, including the sources of English and European Law; the court system; and legal personnel.
- ii. To provide a basic understanding of the techniques of legal method, with particular reference to research, analysis and application of legal principles.
- iii. To provide an introduction to techniques of legal writing.
- iv. To provide an introduction to issues of employment and employability within the legal profession.

#### OBJECTIVES

Having completed this course, students will be able to:

- i. identify and distinguish the categories of English law;
- ii. identify and distinguish the sources of English and European law;
- iii. analyse judgments in terms of *ratio decidendi* and *obiter dicta*;
- iv. understand the basic precepts of statutory and treaty interpretation;
- v. understand the court system and basic criminal and civil procedure;
- vi. identify and distinguish the different branches of the legal profession;
- vii. understand basic legal research methods, both through hard copies and IT;
- viii. understand basic legal analysis methods;
- ix. appreciate the basic techniques of legal writing;
- x. appreciate issues relating to employment and employability within the legal profession.

#### ASSESSMENT

There will be an assessment on the English Legal System at the beginning of October. The test will be a multiple choice and short essay test based on the Introductory Course and the preliminary reading.

Students must pass this assessment by the second sitting in order to continue on the course.

## **SYLLABUS**

### **1. Pre-Course Reading**

Prior to enrolment, students will be expected to have done the Pre-Course Reading, including a booklet of full judgments from a collection of cases relating to the Foundation Subjects and some directed reading on legal method from various moderately priced and easily obtainable text-books.

### **2. The English Legal System**

Categories of English Law

Legal Terminology

Sources of English Law

The Court System

Legal Personnel

Legal Theory

### **3. Legal Research**

Primary and Secondary Source

The Library System

Legal Databases

### **4. Legal Analysis**

Syllogistic Logic

Case Analysis (including *ratio decidendi* and *obiter dicta*)

Statutory Analysis and Interpretation

### **5. Legal Writing**

Answering essay questions

Answering problem questions

Writing legal dissertations

### **BOOKLIST (latest editions only)**

#### **Core Texts:**

Gillespie, A and Weare, S, *The English Legal System* (OUP)

Goldstone, B, *The Barrie-Guide to the English Legal System* (available via London Met Weblearn only)

#### **Other Texts:**

Finch E and Fafinski S, *Legal Skills* (OUP)

McVea H and Crumper P, *Exam Skills for Law Students* (OUP)

Strong SI, *How To Write Law Essays and Exams* (OUP)

## **9.2 Foundations of the Law of Contract: LL3101C**

### **AIMS**

To provide a sound understanding of:

- i. the general principles of creation, content of and enforcement of obligations in exchange relationships;
- ii. the general principles of actions and defences available in exchange relationships;
- iii. the application of the general principles in exchange relationships to specific practical situations;
- iv. the general principles of the doctrine of restitution.

### **OBJECTIVES**

Having completed this course, students will be able to:

- i. identify, understand and apply the general principles underlying the creation, content and enforcement of contractual obligations;
- ii. see the relationship between contractual and tortious obligations;
- iii. see the relationship between contractual remedies and the doctrine of restitution;
- iv. demonstrate a knowledge and understanding of important practical areas of the law of contract;
- v. demonstrate an ability to use appropriate legal terminology and language both orally and in writing, to read and discuss legal materials, and to present knowledge or an argument in a way which is comprehensible to others and which is directed at their concerns;
- vi. develop their independent learning by taking responsibility and planning for the preparation of work for tutorials, coursework and examinations; management of personal study time; the use of a wide variety of information sources; to reflect on his or her learning; and to seek and make use of feedback;
- vii. develop an increasing familiarity with information technology skills in a legal context by for example producing a word-processed essay, using the Worldwide Web, and using electronic information retrieval systems related to law such as Lexis Library and Westlaw.

### **ASSESSMENT**

The unit is assessed by a closed-book examination lasting three hours and fifteen minutes, representing 10% of the total course assessment.

## **SYLLABUS**

### **1. The Creation and Nature of Contractual Obligations**

The Phenomenon of Agreement  
Offer  
Acceptance  
Intention to create legal relations  
Consideration  
Privity of contract  
Capacity  
Formalities

### **2. The Contents of a Contract**

Terms  
Representations  
Exemption clauses

### **3. Vitiating Factors in Contracts**

Misrepresentation  
Mistake  
Illegality

### **4. Discharge of Contract**

Frustration  
Breach  
Performance

### **5. Remedies for Breach of Contract**

Damages  
Equitable Remedies

### **6. The Doctrine of Restitution**

## **BOOKLIST (latest editions only)**

### **Core Texts:**

Furmston, MP, Cheshire, *Fifoot and Furmston's Law of Contract* (OUP)  
Goldstone, B, *The Barrie-Guide to the Law of Contract* (available via London Met Weblearn only)

### **Other Texts:**

Smith, JC, *Smith & Thomas: A Casebook on Contract*, (Sweet and Maxwell)  
Stone, R. and Devenney. J., *Principles of Contract Law* (Routledge)  
Treitel, GH, *The Law of Contract* (Sweet and Maxwell)

## **9.3 Foundations of the Law of Tort: LL3102C**

### **AIMS**

To provide a sound understanding of:

- i. the general principles of creation, content of and enforcement of obligations in non-exchange relationships;
- ii. the general principles of defences available in non-exchange relationships;
- iii. the application of the general principles in non-exchange relationships to specific practical situations.

### **OBJECTIVES**

Having completed this course, students will be able to:

- i. identify, understand and apply the general principles underlying the creation, content and enforcement of tortious obligations;
- ii. understand the relationship between contractual and tortious obligations;
- iii. demonstrate a knowledge and understanding of important practical areas of the law of obligations.
- iv. demonstrate an ability to use appropriate legal terminology and language both orally and in writing, to read and discuss legal materials, and to present knowledge or an argument in a way which is comprehensible to others and which is directed at their concerns;
- v. develop their independent learning by taking responsibility and planning for the preparation of work for tutorials, coursework and examinations; management of personal study time; the use of a wide variety of information sources; to reflect on his or her learning; and to seek and make use of feedback;
- vi. develop an increasing familiarity with information technology skills in a legal context by for example producing a word-processed essay, using the Worldwide Web, and using electronic information retrieval systems related to law such as Lexis Library and Westlaw.

### **ASSESSMENT**

The unit is assessed by a closed-book examination lasting three hours and fifteen minutes, representing 10% of the total course assessment.

## **SYLLABUS**

### **1. Scope and Purpose of the Law of Tort**

### **2. The Tort of Negligence**

Duty of Care  
Breach of Duty  
Causation and Remoteness  
Defences  
Nervous Shock  
Economic Loss  
Vicarious Liability  
Remedies

### **3. Other Specific Torts**

Private Nuisance  
Rylands v. Fletcher  
Trespass  
Defamation  
Occupiers' Liability  
Breach of Statutory Duty  
Economic Torts

### **4. General Defences**

Volenti non fit injuria  
Contributory Negligence  
Ex turpi causa  
Duress  
Limitation

## **BOOKLIST (latest editions only)**

### **Core Texts:**

Goldstone, B, *The Barrie-Guide to the Law of Tort* (available via London Met Weblearn only)  
Horsey, K and Rackley, E *Tort Law* (OUP)

### **Other Texts:**

Buckley R.A. and Heuston R.E.V, *The Law of Torts* (Sweet & Maxwell)  
McBride, N.J. and Bagshaw, R., *Tort Law* (Longman)  
Peel, E., *Winfield & Jolowicz on Tort* (Sweet & Maxwell)

## 9.4 Foundations of UK Public Law and Human Rights: LL3103C

The Public Law and Human Rights course is basically concerned with the law and politics governing the relations between the various institutions of the UK State – such as Parliament, the judiciary and the Government – as well as examining the relations, legal and otherwise between the citizen and the State. Examining such perspectives takes place by necessary reference to the permeating influence of two different types of European law: European Union (EU) law, which is essentially still concerned with promoting economic goals, and European Convention law which focuses on the protection of human rights set out in the ECHR.

The first part of the course examines notions of “constitutionalism” and inquires into how we can speak of Constitutional law in the UK by reference to principles such as Parliamentary Sovereignty and the Rule of Law. It also looks at the increasing importance of human rights law through examining theories of human rights, the Human Rights Act 1998, and the role of the European Court of Human Rights in Strasbourg.

A second part investigates how the Government, or “Executive”, administers the UK State and considers the effect this has on us as individual citizens. It also considers the differing methods, political, administrative and legal, of holding the Executive to account. It particularly focuses on the procedure and grounds of Judicial Review.

### AIMS

Students will gain an appreciation of the theoretical and foundational aspects of Public Law in England and Wales. The course also facilitates a contextual and critical appreciation of the law and politics relating to the administration and governance of the UK State in a period of radical constitutional change and under the influence of two different orders of European law.

To provide a sound understanding of:

- i. the theoretical underpinning of law and its legitimacy; and more particularly to examine the allocation and control of power within the public sector, from the perspectives of both English and European Union (EU) law;
- ii. to provide a sound understanding of the basic features and characteristics of the British Constitution, the main institutions of government, the law-making processes and the legal control of administrative powers in both the United Kingdom and the European Union.

## **OBJECTIVES**

After completing the course the student will be able to:

- i. demonstrate a firm grounding and knowledge of the major concepts, values, principles and rules of Public Law in the UK and practice of Judicial Review.
- ii. demonstrate an awareness of and an ability to explain the main institutions of the constitutional framework of government in England and Wales such as Parliament and the Executive and show an understanding of their role in Public Law by for example examining different ideas of Parliamentary Sovereignty and Administrative Law.
- iii. demonstrate an awareness and depth of contextual understanding of the main policy and doctrinal issues involved in the development and operation of Public Law by, for example, showing an understanding of the notion of the Rule of Law, the effects of the Human Rights Act 1998 and the nature of civil liberties in England and Wales.
- iv. demonstrate a basic ability to identify accurately research issues, identify and retrieve up-to-date legal information, both primary and secondary, using both paper and electronic sources in the preparation and writing of their written essay assessment.
- v. demonstrate an ability to apply gained legal knowledge to problems of limited complexity, to reflect upon and evaluate this application and to draw logical reasoned conclusions that are supported by argument and legal authority.
- vi. demonstrate a basic ability to bring together information and materials from a variety of different sources, produce a synthesis of Public Law relevant doctrinal and policy issues, and make a critical judgment of the merits of particular arguments.
- vii. demonstrate an ability to use appropriate legal terminology and language both orally and in writing, to read and discuss legal materials, and to present knowledge or an argument in a way which is comprehensible to others and which is directed at their concerns.
- viii. develop their independent learning by taking responsibility and planning for the preparation of work for tutorials, coursework and examinations, management of personal study time and the use of a wide variety of information sources and to reflect on his or her learning, and to seek and make use of feedback.
- ix. develop an increasing familiarity with information technology skills in a legal context by for example producing a word-processed essay, using the Worldwide Web, and using electronic information retrieval systems relative to law such as Lexis Library and Westlaw

## **ASSESSMENT**

The unit is assessed by a closed-book examination lasting three hours and fifteen minutes, representing 10% of the total course assessment.

## **SYLLABUS**

### **1. Constitutions, Constitutionality and Legitimacy**

The nature of constitutions and their role in legitimating and regulating governmental activity.  
The importance of constitutionality and the rule of law.  
Comparison between natural law and positivist theories of law.  
The three constitutional systems of Public law.

### **2. The constitutional principles of English Public Law**

Parliament, Law-making and changing statutory interpretation.  
Parliamentary Sovereignty over the years in its European context.  
Constitutional Principles of European Union (EU) law.

The Rule of Law, theories of human rights and their promotion and protection.

### **3. The Protection of Human Rights and Fundamental Freedoms**

The Traditional Approach in English Law, the strengths and weaknesses of the pragmatic tradition of protecting human rights.  
The European Convention on Human Rights, the structure and principles of the Convention and the work its institutions, in particular the European Court of Human Rights.  
The Human Rights Act 1998 and its operation in the UK.

### **4. The Executive and the theory and practice of English Judicial Review**

The Procedure of Judicial Review: standing, the public/private divide, remedies.  
The Grounds for Judicial Review: illegality, irrationality, procedural impropriety, and proportionality.  
The relationship with Human Rights Review and s.6 Human Rights Act 1998.

## **BOOKLIST (latest editions only)**

### **Core Texts:**

Barnett, H, *Constitutional & Administrative Law* (Routledge)

### **Other Texts:**

Beatson, J, *Mathew and Elliott's Administrative Law* (OUP)

Doherty, M, *Public Law* (Routledge)

Leyland, P, *Textbook on Administrative Law* (OUP)

### **Journals:**

Public Law Journal

Law Quarterly Review

**Websites:**

[www.parliament.uk](http://www.parliament.uk)

[www.hansard-society.org.uk](http://www.hansard-society.org.uk)

[www.cabinet.office.gov.uk](http://www.cabinet.office.gov.uk)

[www.hmcourts-service.gov.uk](http://www.hmcourts-service.gov.uk)

## 9.5 Foundations of the Law of the European Union: LL3104C

Part B of the Public Law course examines the influence of European Union law, which is essentially still concerned with promoting economic goals. The subject is concerned with the law and politics relating to the institutions of the European Union (EU). This unit provides an understanding of the underlying principles of EU law and its relationship to domestic law. It considers the law-making powers of the EU institutions, the constitutional principles of the EU, the procedures that operate under EU law, the role of the European Court of Justice, and the economic freedoms established under EU law.

### AIMS

- i. To provide an introduction to the nature of the EU legal system, its institutions and its procedures.
- ii. To provide an overview of the relationship between history, politics, law and economics in the development of evolution of the EU.
- iii. To develop the ability to use IT skills effectively, both as a research tool and for the presentation of written and oral work.
- iv. To develop and encourage confidence in the use of appropriate learning, analytical and discursive skills.
- v. To communicate acquired legal knowledge of the EU in both oral and written form using appropriate legal terminology.
- vi. To provide a supportive learning environment for the development of competence in independent learning and in tutorial discussion.

### OBJECTIVES

After completing the course the student will be able to:

- i. demonstrate a firm grounding and knowledge of the legal framework and institutions of the EU and of the basic constitutional principles of EU law (such as the supremacy of EU law, direct effect, indirect effect and Member State liability), of the preliminary ruling procedure under A.267 TFEU and of the key procedures of EU administration such as judicial review and enforcement actions, of the key economic freedoms promoted by EU law, in particular by examining the freedom of movement of goods, services, and workers, and reviewing the key features of EU competition law, and of EU citizenship and the development of General Principles of EU law by focusing in particular on the promotion and protection of human rights within the EU.
- ii. demonstrate an awareness and depth of contextual understanding of the main policy and doctrinal issues involved in the development and operation of EU Law.
- iii. demonstrate a basic ability to identify accurately research issues, identify and retrieve up-to-date legal information, both primary and secondary, using both paper and electronic sources in the preparation and writing of their written essay assessment.
- iv. demonstrate an ability to apply gained legal knowledge to problems of limited complexity, to reflect upon and evaluate this application and to draw logical reasoned conclusions that are supported by argument and legal authority.
- v. demonstrate a basic ability to bring together information and materials from a variety of different sources, produce a synthesis of Public and EU Law and relevant doctrinal and policy issues, and make a critical judgment of the merits of particular arguments.

- vi. demonstrate an ability to use appropriate legal terminology and language both orally and in writing, to read and discuss legal materials, and to present knowledge or an argument in a way which is comprehensible to others and which is directed at their concerns.
- vii. develop their independent learning by taking responsibility and planning for the preparation of work for tutorials, coursework and examinations, management of personal study time and the use of a wide variety of information sources and to reflect on his or her learning, and to seek and make use of feedback.
- viii. develop an increasing familiarity with information technology skills in a legal context by for example producing a word-processed essay, using the Worldwide Web, and using electronic information retrieval systems relative to law such as Lexis Library and Westlaw.

## **ASSESSMENT**

The unit is assessed by a closed-book examination lasting three hours and fifteen minutes, representing 10% of the total course assessment.

## **SYLLABUS**

### **1. The Principles and Procedures of European Union (EU) Law**

The legal structure of the European Union; the inter-relationship of the English and EU legal and constitutional structures, with particular reference to the supremacy of EU law, direct and indirect effect, and Member State liability for breach of EU obligations.

General Principles of EU Law. EU citizenship and Human Rights within the EU.

Access to the Court of Justice of the European Union; preliminary rulings under article 267 TFEU and Judicial Review of EU institutions' acts under Art.263 TFEU. Enforcement actions under Articles 250-260 TFEU.

### **2. The Four Freedoms in EU Law**

This subject looks at three and an overlapping area:

Freedom of movement of goods.  
Freedom of movement of persons.  
Freedom of movement of services.  
EU Competition Law

## **BOOKLIST (latest editions only)**

### **Core Texts:**

Foster, N, *EU Law* (OUP)

### **Other Texts:**

Fairhurst J, *Law of the European Union* (Pearson)  
Foster, N *Blackstone's EU Legislation* (Blackstone)  
Kaczorowska, A *European Union Law* (Routledge)  
Whish and Bailey *Competition Law* ((OUP)

**Journals:**

Common Market Law Review  
Law Quarterly Review

**Websites:**

[www.europa.eu](http://www.europa.eu)

[www.curia.eu.org](http://www.curia.eu.org)

**Electronic Databases:**

Westlaw and Lexis Library

## **9.6 Foundations of the Land Law: LL3105C**

### **AIMS**

- i. To examine and produce an understanding of the legal concept of property and the variety of property rights and their protection.
- ii. To provide a sound understanding of the foundation concepts, principles and areas of land law.

### **OBJECTIVES**

Having completed this course, students will be able to:

- i. understand the concept of property and the variety of property rights and their protection and the value of property rights in the event of insolvency;
- ii. appreciate the role of trusts in land law;
- iii. understand the various concepts, principles and areas of land law and the relationship between those areas;
- iv. demonstrate an ability to use appropriate legal terminology and language both orally and in writing, to read and discuss legal materials, and to present knowledge or an argument in a way which is comprehensible to others and which is directed at their concerns;
- v. develop their independent learning by taking responsibility and planning for the preparation of work for tutorials, coursework and examinations; management of personal study time; the use of a wide variety of information sources; to reflect on his or her learning; and to seek and make use of feedback;
- vi. develop an increasing familiarity with information technology skills in a legal context by for example producing a word-processed essay, using the Worldwide Web, and using electronic information retrieval systems related to law such as Lexis Library and Westlaw.

### **ASSESSMENT**

The unit is assessed by a closed-book examination lasting three hours and fifteen minutes, representing 10% of the total course assessment.

# **SYLLABUS**

## **1. Nature and Classification of Property Rights**

Legal Rights

Ownership, possession, custody/occupation

Classification of property rights

The foundation concepts of land law

Divisibility of ownership of land - tenures and estates, third party rights

The physical extent of land - airspace, substrata, fixtures

Proprietary estoppel

## **2. Transfers of Property Rights**

The principle of assignability.

The problem of reconciling property rights with the interests of purchasers

## **3. Legal Title to Land**

The 1925 legislation

Overreaching;

Registration of title - minor and overriding interests.

An introduction to registered conveyancing.

## **4. Security & Restitution**

### **Concept of Security**

### **Land Mortgages**

Creation

Rights and remedies of mortgagee

The equity of redemption

Priority of mortgages.

### **Other Proprietary Securities**

Mortgages of personality

Equitable charges, express and implied.

## **5. Leases**

Nature and type of leases, legal and functional. Distinction from licence.

Rights and obligations implied by law and under common express terms.

Assignments, of lease and of reversion.

Termination at common law.

Statutory Protection of Leases (in outline)

## **6. The Family Home**

Co-Ownership Of Land

Joint tenancy , tenancy in common, severance.

The statutory trust of land: enforcing a sale, the effect of insolvency

Protections against dealings by sole trustee.

Licences

Licences at common law, equitable or contractual licences, protection by proprietary estoppel.

## **7. Controls on Land Use in Private Law**

Nuisance

Natural rights,

Easements,

Profits a prendre,

Covenants affecting land.

## **BOOKLIST (latest editions only)**

### **Core Texts:**

Gray, K and Gray, SF, *Elements of Land Law* (OUP)

Mackenzie, J-A and Phillips, M, *Textbook on Land Law* (OUP)

### **Other Texts:**

Smith, R, *Property Law* (Longman)

Stevens, J, Pearce, R and Jackson N, *Land Law* (Sweet & Maxwell)

Stroud, A, *Making Sense of Land Law* (Palgrave MacMillan)

## **9.7 Foundations of the Law of Equity and Trusts: LL3106C**

### **AIMS**

- i. To provide a sound understanding of the relationship between equity and common law, the nature of equity and the use of equitable principles and remedies in property law.
- ii. To provide a sound understanding of the concept and use of trusts, the creation of trusts, trust powers and obligations and remedies for breach of trust.

### **OBJECTIVES**

Having completed this course, students will be able to:

- i. understand the contrast and relationship between legal rights and equitable rights, the principles of equity/equitable remedies and the use of equitable principles and remedies in property law;
- ii. understand the concept of a trust; appreciate the purposes for which trusts exist; understand how trusts are created; trust powers and obligations and remedies for breach of trust;
- iii. demonstrate an ability to use appropriate legal terminology and language both orally and in writing, to read and discuss legal materials, and to present knowledge or an argument in a way which is comprehensible to others and which is directed at their concerns;
- iv. develop their independent learning by taking responsibility and planning for the preparation of work for tutorials, coursework and examinations; management of personal study time; the use of a wide variety of information sources; to reflect on his or her learning; and to seek and make use of feedback;
- v. develop an increasing familiarity with information technology skills in a legal context by for example producing a word-processed essay, using the Worldwide Web, and using electronic information retrieval systems related to law such as Lexis Library and Westlaw.

### **ASSESSMENT**

The unit is assessed by a closed-book examination lasting three hours and fifteen minutes, representing 10% of the total course assessment.

## **SYLLABUS**

### **1. Nature and Classification of Equitable Rights**

The Nature of Equitable Rights and the relationship of Common Law and Equity  
Trusts: definition, early history, classification and functions of the trusts in the modern economy.  
Liability of fiduciaries for secret profits  
Constructive trusts and liability to account.  
Equitable charges  
Equitable rights in land  
Mere equities.

### **2. Transfers of Property Rights**

#### ***Legal Title***

Personalty  
Passing of legal title to goods by sale or gift.  
Assignment and negotiation of choses in action.

#### ***Equitable Title***

Dispositions of and priority between equitable interests.  
Formalities and certainties for creation of express trusts.

#### ***Incomplete dispositions***

Specific Performance  
Constructive trusts arising from specifically enforceable contracts to sell.  
Incomplete voluntary transfers.  
Resulting trusts.

### **3. Security and Restitution**

Retention of legal or equitable title  
Proprietary remedies; tracing at law and in equity.  
Intermeddling: trustees de son tort  
Receivers from fiduciaries  
Fraudulent assistance.

### **4. The Family Home**

Co-Ownership Of Land  
Creation at common law and /or in equity (including resulting and constructive trusts)

### **5. Property and Wealth Preservation**

Taxation and trusts  
Trusts for successive interests  
Maintenance and accumulation trusts  
Protective and discretionary trusts  
Trusts of Land: strict settlements and trusts for sale  
Advancements and variation of trusts  
Management of funds: fiduciary duty, duty of care, investments, trustees powers

## **6. Wealth held for a purpose and in association**

Non-charitable purpose trusts

Charities - definition, taxation and trust law advantages, administration, the *cy pres* doctrine

Unincorporated Associations

Means of property holding

Construction and effect of gifts

Application of funds on dissolution

Unit trusts

Pension funds

Trustees' powers and obligations

## **BOOKLIST (latest editions only)**

### **Core Texts:**

Pearce, R, Stevens J and Barr, W *Law of Trusts and Equitable Obligations* (OUP)

### **Other Texts:**

Edwards, R, and N Stockwell, *Trusts and Equity* (Pearson Longman )

Martin, JE, *Equity and Trusts*, (Thomson Sweet & Maxwell)

Warner-Reed, E, *Equity and Trusts (Living Law series)* (Pearson Longman)

Watt, G, *Trusts and Equity* (OUP)

## 9.8 Foundations of Criminal Law: LL3107C

### AIMS

- i. To develop an understanding of the general principles of criminal liability (*actus reus*, *mens rea* and defences).
- ii. To study a selection of the major offences (such as homicide, non-fatal offences against the person and offences involving dishonesty and deception).
- iii. To exemplify the application of the general principles of liability and the constituent elements of particular offences.
- iv. To identify the relevant issues and present a logical reasoned analysis of factual scenarios giving rise to criminal liability.

### OBJECTIVES

Having completed this course, students will be able to:

- i. understand and apply the general principles of criminal liability;
- ii. identify, understand and apply the constituent elements of the major offences and defences;
- iii. demonstrate an ability to use appropriate legal terminology and language both orally and in writing, to read and discuss legal materials, and to present knowledge or an argument in a way which is comprehensible to others and which is directed at their concerns;
- iv. develop their independent learning by taking responsibility and planning for the preparation of work for tutorials, coursework and examinations; management of personal study time; the use of a wide variety of information sources; to reflect on his or her learning; and to seek and make use of feedback;
- v. develop an increasing familiarity with information technology skills in a legal context by for example producing a word-processed essay, using the Worldwide Web, and using electronic information retrieval systems related to law such as Lexis Library and Westlaw.

### ASSESSMENT

The unit is assessed by a closed-book examination lasting three hours and fifteen minutes, representing 10% of the total course assessment.

## **SYLLABUS**

### **1. The Basic Elements of Criminal Liability**

Actus reus  
Causation  
Omissions  
Mens rea  
Intention  
Recklessness

### **2. Homicide**

Murder, provocation and diminished responsibility  
Involuntary manslaughter  
Constructive manslaughter  
Manslaughter by gross negligence and causing death by dangerous driving

### **3. Non-fatal Offences**

Assault and battery  
Assault occasioning actual bodily harm  
Causing or inflicting grievous bodily harm  
Sexual offences

### **4. Property Offences**

Theft  
Fraud Act 2006  
Robbery, Burglary

### **5. Defences**

Intoxication  
Insanity  
Duress  
Necessity  
Self-defence

## **BOOKLIST (latest editions only)**

### **Core Text:**

Loveless, J and Allen, M, *Complete Criminal Law: text, cases and materials* (OUP)

### **Other Texts:**

Allen, M, *Cases and Materials on Criminal Law* (Sweet and Maxwell)  
Clarkson, CMV & HM Keating, *Criminal Law Text & Materials* (Sweet and Maxwell)  
Ormerod, D, *Smith & Hogan: Criminal Law* (OUP)

## **9.9 The Eighth Area of Legal Study: Dissertation: LL3108C**

### **AIMS**

- i. To develop the research and analysis skills required to produce a first rate dissertation in an area of law which has not been specifically taught on the course.
- ii. To develop presentational skills necessary to produce a structured and coherent thesis.

### **OBJECTIVES**

Having completed this exercise, students will have developed the following skills:

- i. identification and clarification of important issues in law;
- ii. location and effective use of primary and secondary source material;
- iii. thorough conceptual understanding based on wide reading;
- iv. proper dissertation structure, including appropriate methodological and substantive introductions and a conclusion that pulls all the threads together, underlines the main conclusions and relates them to the original questions posed;
- v. to present work in a professional manner. This includes proper use of English, using full-sentences and correct grammar and appropriate use of relevant legal terminology;
- vi. effective research of the relevant literature;
- vii. application of appropriate research techniques and analysis of findings;
- viii. critical assessment and interpretation of theory and evidence;
- ix. coherent argument in expressing central ideas and fluent writing style.

### **ASSESSMENT**

A dissertation of between 4,500 to 5,500 words, worth 10% of the total course assessment.

## SYLLABUS

There is no set syllabus for this exercise as the students decide for themselves what subject they intend to research. They are required to write a research dissertation and research trail of no more than 5,500 words in total on a specialist area of legal study of their own choice, subject to approval by the Course Director and their Supervisor.

**The essay must be about a legal issue which is not taught on the course.**

The essay should include footnotes, where relevant, and a complete bibliography, though these do not go towards the word-count. There must also be a separate section on research methods – 'The Research Trail' – which DOES go towards the word count.

## OTHER INFORMATION

You must gain a pass-mark in the dissertation to pass the course. The mark will be published at the same time as the examination results.

Part-time students submit this dissertation in Year Two of the course.

For the research exercise you will be required to write a research proposal by the start of the January term.

You will then write the **dissertation** and **research trail** of no more than **5,500 words in total** on a specialist area of legal study of your own choice, subject to approval by the Course Director.

n.b. Footnotes and bibliographies are required but are **not** included in the word-count. The Research Trail **is** included in the word-count. You may use any recognised system of footnoting.

The dissertation must be about a legal issue which is not specifically taught on the course. You choose your own title, subject to the Course Director's approval. If you choose something too obscure or not specifically related to a legal matter then it will not be acceptable.

### (a) Supervision arrangements

The Course Director is responsible for arrangements for allocating supervisors with appropriate expertise to match your area of research interest. However, it is the responsibility of individual students to contact their appointed supervisor to arrange supervision at an appropriate time.

The amount of actual supervisory contact time will vary but you should expect to receive as a minimum at least four hours contact with your supervisor. You are expected actively to engage with your supervisor, agreeing times and attending supervision sessions, remaining in contact and responding to communications.

### (b) Topic approval

The title of your dissertation with a research proposal must be submitted by the beginning of the second term, though you may submit it at any earlier time if you wish to get on with writing it.

Your dissertation must be on ANOTHER area of LEGAL study. Choose something of particular interest to you, as this is your opportunity to specialise, but make sure it involves legal research and is not, for example, a sociology or politics essay in disguise. There are some suggestions below, but most students like to choose something of their own devising.

**You may want to change your approved title for various reasons, including:**

Your title is too wide – e.g. *Shareholders' rights in Company Law*

Your title is too narrow – e.g. *Protection of shareholders under s.35 of the Companies Act 1985*

Your title does not permit much research

Your title does not permit much analysis

If you do wish to change your title, you must get the permission of either the Course Director or your supervisor.

**Write the introduction last!**

You may refine your title by writing, when you have finished the dissertation, a suitable introduction which explains the limits of your research. This technique enables you to expand or contract your dissertation depending on what the research yields.

e.g. *A Critical Examination of Police Powers.*

You start with powers of arrest. If you can write 5,500 words about this, then change your title to *A Critical Examination of Police Powers of Arrest.*

If you only have 1,000 words on powers of arrest, add powers of stop and search. If this still is not enough, add powers of detention and so on. Once you have written enough, you will know what your essay is about and can title it appropriately and write an introduction to explain it.

**(c) Word Limit**

The word limit (which includes the Research Trail but does not include the footnotes and bibliography) is 5,500. You must declare the number of words used on the front cover. The word limit is an essential element in the assessment. Work which is declared to be beyond the limit will therefore be subject to a penalty of a deduction of marks in proportion to the percentage by which it is over the limit, e.g. a 10% penalty if more than 10% over the limit. A false declaration will result in failure of the assessment.

**(d) Your dissertation must include the following:**

**Title Page**

- Full title of study
- ID number and name
- Name of supervisor
- The following standard form of words: *"A dissertation submitted in partial requirement for the Graduate Diploma in Law."*
- The month and year of submission
- Word count

## **Acknowledgements**

You should acknowledge those who have assisted, provided information, guidance and advice.

## **Contents Page**

This should indicate chapter titles and page numbers. Lists of illustrations, figures and tables with page numbers should also be inserted at the beginning of your text.

## **Main Body of Work**

The dissertation should be laid out as clearly as possible, with proper paragraphing and chapter headings.

## **Reference List / Bibliography**

## **Appendices**

## **Research Trail**

The Research Trail is an appendix to your substantive essay, which explains how you conducted your research. The point of it is to make you reflect on your research methodology and to comment, where appropriate, on which methods proved most useful and which least.

There is no mystery to this exercise. In preparing it, you should start by explaining what interested you about the topic. Then list exactly what you did to research your subject matter. This will vary depending on your subject, but a likely starting point would be a text-book on the subject. Why did you choose one text book over another, or did you look at a relevant chapter in a great many books? Which proved more useful and why?

How did the text-book lead you to your next line of research? Did you follow up the cases cited or read the articles mentioned, or did you just abandon your research from that line and start somewhere else, for example by looking in Halsbury's Laws? Did you find that there was too much information on the subject, and decide to narrow down your field of research? Did you find that there was not enough material and decide to widen your field?

Once you got to the stage of reading relevant judgments, did these lead you to further cases? Perhaps cases were mentioned in the judgment itself that you had not considered but which you then went to look at. How did you discover whether the relevant cases had been developed? Perhaps you used a legal database such as Westlaw. How helpful was that? Did it lead you to too many cases, and, if so, how did you narrow them down. To what extent has the internet helped in your research? Did you find that search engines were not discriminatory enough, and how did you deal with this?

Once you have gathered this information, simply write it up as a short essay, including, where relevant, a critical appraisal of the methods employed.

**n.b. You must write a satisfactory Research Trail to pass this assessment, though no marks are allocated to it.**

**(e) Submission**

The dissertation must be submitted through Turnitin, via Weblearn.

**(f) Research Ethics**

There may be situations where research dissertation could raise ethical issues and your proposed research design may require prior ethical approval. The University has published a *Code of Good Research Practice* which you can access on the Graduate School's website at:

<http://www.londonmet.ac.uk/research/graduate-school/policy-and-strategy/good-research-practice.cfm> . You should consider carefully whether these guidelines raise any issues for your own research, and discuss them with your supervisor. Your Course Director can advise you on the departmental procedures for securing formal ethics approval where this may be necessary.

**(g) Assessment Criteria**

The three key areas of assessment for the dissertation are research, analysis and presentation. You will not score well if you simply relate the law without any analysis, or recite your theories with no authority.

The essay will thus be expected to demonstrate your ability in the following:

- identification and clarification of important issues in law;
- location and effective use of primary and secondary source material;
- thorough conceptual understanding based on wide reading;
- proper structure, including appropriate methodological and substantive introductions and a conclusion that pulls all the threads together, underlines the main conclusions and relates them to the original questions posed;
- presentation of the essay in a professional manner, including grammatically correct English;
- effective research of the relevant literature;
- application of appropriate research techniques and analysis of findings;
- critical assessment and interpretation of theory and evidence;
- coherent argument in expressing central ideas and fluent writing style.

**Research**

It must be clear that you have used appropriate research methods for your essay, including using some (if not all) primary sources. Note that if your 'research' appears to have comprised a quick search through Wikipedia, you will not be on the road to a pass!

**PRIMARY SOURCES**

Judgments

Statutes

Regulations

Committee Reports

Hansard

## SECONDARY SOURCES

Textbooks

Journals

Newspapers

Internet

### ***Analysis***

- You will gain very few marks by simply reciting the law. You must put it into some context. This may include:
- Analysing whether a law achieves its goal.
- Whether it has been rightly criticised, and what improvements might be made to it.
- How a judgment or statute will impact on cases in the future.
- A comparative analysis of previous versions of the law and/or other legal systems.

### ***Presentation***

- This is not just to do with presenting a clean copy, beautifully typed in perfect English, though these are minimum requirements. It includes:
- A clear introduction, explaining the point of, and the points to be made, in the essay.
- A logical progression of thought. Avoid reciting great swathes of legislation. Explain all along the importance of the information you are giving to the point of your thesis.
- Clear paragraph headings.
- A coherent and substantial conclusion.
- Correct use of OSCOLA referencing  
[https://www.law.ox.ac.uk/sites/files/oxlaw/oscola\\_4th\\_edn\\_hart\\_2012.pdf](https://www.law.ox.ac.uk/sites/files/oxlaw/oscola_4th_edn_hart_2012.pdf)

### **DO NOT**

- Go over the word limit by even one word. You will be penalized.
- Simply rely on secondary sources. If you are citing a case which is important to your essay, make it obvious you have actually read it yourself (e.g. by quoting from it.)
- Moralise. It is entirely out of place in a legal research essay to make conclusions based on personal, religious or political feelings.

### **ALSO DO NOT**

- Write a textbook (or, worse, copy one out!) This must be a piece of critical analysis based on independent research.
- Write a sociology or politics essay.

- Submit it late. You are given plenty of time to do this. Mitigation will only be accepted in the most severe cases of misfortune.
- Cheat... **Plagiarism is likely to lead to expulsion from the course and a report to the Law Society and General Council of the Bar.** We reserve the right to require any student to attend a *viva voce* and will certainly do so if we suspect that an essay is not your own work.
- Ignore your supervisor. He or she will also be first-marking your essay!

### **Core Texts on General Legal Research**

Knowles, J, *Effective Legal Research*, (Sweet and Maxwell)

Salter, M and Mason, J, *Writing Law Dissertations: An Introduction And Guide To The Conduct Of Legal Research* (Longman)

Watkins, D and Burton, M, *Research Methods in Law* (Routledge)

## 9.10 Legal Skills Essays; LL3109C

### AIMS

- i. To develop the research and analysis skills required to produce a first rate examination style essay
- ii. To develop essay structure and the ability to focus on what is specifically important to a given case study or critical discussion

### OBJECTIVES

Having completed this exercise, students will be able to:

- i. assimilate and analyse information, identify issues and relevant authority, and present an application of the law in a cogent and astute manner;
- ii. find and use law reports, legislation (primary and delegated) and other sources including EU Law, textbooks and articles;
- iii. identify, understand and apply the constituent elements of four areas of law, representing each of the first four Foundation Subjects taught.

### ASSESSMENT

Four essays of between 1,500 to 2,000 words each, collectively worth 10% of the total course assessment.

The criteria by which the essays will be marked will be the student's ability:

- i. to identify and research relevant legal sources and materials
- ii. to extract the essential points from those legal sources and materials;
- iii. to apply the law to the facts of the problem so as to produce a satisfactory analysis of the questions posed;
- iv. to communicate the reasons for those answers effectively and efficiently, making use of and citing legal sources and materials;
- v. to present work in a professional manner. This includes proper use of English, using full-sentences and correct grammar and appropriate use of relevant legal terminology.

The assessed essays will also provide the students with useful practice in problem solving technique such as they will need for the June examinations.

### SYLLABUS

The titles for the assessed are based on the syllabi of the subjects they represent, *vis*:

The Law of Contract  
UK Public Law and Human Rights  
Land Law  
Criminal Law

## ADDITIONAL INFORMATION

You must gain an overall pass-mark in these four essays to pass the course. Each essay will be marked as a percentage, and the average mark of the four essays will be your total mark for this unit of assessment. The essays will be returned to you before the revision period to inform you of your progress and give your guidance on improvement. You may be required to submit a re-sit essay if your overall average is under 40%. If so, your total mark will be capped at 40%.

Part-time students submit two essays in each year of the course.

The design and assessment of the four assessed essays will ensure that you can find and use law reports, legislation (primary and delegated) and other sources including EC Law, textbooks and articles.

The criteria by which the essays will be marked will be your ability:

- to identify and find relevant legal sources and materials
- to extract the essential points from those legal sources and materials;
- to apply the law to the facts of the problem so as to produce a satisfactory analysis of the questions posed;
- to communicate the reasons for those answers effectively and efficiently, making use of and citing legal sources and materials;
- to present your work in a professional manner. This includes proper use of English; using full-sentences and correct grammar; proper referencing; and the proper use of legal terminology.

The assessed essays will also provide you with useful practice in problem solving techniques such as you will need for the June examinations. Tutors will not review your essays before submission.

### **Please note the following submission requirements. No variations will be accepted.**

- The absolute maximum length for each of the essays is 2,000 words. **You will lose marks if you go over this limit by even one word.** You should state the exact word count on the front cover of your essay.
- You must submit the essay by the due date. If you are going to be late with your submission, you need to apply for an extension or a mitigated late-sit, or you will have a 0% mark recorded.
- You should use OSCOLA referencing where appropriate.  
[https://www.law.ox.ac.uk/sites/files/oxlaw/oscola\\_4th\\_edn\\_hart\\_2012.pdf](https://www.law.ox.ac.uk/sites/files/oxlaw/oscola_4th_edn_hart_2012.pdf)
- You must submit your essays through the Turnitin system on Weblearn.
- The essays must be entirely your own work. Any collusion or plagiarism may lead to expulsion from the course. It is as much an offence to permit someone to copy your work as it is to copy from someone else, so do not let anyone see your essay before you submit it.
- The titles of the assessed essays for 2019-2020 will be available at the start of the second term.
- You must comply exactly with the above submission requirements.

## 9.11 Case and Statute Analysis: LL3110C

### AIMS

- i. To provide a sound understanding of legal research methods from primary sources.
- ii. To develop skills of legal analysis from primary sources.
- iii. To develop written communication skills in a legal setting.

### OBJECTIVES

Having completed this exercise, students will be able to:

- i. analyse a judgment in terms of its *ratio decidendi* and *obiter dicta*;
- ii. summarise a judgment, identifying the facts pertinent to the decision;
- iii. appreciate the importance of a judgment in terms of its precedential value;
- iv. analyse whether a particular case can be distinguished from a similar authority;
- v. identify and summarise the effect of a statute;
- vi. analyse the effect of a statute in relation to its supposed purpose;
- vii. suggest amendments to a statute which would make it more effective or clear.

### CASE ANALYSIS

Under invigilated conditions, students will be given a series of questions on a reported case, requiring them to analyse and display understanding of the judgment.

They will be assessed on their ability to:

- i. understand the meaning and essence of the judgment and statements made in the judgment;
- ii. identify the material facts of the case;
- iii. identify the *ratio decidendi* and *obiter dicta*;
- iv. identify statements of policy or principle;
- v. explain whether the case follows, distinguishes, overrules or departs from a previous case cited in the judgment;
- vi. explain the wider importance if any, of the judgment

## **STATUTE ANALYSIS**

Under invigilated conditions, students will be given a series of questions on a statute, requiring them to analyse and display understanding of it.

They will be assessed on their ability to:

- i. explain the general purpose and aim of the Act.
- ii. summarise all or part of its contents.
- iii. point out any ambiguities or incoherence in the Act.
- iv. explain how given sections of the Act may be interpreted by the courts.
- v. critically analyse whether the Act as drafted is likely to achieve its purpose.
- vi. propose amendments to the Act.

## **ASSESSMENT**

The unit is assessed by a closed-book written exercise lasting three hours, representing 10% of the total course assessment.

You must gain a pass-mark in the Case and Statute Analysis test to pass the course.

The mark will be published at the same time as the examination results.

## **EXTRA INFORMATION**

This is the final piece of coursework you do as it is written as a time-constrained assignment at the beginning of your final examination diet in June. (Therefore, part-time students take this in Year Two.)

The Case and Statute Analysis test is not an exam: it is a piece of coursework done under time-constrained conditions. You will be given three hours to complete BOTH exercises. There is no extra reading time permitted. You are advised to spend the first hour reading carefully through the documents and taking notes before writing your actual answer.

You will receive no special tuition for this test, as by the end of the course you should already have acquired the legal skills necessary to do the test without any extra classes.

However, to prepare yourself mentally for the test, you may wish to consider the following.

## **CASE ANALYSIS**

### **1. What is it?**

Under invigilated conditions, you will be given a judgment to read and asked to do the following:

*Write a critical analysis of this judgment.*

*Your analysis should include:*

*A summary of the facts pertinent to the decision*

- *An explanation of the legal issues involved.*
- *The judgment*
- *The ratio decidendi.*
- *Any important obiter dicta.*
- *A discussion of the significance, if any, of this judgment.*

### **2. What is the examiner looking for in the answer?**

To gain good marks, you must demonstrate your ability to:

- understand the meaning and essence of the judgment and statements made in the judgment;
- identify the material facts of the case;
- identify the *ratio decidendi* and *obiter dicta*;
- identify statements of policy or principle;
- explain the wider importance if any, of the judgment

### **3. What sorts of cases are used?**

The case used might be about any aspect of the law, but will not be one which you have specifically studied as part of any of the Foundation courses.

### **4. What is the point of the exercise?**

This is a very practical exercise. Imagine that you are working for a solicitor's firm or barrister's chambers, and you are given the judgment of a case you have never seen, and asked to produce a useful summary for the other lawyers in the practice. (This is just the kind of thing you may well be asked to do.) You are not being asked to write an article for the LQR. You are just being asked to give a clear presentation to enable other people to understand what the case is about, and whether they need to bother with it.

### **5. How do you prepare?**

You should already be prepared. You should have spent the course reading cases and considering their importance and your revision for all your exams should involve this.

As a useful guide to style, you might like to pay particular attention to the headnotes of the reported cases as written by the experienced court reporters, in which they summarise the important facts of the case and the legal principles which arise from the judgments. This is essentially what you will be asked to do during the test. (You will be given a judgment to read, but not, of course, a headnote!)

Another way to prepare is simply to think of a case you know well (e.g. Fisher v. Bell) and work out how you would explain to someone what that case is about (without getting bogged down in irrelevant detail about it taking place in a music shop etc.); why the case is important; and why the ratio and obiter have been so useful in later decisions.

## 6. Top Tips

Always write in grammatically correct sentences. Bullet points and notes are not an acceptable form of presentation.

Do not simply write down passages from the text. You will score precisely zero for copying out what the judge has said. It must all be in your own words (unless you are specifically quoting a phrase, in which case it must be acknowledged as such.)

## STATUTE ANALYSIS

### 1. What is it?

Under invigilated conditions, you will be given a statute to read and asked to do the following:

*Write a critical summary of this statute.*

*Your summary should include:*

- *A description of the Act, including its purpose and scope.*
- *A critique of whether the Act, as written, will properly achieve its purpose.*
- *Any provisions or words in the Act which require further clarification*
- *Any amendments which you consider ought to be made to the Act to make it either clearer or more effective.*

### 2. What is the examiner looking for in the answer?

To gain good marks, you must demonstrate your ability to:

- understand the meaning and point of the statute
- identify the underlying purpose of the statute
- identify any ambiguities in the wording
- analyse the likely effectiveness of the statute

### 3. What sort of statutes are used?

The statute used might be about any aspect of the law, but will not be one which you have specifically studied as part of any of the Foundation Courses. It will generally be a piece of legislation designed to effect a change in social habits or to enhance crime prevention. This is so you can usefully discuss whether it is likely to work, and how, if at all, it would be better drafted.

Recent papers will be published on Weblearn.

### 4. What is the point of the exercise?

The same as for the Case Analysis.

## 5. How do you prepare?

You should already be prepared. You should have spent the course reading statutes and considering their importance and your revision for all your exams should involve this.

In the statute analysis you are asked *inter alia* to explain the purpose of the Act, and then critically to comment on whether that purpose has been achieved. This is actually easier than it sounds, though some students get confused between the questions: "What does the Act provide?" and "What is the purpose of the Act?"

*For example, the Tobacco Advertising and Promotion Act 2002 provides for limitations on advertising of tobacco products. But is that its purpose? Surely not. Its purpose is to discourage people from smoking. Will it achieve that purpose, or is it just a piece of naïve nonsense? Is there another way to achieve the purpose better? Could the government just ban the sale of tobacco instead? Why do they not do so?*

*Another example is The Dangerous Dogs Act 1991? What is its purpose? Is it to give the police the right to arrest the owners of dangerous dogs and to have the dangerous dogs destroyed? Or is it to protect the public from being savaged by dangerous dogs? Think about it!*

*Take any piece of social legislation, and consider why it was passed and whether it has been effective. It is just a matter of application combined with common sense.*

## 6. Top Tips

Write in grammatically correct sentences. Bullet points and notes are not an acceptable form of presentation.

Do not simply write down verbatim sections from the Act. You will score precisely zero for copying out. It must all be in your own words (unless you are specifically quoting a phrase, in which case it must be acknowledged as such).

The statute you are given may deliberately have sections missing, especially the glossary section. This is to make you consider what words actually need defining within the statute.

## **Section 10 THE CPE/ GDL REGULATIONS**

**The CPE Course operates under the CPE Regulations as prescribed by the JASB.**

### **Introduction**

- 1 The University's Graduate Diploma in Law course is designed to provide an academically rigorous programme of legal education to prepare the non-law graduate for entry into the Vocational Stage of training. It will also prepare students for progression to Masters level work or equivalent professional work.
- 2 The Graduate Diploma in Law is an award conferred at undergraduate level by the Subject Standards Board acting as an Awards Board.
- 3 This course is governed by the University's Academic Regulations, with approved variations where necessary in order that it should conform to the standard rules and assessment regulations of the Joint Academic Stage Board. (See Schedule 1 below.)

### **Course structure**

- 4 The Graduate Diploma in Law course shall be based on a teaching year comprising 36 weeks.
- 5 There will be 10 subjects of assessment, each worth 10% of the total assessment.
  - Foundations of the Law Contract and Restitution (LL3101C)
  - Foundations of the Law of Tort (LL3102C)
  - Foundations UK Public Law and Human Rights (LL3103C)
  - Foundations of the Law of the European Union (LL3104C)
  - Foundations of Criminal Law (LL3105C)
  - Foundations of Land Law (LL3106C)
  - Foundations of the Law of Equity and Trusts (LL3107C)
  - Foundations of an Eighth Area of Legal Study (Dissertation) (LL3108C)
  - Legal Essay Writing (LL3109C)
  - Case and Statute Analysis (LL3110C)
- 6 In addition, students must pass a test on the English Legal System which will be given during the first term. Although students must pass this test to proceed on the course, the mark will not count towards the final grade.
- 7 Each subject of assessment shall be ascribed to Honours level.
- 8 Students who have been given exemptions from any of the subjects by either the University, the Solicitors Regulation Authority or the Bar Standards Board shall be exempted from taking those named subjects for which exemption has been given.

## **Modes of study**

- 9 Students shall be able to study full-time, part-time, during the day and/or the evening. Students may not switch from a part-time to a full-time mode of study more than two weeks after the course has started.
- 10 Full-time students will take all the subjects in one year.
- 11 Part-time students will take the following subjects in year one:
- Foundations of the Law Contract and Restitution (LL3101C)
  - Foundations of the Law of Tort (LL3102C)
  - Foundations UK Public Law and Human Rights (LL3103C)
  - Foundations of the Law of the European Union (LL3104C)
  - Legal Skills Essay Writing (Part One) (LL3109C)

They will also take the English Legal System test.

Part-time students will take the following subjects in year two:

- Foundations of Criminal Law (LL3105C)
- Foundations of Land Law (LL3106C)
- Foundations of the Law of Equity and Trusts (LL3107C)
- Foundations of an Eighth Area of Legal Study (Dissertation) (LL3108C)
- Legal Essay Writing (LL3109C)
- Case and Statute Analysis (LL3110C)
- Legal Essay Writing (Part Two) (LL3109C)

## **Assessment**

- 12 Students shall be assessed in accordance with the University's Regulations on Assessment and Assessment Boards, varied where necessary by the Joint Academic Stage Board Regulations on Assessment.
- 13 There may be a number of items of assessed work for each subject. The course and subject specifications shall include the assessment scheme for each subject and the weighting of each item of assessed work, as approved in accordance with the University's Quality Assurance Procedures.
- 14 Students are required to attempt all items of assessed work for each subject. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, the Assessment Board may vary the methods as appropriate. This is subject to any regulations of the Joint Academic Stage Board.
- 15 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Subject specifications may additionally specify that particular items of assessed work must be passed in order for the subject to be passed. Should an item of assessed work not be submitted or be submitted late without valid mitigating circumstances, a mark of zero will be recorded for that item.
- 16 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all subjects shall be 40%.

17 Feedback to students shall be reported in percentage marks, with the proviso that such marks are provisional and subject to change, if given before confirmation of marks by the Assessment Board.

### Classification of Awards

18 A student **must** be awarded a **distinction** where

- i. He/She has passed all elements of the assessments at the first attempt, without any subject being compensated, AND
- ii. He/she has obtained an overall average of at least 70%.

19 A student **may** be awarded a **distinction** where

- i. He/She has passed all elements of the assessments at the first attempt, without any subject being compensated; AND
- ii. He/She has obtained an overall average of at least 70% in at least 50% of the subjects counting towards the final award AND
- iii. He/She has obtained an overall average of at least 67%; AND
- iv. The Assessment Board considers that it is not inappropriate to award a distinction

20 A student must not otherwise be awarded a distinction.

21 A student **must** be awarded a **commendation** where

- i. He/She has passed all assessment at the first attempt, without any subject being compensated, AND
- ii. He/She has obtained an overall average of at least 60% in the assessments

22 A student **may** be awarded a **commendation** where

- i. He/She has passed all elements of the assessment at the first attempt, without any subject being compensated, AND
- ii. He/She has obtained an overall average of at least 58% AND
- iii. He/She has obtained an overall average of at least 60% in at least 50% of the subjects counting towards the final award AND
- iv. The Assessment Board considers that it is not inappropriate to award a commendation.

23 A student must not otherwise be awarded a commendation.

24 A student must be awarded a **pass** where he/she has passed all assessments (at least 40% in each element of assessment), one element of which may have been compensated in accordance with the rules of the Board. A student must not otherwise be awarded a pass.

25 A student who fails an assessment and on resitting the assessment achieves a pass can only be awarded a maximum of 40% for the resit assessment.

26 An aegrotat pass is not permitted on the CPE

- 27 A student who has failed more than one assessment will be required to repeat only that assessment (and any other assessment, which the student has failed). He/She will **not** be required to repeat any assessments, which he/she has successfully managed to complete. In other words, a student will only be required to repeat those assessments which he/she has failed.

### **Responsibilities of students**

- 28 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.
- 29 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories.
- 30 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or non-submission of an item of assessed work to familiarise themselves with the procedures for making a claim and the circumstances in which they are allowed to do so.
- 31 It shall be the responsibility of students who believe they have grounds for requesting reviews of decisions of an Assessment Board to submit an application to the Director of Quality and Standards within ten working days of results being issued in accordance with the Regulations governing Appeals against decisions of Assessment Boards.
- 32 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Regulations governing allegations of Academic Misconduct on the part of a student (see Section 10.5\*). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Regulations and those of the Joint Academic Stage Board.

\* [http://metranet.londonmet.ac.uk/fms/MRSite/psd/AR/Academic%20Regs/10\\_5.pdf](http://metranet.londonmet.ac.uk/fms/MRSite/psd/AR/Academic%20Regs/10_5.pdf)

### **Reassessment and retaking**

- 33 A student who is judged not to have passed the English Legal System test on the first attempt shall be given one further opportunity to achieve a pass by the end of the first term of the course. If the student has still not achieved a pass, the student shall fail the course and shall withdraw.
- 34 A student shall normally be entitled to be reassessed on two occasions in any module other than the English Legal System Test for which a failing mark has been awarded. Reassessment in a module shall mean reassessment in the items which have been failed and shall involve the completion of new tasks.
- 35 Reassessment shall normally be based on the same principles and requirements as the first opportunity for assessment and shall assess achievement of the same learning outcomes. A student shall not have the right to be reassessed in elements which are no longer current in the course. The Assessment Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt, subject to the requirements of the Joint Academic Stage Board.

- 36 The first reassessment shall take place during the resit period following the academic session in which the original assessment was taken. The second reassessment shall take place during the diet of assessment offered at the end of the next academic year.
- 37 A student who fails an assessment and on resitting the assessment achieves a pass can only be awarded a maximum of 40% for the resit assessment.
- 38 A student shall not be entitled or required to resit or retake a subject for which a passing mark has been awarded.

### **Mitigation**

- 39 If a student believes that their absence or non-submission of work in an item of assessed work was due to illness or other valid reasons, the student may submit a claim under procedures approved by the Academic Board. If this claim is found to be substantiated, recommendation shall be made to the Assessment Board that the student be assessed on the next occasion in the item of assessed work; this attempt shall replace the opportunity when the mitigating circumstances pertained. Coursework may be submitted up to two weeks later than the original submission date if a claim for mitigation is substantiated.
- 40 Claims for mitigation in respect of poor performance shall not be valid.
- 41 A student may submit a claim seeking mitigation for a particular item of assessed work on two occasions only. A mark of zero will then be awarded for that item of assessed work, if it is not attempted at the next opportunity and there will be no further opportunity for reassessment.

## **SCHEDULE ONE**

### **Enrolment**

1. A student must be a **graduate** or have been granted a **Certificate of Academic Standing** from one of the professional bodies, before they can be admitted onto a CPE course.
  - i "Graduate" here means that an undergraduate degree has been conferred by an institution with degree awarding powers.  
  
"Undergraduate degree" does not include foundation degrees.
  - ii The rules, policies and procedures of the professional bodies apply in respect of Certificates of Academic Standing.
  - iii A student who has not graduated or who has not obtained a Certificate of Academic standing, whichever is applicable, before the date of enrolment on the CPE, may not be admitted onto the CPE but must defer enrolment to the academic year following their graduation or receipt of a Certificate of Academic Standing.
2. A student must have a good command of the English language before being admitted onto the CPE. Where a student has been awarded a degree from a country in which English is the official first language a sufficient level of competence in the English language may be presumed. For those students who obtained their degrees in countries where English is not the official first language the institution must satisfy itself that the student is sufficiently competent in the English language before admitting the student onto the course.

3. Students should not normally be admitted to either the full-time or part-time CPE course more than **2 weeks** after the formal commencement of the course, (including any element of directed self-study which is calculated as part of the 36 weeks of the course).
4. No student can be admitted onto either the full-time or part-time CPE course more than **4 weeks** after the formal commencement of course.

#### Time periods for completion of the course

5. The CPE is a one-year course and should normally be completed in **1 year** when undertaken **full-time**.
6. The **maximum** period for completion of the full-time course is normally **3 years**, from the date of enrolment.
7. Students who undertake the CPE by **part-time** mode should normally complete the course within **2 years**.
8. The **maximum** period for completion of the part-time course is normally **4 years**, from the date of enrolment.
9. Where there are exceptional mitigating circumstances of a sufficiently serious nature a student may be granted a maximum of **1 additional year** in which to complete the CPE.

#### **10. Circumstances of a sufficiently serious nature include the following:**

1. *A serious health condition, including mental health, which has had a significant impact upon the student;*
2. *Pregnancy/childbirth;*
3. *A significant change in the financial circumstances of the student, which has had a substantial negative impact upon the student over a significant period of time;*
4. *A dependant of the student, for whom the student is the primary carer, developed a serious health condition, which prevented the student from attempting the assessments;*
5. *The student is the primary carer for a sick dependant, whose condition deteriorated to an extent that the student was unable to attempt the assessments;*
6. *Engagement in a military conflict;*
7. *Death of a partner;*
8. *Death of a dependant for whom the student is the primary carer*

#### **Procedure**

11. A formal written request for the extension should be made to the JASB by the institution, on behalf of the student, following a decision by the institution's Examination Board. The application should set out the exceptional mitigating circumstances relating to the student and should include an unequivocal statement of support from the University and a full transcript of the student's results. The application should be made at least **2 months** in advance of the next resit opportunity, unless strong evidence is provided as to why the application could not be made within this period.

## Deferrals

12. A deferral of the assessments may be granted where the Examination Board is satisfied that there are sufficient mitigating circumstances to justify a deferral, which are supported by independent evidence from a relevant source. Students should only be permitted to defer a sitting of the examinations if prevented from sitting within the normal time period by any of the following circumstances:

- Occupational or work-related problems
- Illness
- Family/Domestic problems
- Financial hardship
- Other relevant circumstances which are sufficiently beyond the control of the student

Where applicable any application to defer examinations must be supported by documentation from a relevant source, i.e. doctor, employer, etc. The Board would not normally concur with a student being permitted to defer sitting examinations on more than one occasion.

13. However, a deferral may not be granted where, as a consequence, the student would not be able to satisfy paragraph 6 or 8 above, without the permission of the JASB.
14. Where the Assessment Board wishes to grant a student a deferral of one or more of the assessments but as a consequence of the deferral the student would be unable to satisfy paragraph 6 or 8 above, a deferral may only be granted in accordance with paragraphs 9 to 11, above.
15. Students may only be permitted to intermit where the Assessment Board is satisfied that there are sufficient mitigating circumstances to justify the deferral, which are supported by independent evidence from a relevant source, subject to paragraphs 6 to 11, above.
16. Institutions should provide for at least one in-course reassessment per annum for any failed or deferred assessments.
17. For students studying the CPE by part-time mode, all first year assessments must have been successfully completed before the student can be admitted onto the second year of the course.

## Transfers

18. Transfers are not normally permitted on the CPE. Students should normally complete the CPE at the institution where they originally enrolled on the course.
19. Students studying the CPE by part-time mode may normally only transfer to another CPE provider where the following criteria are satisfied:
- i. They have successfully completed all assessments on the first year of the course; and
  - ii. There are genuine mitigating circumstances which justify the transfer; and they have obtained the permission of the JASB
20. Students studying the CPE by part-time mode who are unsuccessful in completing the first year of the course may not transfer onto the full-time course. Such students are not prevented from starting the full time course in accordance with paragraph 30, below.

21. Students studying the CPE by full-time mode may transfer onto the part-time mode where the following criteria are satisfied:
22. Either
  - they are transferring onto the part-time mode at the same institution at which they have been studying the CPE by full-time mode;
23. Or
  - there are genuine mitigating circumstances which justify the transfer ; and
  - they have obtained the permission of the JASB to transfer
24. Mitigating circumstances justifying the transfer include the following:
  - a relocation to a different part of the country or overseas for domestic or occupational reasons;
  - serious financial hardship, which necessitate the transfer;
  - illness or a disability of a nature which necessitates the transfer;
  - illness or disability of a dependent for whom the student is the primary carer, which necessitate the transfer;
  - a significant change in the student's circumstances, which is sufficiently beyond the control of the student, which necessitates the transfer

### **Procedure**

25. The new (transferee) institution, which wishes to admit the student, must obtain the permission of the JASB before it may admit the student onto the CPE. The institution must provide the complete academic profile of the student including details of the assessments, which the transferring student has successfully completed and for which the new institution intends to give credit; and details of those subjects, which the student will be required to complete at the new institution in order to be awarded the CPE. In addition, the institution must provide details of the mitigating circumstances, which justify the students' transfer.

### **Number of Attempts**

26. Except for the test on the English Legal System, students are permitted 3 attempts at any of the assessments on the CPE. Students may only attempt the test on the English Legal System twice.

## **Pass mark**

- 27 The pass mark for each element of assessment is 40%.
- 28 Where a student was previously admitted onto a CPE course but failed to complete the course, that student may only be admitted to a CPE course provided that the student:
- i. has formally withdrawn from the course on which they were originally enrolled [ie surrendered any rights to “resits” at the first institution]; and
  - ii. applies to enrol on the course in the normal way; and
  - iii. receives no credit for any assessment passed on the first course; and
  - iv. will be treated as a new student and assessed in the normal way [ie be entitled to three attempts at the final assessment]; and
  - v. is required to attend in the same manner as other students on that course.

**n.b. Cheating in examinations will lead to expulsion from the course.**

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