



Level 3 Diploma in Law

Objective of the qualification:

- It should be available to everyone who is capable of reaching the required standards
- It should be free from any barriers that restrict access and progression
- It should give equal opportunities for all those wishing to access the qualifications

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Entry Requirements

This qualification is designed for learners who are typically aged 16 and above.

For learners who have recently been in education or training the entry profile is likely to include one of following:

- 5 or more GCSEs at grades C and above
- other related level 2 subjects
- other equivalent international qualifications

Learners must also have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments.

Progression

On successful completion of a Level 3 Diploma in Law there are a number of progression opportunities.

Learners may progress to:

- a level 4 qualification such as the Level 4 Extended Diploma in Management
- a degree programme

Level 3 Diploma in Law

The Level 3 Diploma in Law is a 60 credit qualification. Learners must complete the four mandatory units totalling 60 credits.

Unit Title	Level	Credit	GLH
Mandatory Units			
The English Legal System	3	15	90
Contract Law	3	15	90
Legal Terminology and Communication	3	15	90
Academic and Research Skills for Law	3	15	90

Unit Specifications

Unit Format

Each unit is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims

The unit aims section summarises the content of the unit.

Unit Code

Each unit is assigned a unit code that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 4 you would see words such as analyse and evaluate

Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.

3.27 The English Legal System			
Unit aims	To provide an overview of the English Legal System to prepare learners for more substantive study in areas of English law.		
Unit level	3		
Unit code	J/507/2126		
GLH	90		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand key principles of English Law	1.1 Explain the different methods by which laws are made 1.2 Differentiate between criminal and civil law 1.3 Differentiate between public and private law	1 M1 Explain the process by which a Bill becomes legislation	
2. Understand the rules of statutory interpretation	2.1 Explain the traditional techniques of statutory interpretation and how they are used 2.2 Describe intrinsic and extrinsic aids	2 M1 Explain how intrinsic and extrinsic aids are used by courts as an aid to statutory interpretation	2 D1 Analyse how the traditional techniques of statutory interpretation have been used in specific case law
3. Know the organisation and work of the English courts	3.1 Describe the court hierarchy for both criminal and civil law 3.2 Explain the process of appeals	3 M1 Explain the types of cases heard at each level in the court hierarchy and the powers of the different courts	3 D1 Explain the relationship between English law and European Union Law
4. Understand the operation of judicial precedent	4.1 Explain how the rules of 'stare decisis', 'ratio decidendi' and 'obiter dicta' are used 4.2 Differentiate between 'distinguishing', 'reversing', 'binding' and 'overruling', giving examples of how they have been used in specific cases	4 M1 Explain the impact of the use of 'distinguishing', 'reversing', 'binding' and 'overruling' in specific cases	

	<p>4.3 Describe how courts are bound by each other with reference to Young vs Bristol Aeroplane Co Ltd (1944) 2 All ER 293</p> <p>4.4 Explain the impact of 'res judicata'</p>		
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Indicative Content

Key principles

- Statutes, case law, EU law
- Criminal vs civil law: types of offence, courts used, sentences
- Public and private law

1. Statutory interpretation

- Traditional techniques: literal rule, golden rule, mischief rule, purpose of approach
- Intrinsic (internal) rules: long/short titles, punctuation, definition section, marginal notes; extrinsic (external) texts or dictionaries, sources

2. English courts

- Court hierarchy: county court, high court, Magistrates court, Crown court.
- Appeals process: Court of Appeal, Supreme Court (House of Lords) European court; how appeals process differs for criminal and civil cases
- The impact of EU law upon English law

3. Juridical precedent

- The doctrine of precedent, the rules, their impacts and cases of interest

3.28 Contract Law			
Unit aims	To introduce learners to contract law.		
Unit level	3		
Unit code	L/507/2127		
GLH	90		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Know the key principles of contract law	1.1 Outline the key principles of contract law 1.2 Describe the different classifications of contracts		1 D1 Analyse three key theories of contract law
2. Understand the key elements of a binding contract	2.1 Distinguish between 'an offer' and an 'invitation to treat' 2.2 Explain the issues regarding 'the postal rule' 2.3 Explain 'consideration', the rules of consideration and 'the test of enforceability'	2 M1 Explain the methods of 'acceptance' and when they will be effective	2 D1 Analyse the issues organisations must take into account when using instantaneous methods of communication in respect of contracts
3. Understand contractual terms and exclusion clauses	3.1 Analyse the difference between a condition and a warranty, using cases to exemplify the analysis 3.2 Explain how terms are 'implied' within contracts 3.3 Explain the importance and methods of incorporation 3.4 Assess the importance of 'construction' for interpretation of the contract	3 D1 Distinguish between a term and a representation	
4. Understand the legal issues of misrepresentation and mistake	4.1 Distinguish a 'term of a contract' from a misrepresentation 4.2 Differentiate between the different types of misrepresentation	4 M1 Explain what is meant by an	

	4.3 Explain the categories of 'mistake' (common, mutual and unilateral), and their impacts on contract	actionable misrepresentation Explain the impact of 'mistake' (common, mutual and unilateral) on contract	4 D1 Analyse the remedies for misrepresentation
5. Understand the legal issue of 'Frustration'	5.1 Summarise the different ways in which a contract can be frustrated, providing examples of each		
6. Understand the legal issues of duress and undue influence	6.1 Explain the concept of 'duress' and 'undue influence'		6 D1 Analyse the impact 'duress' and 'undue influence' can have on the contract, using examples to exemplify
7. Understand the legal issue of damages	7.2 Explain the concept of 'the remoteness and measurement of damages'		7 D1 Explain the impact of 'the remoteness and measurement of damages', using examples to exemplify the explanation

Indicative Content

1. Contract law

- Requirements of a contract; be able to apply the principles and use cases to exemplify; moral, social, political and commercial factors which affect principles of contract law
- Classifications of contracts
- Equity theory, Will theory, Formalist theory

2. Binding contract

- The key elements of a binding contract and how they operate in a commercial context including, the elements of an offer and acceptance, the postal rule, consideration and enforceability
- Methods of acceptance and how e-contracts operate in a commercial context

3. Contractual terms and exclusion clauses

- Contractual terms and exclusion clauses including: a condition, a warranty, an innominate term how terms are 'implied', methods of incorporation, construction, a term and a representation

4. Misrepresentation, mistake and frustration

Contracts which are impossible to perform (a) at the time the contract is made (common mistake); and (b) after the contract is made (doctrine of frustration).
Misrepresentation: representations and terms; the definition and types of misrepresentation; the remedies for misrepresentation.

5. Duress and undue influence

- Duress, economic duress and undue influence.

6. Damages

- As a remedy for breach of contract, specific performance and injunctions.

3.29 Legal Terminology and Communication			
Unit aims			
Unit level	3		
Unit code	R/507/2128		
GLH	90		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Know how organisations working in the legal sector communicate	1.1. Describe communication models and systems used in organisations working in the legal sector 1.2. Describe the methods used and benefits of both informal and formal communication systems 1.3. Outline the principles of effective communication 1.4. Explain how technology is used for different types of communication 1.5. Explain the barriers to effective communication	1 M1 Propose solutions to the barriers to effective communication	1 D1 Analyse the effectiveness of communication models and systems used in a specific organisation in the legal sector 1 D2 Evaluate how different uses of technology can enhance and/or detract from good communication in the legal profession.
2. Be able to present information in a legal context orally	2.1 Use different styles and methods of oral communication for different audiences 2.2 Present information in a legal context orally in a formal situation using correct legal terminology 2.3 Respond to questions arising from presentation of information		2 D1 Manage and facilitate a question and answer session to demonstrate subject knowledge and communication skills

<p>3. Be able to communicate legal information in writing</p>	<p>3.1 Communicate legal information in writing using appropriate terminology, styles and methods</p>	<p>3 M1 Communicate complex legal information using appropriate terminology and different written styles and methods</p>	
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Indicative Content

1. How legal organisations communicate

- Communication models and systems: Nonverbal (gestures, postures, touch, use of time/space, dress/personal grooming; facial expressions and eye movement); verbal (oral and written), use of technology (oral and written); formal and informal; vertical (upward and downward) horizontal; internal and external.
- Principles of effective communication: clarity of language and message (non-ambiguous), choice of channel, timing, listening to response
- Use of technology: social media; email, web, webinars, video in court
- Barriers to effective communication: filtering, language, poor listening, emotions, cultural diversity, inconsistent nonverbal cues, background noise, information overload, complexity, lack of trust, wrong choice of channel, personal conduct and appearance

2. Present information orally

- Styles and methods of oral communication: conversation/dialogue, formal presentation, discussion groups, interviews; formal and informal; use of verbal and non-verbal communication to build rapport, adapting communication for different audiences
- Different audiences: colleagues; clients; jury, judges
- Present legal information: plan, use of rhetoric, presentation aids, question and answer
- Respond to questions: demonstrate subject knowledge, use of language, use of verbal and non-verbal communication, adapting communication for audience, staying calm under pressure

3. Communicate legal information in writing

- Written legal styles and methods: formal/academic report, informal report, letters, emails; formal structure of materials (contents pages, footnotes, referencing, bibliography) ; use of software to enhance communication; use of images, graphs and tables to enhance communication

Academic and Research Skills for Law			
Unit aims	To develop academic research skills and the language skills needed to be able to formally present academic research in a legal context, both in writing and orally.		
Unit level	3		
Unit code	Y/507/2129		
GLH	90		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Be able to assess own academic competence	1.1 Assess own academic strengths and weaknesses including academic English language skills 1.2 Set targets for improvement using the self-assessment	1 M1 Develop a plan to show how targets will be achieved	
2. Know how to research information using primary and secondary methods	2.1 Outline the process for carrying out primary research from different sources 2.2 Outline the process for carrying out secondary research from different sources		2 D1 Analyse with examples what constitutes good practice in primary and secondary research
3. Be able to take effective notes from a variety of sources	a. Note key points of information from a variety of sources using active listening skills and reading strategies b. Paraphrase and summarise the information	3 M1 Appropriately reference your sources, using the OSCOLA referencing system	
4. Be able to plan and draft a piece of research	4.1 Create a plan for research on a chosen topic in Law 4.2 Draft a piece of research work using appropriate reference techniques	4 M1 Use own review and feedback from tutor to improve draft work	

5. Be able to produce academic work	5.1 Produce academic work to a professional standard using the existing draft	5 M1 Present academic work orally at a professional standard to an audience	5 D1 Present academic work at a professional standard to an audience and discuss the content of the work
6. Be able to reflect on own academic progress	6.1 Reflect on own academic progress including, development of academic skills and academic English language skills 6.2 Develop action plan for further improvement	6 M1 Provide academic feedback to peers	

Indicative Content

1. Self-assessment of academic competency

- Self-assessment: Academic English ability, academic competencies, personal skills and qualities, personal skills for academic work (time management, initiative, perseverance flexibility, responding positively, to change and feedback); strengths and weaknesses.
- Targets: Specific, Measurable, Achievable, Realistic and Timed (SMART)
- Plan: for improvement (revisited and updated at regular intervals), with SMART targets

2. Research methods

- Primary research: questionnaires (design of questionnaires, avoiding leading questions, gathering qualitative and quantitative data, issues of analysis), focus groups (design of questions, timing; number of participants, balance of group); interviews (design of questions)
- Secondary research: desk research; making notes, recording sources; collating information, evaluation of sources, citation and reference lists

3. Be able to take effective notes from a variety of sources

- Taking notes: use of acronyms, symbols and shorthand.
- Active Reading: reading aloud, paraphrase, summary, synthesis
- Active Listening skills: acknowledging, eye contact, body language
- Reviewing notes: rereading, checking understanding, clarifying/expanding

4. Be able to plan a piece of research

- Create a plan: check understanding of the brief, check deadline, plan research methods, schedule time, set SMART objectives, review plan
- Drafting work: avoiding plagiarism, referencing, personal organisation
- Reviewing: editing, proof reading

5. Produce academic work*

- Academic work of professional standard: written work that meets brief, good standard of English, demonstrates referencing skills, reviewed and edited
- Presenting work orally to professional standard: use of technology; support materials/aids
- discuss content of work: with peers and supervisors/academic staff, demonstrate depth of knowledge

6. Review work*

- Academic progress: evaluate content of own work, own skills development, Academic English ability, academic competencies, personal skills and qualities, personal skills for academic work (time management, initiative, perseverance flexibility, responding positively, to change and feedback); strengths and weaknesses.
- Action plan: for academic development, for personal development