



ATHE qualification specification for:

ATHE Level 4 Extended Diploma in Law

610/5952/3

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About ATHE

Awards for Training and Higher Education (ATHE) is a global awarding organisation regulated by Ofqual and other United Kingdom and international regulators. We provide centres with a wide variety of qualifications including, but not limited to business and management, accounting, law, computing, health and social care and religious studies.

For the full list please visit our website: www.athe.co.uk

ATHE has also developed a range of bespoke qualifications for clients.

The ATHE mission is to provide outstanding qualifications, customer service and support, enabling centres to thrive and their learners to achieve and progress. We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution to society both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enable them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- having a commitment to lifelong learning and development

Our Qualifications

Our qualifications are the culmination of expert input from colleges, industry professionals, higher education providers and our qualification development team. We have developed a flexible suite of qualifications that offer progression across many of the RQF levels.

Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:

- a comprehensive guide for centres on delivering ATHE qualifications
- qualification guidance, assessor guidance, suggested resources and sample assignments for all units which have been written and verified by experienced practitioners
- verification and guidance with internally devised assignments
- guidance on how to deliver, assess and quality assure the qualifications
- an ATHE centre support officer who guides centres through the recognition process, learner registration and learner results submission
- health check visits to highlight areas of good practice and any areas for development
- an allocated member of our team who can work with centres to support further improvements in the quality of teaching, learning and assessment
- the services of a team of experienced external quality assurers
- opportunities for training and staff development
- access to free webinars to support delivery, assessment and QA processes
- support for business development.

ATHE Qualification at Level 4 in this Specification

This document provides key information on the ATHE Level 4 Extended Diploma in Law, including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook “Delivering ATHE Qualifications”.

Further guidance and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

These qualifications are regulated by Ofqual and are listed on Ofqual's Register of Regulated Qualifications. Each qualification has a Qualification Number (QN). This number will appear on the learner's final certification documentation. Each unit within a qualification also has a Unit Reference Number.

The QN number for this qualification is as follows:

ATHE Level 4 Extended Diploma in Law	610/5952/3
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Regulation Dates

This qualification is regulated from 01/07/2025 and its operational start date in centres is August 2025.

Availability

This qualification is available to learners who are registered at a recognised ATHE centre which is based in England, Wales or internationally, outside of the United Kingdom.

Introduction to the Level 4 Qualification in Law

Aims of the Qualification

This qualification has been developed to conform to the requirements of the RQF, to meet the requirements of higher education and employers and to meet the needs of learners.

Learners looking to achieve a Level 4 qualification should be advised of all the opportunities available at this level (eg Higher Apprenticeships, Higher Technical Qualifications, Undergraduate Degree programmes) and the possible funding (ie loan opportunities) available for these.

Requiring the study of four mandatory units, the Level 4 Extended Diploma in Law offers learners a concentrated focus upon key law topics. Building on foundational study of law at Level 3, the Level 4 offers higher level study based on the internationally significant University of London undergraduate Law syllabus. Key law subjects in Contract, Criminal and Public Law are complemented by the study of underpinning Legal Skills, requiring learners to understand the broader client care relationship, legal analysis skills and the professional/ethical dimensions of legal practice. The Level 4 Extended Diploma in Law builds towards the ATHE Level 5 Extended Diploma in Law which then offers learners progression through to a final year of a Law degree. The qualification also contributes to preparation for the Solicitors Qualifying Examination (SQE).

The qualification also focuses on the development of those study and transferable skills necessary for learners to develop and grow both personally and in the working environment. Each unit is signposted to Study Skills and Employability Skills opportunities derived from ATHE's standards. This ensures that learners and tutors have the opportunity to relate aspects of learning to broader study and work-related skills.

The qualification is, therefore, designed to provide a strong base for continued learning and a desire to constantly develop as an individual, further improving knowledge, understanding and skills. The qualification is suitable for learners to study both in college/classroom settings and as distance learning programmes. Each unit is supported by an ATHE assignment which, requires the learner to

complete a small number of focussed tasks designed to demonstrate relevant applied knowledge and skill.

Entry Requirements

This qualification is designed for learners who are typically aged 19 and above.

ATHE's policy regarding access to our qualifications is that:

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

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at Level 4. If there are exceptional entrants, centres are advised to contact ATHE. For learners with disabilities and other specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

The entry profile for learners is likely to include at least one of the following:

- a GCE Advanced level profile with achievement in 2 or more subjects supported by 5 or more GCSEs at grades 4 and above
- A Level 3 qualification in law or legal studies such as the ATHE Level 3 Diploma in Law
- an Access to Higher Education Certificate delivered by an approved further education institute and validated by an Access Validating Agency
- Equivalent international qualifications

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of relevant professional qualifications. This may be used for recognition of prior learning (RPL). Learners may also hold RQF qualifications which will enable them to claim an exemption from part of the qualification.

Learners must also have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments. For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for this qualification:

- IELTS 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners, who undertake qualifications have the necessary background knowledge, understanding and skills to undertake the learning and assessment at Level 4. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

ATHE will review centre recruitment policies as part of the monitoring processes.

Reasonable Adjustments and Special Considerations

ATHE's policy on reasonable adjustments and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge and understanding. Where the learner has been awarded a Reasonable Adjustment or Special Consideration, this must be recorded on the assessment sheet and the learner record. External Quality Assurers will take account of this information at the external quality assurance of learner work. Further details on Reasonable Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact ATHE if you are uncertain about adjustments for certain learners.

Progression

On successful completion of the ATHE Level 4 Extended Diploma in Law there are several progression opportunities.

Learners may progress to:

- a higher-level qualification e.g. the ATHE level 5 Extended Diploma in Law
- employment in the legal industry
- legal apprenticeship

ATHE Recognition of Prior Learning (RPL)

There will be occasions where learners wish to claim recognition of prior learning that has not been formally assessed and accredited. ATHE has provided detailed guidance on RPL which is available for centres on the ATHE website. Centres may also contact ATHE directly to obtain further clarification or discuss the requirements for RPL.

Resources Required by Centres

ATHE expects centres to provide the right human and physical resources needed to ensure the quality of the learner experience. Centres must ensure that staff have the appropriate level of subject knowledge and are normally qualified to at least a degree standard. It is desirable that staff have a teaching and/or assessing qualification and practical experience of this sector.

The physical resources required will vary depending on the style of delivery. ATHE expects centres to have appropriate learning support materials, infrastructure and technology in place to meet student needs.

This information will be checked by External Quality Assurers on their visits to centres.

Modes of Delivery

Subject to checks by external verifiers centres can deliver this qualification using the following modes of delivery in order to meet the needs of their learners.

This can include:

- full time
- part-time
- blended learning

Qualification Size

The size of a qualification is expressed in **Total Qualification Time (TQT)**

Total Qualification Time – TQT

TQT is the total amount of time, in hours, expected to be spent by a student to achieve a qualification.

TQT is comprised of:

1. Guided Learning Hours (GLH)
2. Additional non-supervised learning

Guided Learning Hours – GLH

This is the amount of time the average student is expected to spend in lectures and other tutor-supervised learning and activities, including induction, face to face training, e-learning with the co-presence of learner and tutor, invigilated exams.

Guided Learning Hours (GLH) are an estimate of the amount of time, on average, that a lecturer, supervisor, tutor or other appropriate provider of education or training, **will immediately guide or supervise** the learner to complete the learning outcomes of a unit to the appropriate standard. GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners.

Additional non-supervised learning

This is an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

These activities may include webinars, podcasts, research, work-based learning, private and online study, compilation of a portfolio of evidence and non-invigilated assessment.

How TQT is calculated

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a learner would typically complete in order to achieve the learning outcomes of a qualification at the standards provided.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

Credit

Each ATHE qualification has a Credit value. Credit is calculated by dividing the TQT by ten. For example, a qualification with a TQT of 120 hours would have a credit value of 12.

Level

The level is an indication of relative demand, complexity and depth of achievement and autonomy. This qualification has been designed to suit learners working towards a Level 4 qualification. Level descriptors are divided into two categories:

- I. Knowledge and understanding
- II. Skills

There is a knowledge descriptor and a skills descriptor for each Level within the Regulated Qualifications Framework (RQF). The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that Level. The Knowledge and Skills for Level 4 are:

Knowledge descriptor (the holder....)

- Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.
- Can analyse, interpret and evaluate relevant information and ideas.
- Is aware of the nature of approximate scope of the area of study or work.
- Has an informed awareness of different perspectives or approaches within the area of study or work

Skills descriptor (the holder can....)

- Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.
- Review the effectiveness and appropriateness of methods, actions and results.

Rules of Combination

Learners must achieve all four mandatory units.

Qualification Structure: ATHE Level 4 Extended Diploma in Law

The ATHE Level 4 Extended Diploma in Law is a 120-credit qualification.

Unit Codes	Unit Title	Level	Credit	GLH
	Mandatory Units			
Y/651/6586	Unit 1 Contract Law	4	30	120
A/651/6587	Unit 2 Criminal Law	4	30	120
D/651/6588	Unit 3 Public Law	4	30	120
F/651/6589	Unit 4 Legal Skills	4	30	120

Guidance on Assessment and Grading

Assessment

Assessment for each unit is completed based on achievement of the Learning Outcome at the standards set by the Assessment Criteria for that unit. The learner can therefore achieve a Pass, Merit, Distinction or Fail for each unit based on the quality of the work submitted and the assessor's judgements made against the criteria provided.

The assessment of Level 4 Law is completed through the submission of internally assessed learner work.

To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the pass standard set by the assessment criteria for that unit. To achieve merit or distinction, the learner must demonstrate that they have achieved the criteria set for these grades. Learners cannot omit completing work to meet the pass standard and simply work to the higher grades, as this would put a pass for the unit in jeopardy. Similarly, learners cannot complete work to meet the criteria for distinction in the anticipation that this will also meet the criteria for merit. However, where work for the pass standard is marginal, assessors can take into account any extension work completed as this may support achievement of the pass standard.

ATHE will provide an assignment for each unit which can be used as the assessment for the unit. These assignments have extension activities, which enable the learners to provide additional evidence to show that the criteria for the higher grades have been met. The assessor therefore must judge the grade for the work submitted on the basis of whether the LO has been met at the standard, specified for the pass, merit or distinction grade for that LO. In making their judgements assessors will continue to check whether the command verbs stated in the AC have been delivered. There is no requirement for learners to produce the additional work required for the higher grades and the tutor may advise the learner to work to the pass standard, where this is appropriate.

The assessor should record their judgements on the ATHE template, stating what grade the learner has achieved and providing evidence for the judgements. The internal verifier can also use the ATHE IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work, including any extension activities which met the standard for merit and distinction grades. Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard. The additional grades mean that assessors must take even greater care to assure the validity of their judgements.

We would encourage our centres to develop their own assessment strategies, so you can put assignments in a context that is appropriate for your learners. Any assignments that you devise independently will need to be submitted to ATHE for approval before delivery of the programme. Centres can submit assignments for approval using the 'Centre-Devised Assignment' template documentation available on the ATHE centre portal.

An assignment can relate to a single unit, or an integrated assignment can incorporate more than one unit. Any assignment must show which learning outcomes and assessment criteria from which unit(s) are being covered.

Assignment Marking Guidance

Each ATHE assignment has marking guidance produced with it so that assessors can better understand the requirements for the satisfaction of assessment criteria/learning outcomes. For tutors, it is worthwhile reading and understanding this marking guidance before learners are asked to commence an assignment. It is also worthwhile tutors bringing this marking guidance to the attention of learners before they embark on an assignment. As the marking guidance often captures the expected level of detail of a learner response, it contains additional information that can help learners and tutors better understand the kind of response to a task that best meets the requirements.

Key command verbs from the assessment criteria have also been emboldened in the marking guidance so that tutors and learners can clearly understand the level of response that is expected.

Recording Assessment Judgements

Assessors are required to record assessment judgements for each student by unit. ATHE has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external verification visits. All learner work must be retained for a minimum of 4 years after certification has taken place.

Putting an Assessment Strategy in Place

You will need to demonstrate to your External Quality Assurer that you have a clear assessment strategy supported by robust quality assurance to meet the ATHE requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure that:

- Learners are well-briefed on the requirements of the unit and what they must do to meet them.
- Assessors are well-trained and familiar with the content of the unit/s they are assessing.
- There is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- Assessment decisions are clearly explained and justified through the provision of feedback to the learner.
- Work submitted can be authenticated as the learner's own work and that there is clear guidance and implementation of the centre's Malpractice Policy.
- There is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external quality assurance will be needed.
- Enough time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

Grading

Grading system

The grading algorithms and overall grade thresholds published in any ATHE specification may be subject to change where this is necessary to maintain standards.

This qualification involves assessment using judgements against 'Pass', 'Merit' and 'Distinction' Assessment Criteria to make a decision about whether a learner has met the required standard. Our grading system is straightforward and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements.

The ATHE grading system where a qualification result can be either Pass, Merit, Distinction or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria, and where available also at Merit standard in a unit > Learner gains a Merit for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit and Distinction standards stated in the assessment criteria in a unit > Learner gains a Distinction for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Fail for the unit
- Learner meets the rules of combination in a qualification and points for achieving units are added up > points are converted to an overall qualification grade > learner meets minimum number of points required > learner achieves a Pass, Merit or Distinction for the qualification
- Learner does not meet rules of combination > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass.

Qualification Grading Structure

Determining the Overall Qualification Grade

Each unit is graded pass, merit or distinction. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted. The formula for establishing the overall grade is as follows.

Points for each 30-credit unit are allocated as follows:

Pass (achieves Learning Outcomes at the standards stated in pass assessment criteria) – **90 points**
Merit (achieves Learning Outcomes at the standards stated in pass and all merit assessment criteria) – **120 points**
Distinction (achieves Learning Outcomes at the standards stated in pass, all merit and all distinction Assessment Criteria) – **150 points**

Total points required for each grade:

Level 4 Extended Diploma in Law (120)
Pass **360-431**
Merit **432-539**
Distinction **540+**

Quality Assurance of Centres

Centres delivering ATHE Qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

ATHE's quality assurance processes will include:

- centre approval for those centres who are not already recognised to deliver ATHE qualifications
- approval to offer ATHE qualifications
- monitoring visits to ensure the centre is continuing to work to the required standards
- moderation of centre-marked work submitted for results.

Centres will be required to undertake training and standardisation activities as agreed with ATHE. Details of ATHE's quality assurance processes are provided in the ATHE Guide: "Delivering ATHE Qualifications" which is available on our website.

Malpractice

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own. Any instance of plagiarism detected by the External Quality Assurer during sampling, will be investigated and could lead to sanctions against the centre.

Centres should refer to the Delivering ATHE Qualifications Guide and the ATHE Malpractice and Maladministration Policy on the ATHE website.

Guidance for Teaching and Learning

Learners normally improve their understanding when they are actively involved in the learning process. We would encourage practitioners delivering our qualifications to use a range of teaching methods and classroom-based activities to ensure learners are engaged in the learning, as this facilitates

understanding and progress. Learners should be encouraged to take responsibility for their learning and should be able to demonstrate a high degree of independence in applying the skills of research and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

Your approach to delivery should give the learners sufficient structure and information on which to build without you doing the work for them. In achieving the right balance, you will need to produce well-planned sessions that follow a logical sequence.

Top Tips for Delivery

- Adopt a range of teaching and learning methods, including active learning.
- Plan sessions well to ensure a logical sequence of skills development.
- Include study skills aspects, e.g. how to construct a report or Harvard Referencing.
- Build time into your scheme of work and session plans to integrate study skills teaching.
- Set structured additional reading and homework tasks to be discussed in class.
- Elicit feedback from learners. Get them to identify where the work they've done meets the assessment criteria.
- Contextualise your activities, e.g. using real case studies as a theme through the sessions.
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

There is further guidance on teaching and learning in the Delivering ATHE Qualifications Guide.

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 Quality Assurers.

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 will appear on the qualification certificate

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. The level descriptors are available on the ATHE website.

Guided Learning Hours (GLH)

Guided learning hours is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

Total Qualification Time (TQT)

TQT represents the total time required for a learner to complete a qualification.

Credit Value

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

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 6 you would see words such as analyse, evaluate, synthesise.

Unit Indicative Content

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

Opportunities for Synoptic Teaching and Learning

This section identifies the links between the unit's learning outcomes and other unit learning outcomes and assessment criteria within the qualification that are thematically related. This enables learners and tutors the opportunity to connect learning across the qualification to ensure that learners have a joined-up experience of each unit.

Opportunities for Synoptic Assessment

This section identifies the way in which a unit's assessment links internally different parts of a unit or links more broadly to other parts of the overall qualification. The inclusion of a Legal Skills unit offers learners an opportunity to undertake practical and generic skills relevant and used throughout all law subjects.

Opportunities for Skills Development

This section contains two important elements of signposting: signposting to ATHE Study Skills and signposting to ATHE Employability Skills. These enable learners and tutors the opportunity to see where each unit's LO/AC link into underpinning Study Skills and Employability Skills categories, eg Digital Skills, Thinking Skills etc, and to promote possible programme/curriculum opportunities for the development of these skills. The ATHE Study Skills and Employability Skills are drawn from the standards documents for each skill. These standards documents are on the ATHE Centre Portal.

Unit 1 Contract Law			
Unit aims	This unit aims to consolidate and further develop learners' knowledge and understanding of key principles of contract law, including formation and content of contracts, invalidating factors and ways of discharging a contract and the remedies available for breach of contract.		
Unit level	4		
Unit code	Y/651/6586		
GLH	120		
Credit value	30		
Unit grading structure	Pass, Merit and Distinction		
Assessment guidance	In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners should use relevant case law and statute to support their explanations, application and conclusions, ensuring currency of law and accurate citation.		
Learning outcomes	Assessment criteria		
The learner will demonstrate that they:	The learner can:		
	Pass	Merit	Distinction
1. Understand the requirements for formation of a contract	1.1 Explain the objective test of agreement, and the requirements for valid offer and acceptance 1.2 Explain consideration as a requirement to form a contract and the rules governing consideration 1.3 Explain requirements of intention and capacity to form a valid contract	1M1 Apply the rules of offer and acceptance to a situation	1D1 Analyse the extent to which technology has transformed the way contracts are drafted, negotiated and enforced
2. Understand the content of a contract	2.1 Explain the concepts of contract terms, mere puffs and representation 2.2 Distinguish between terms and representations	2M1 Apply the law to determine whether statements are terms or representations	2D1 Evaluate whether the modern approach to classifying terms as conditions, warranties or innominate is fair to both parties to a contract

	2.3 Explain the courts approach to classifying terms as conditions, warranties or innominate terms 2.4 Explain how express terms are incorporated into a contract 2.5 Explain implied terms including statutory implied terms, exemption clauses and unfair terms		
3. Understand the factors that may make a contract invalid	3.1 Explain the effect of invalidation on a contract 3.2 Explain the requirements to prove misrepresentation, the types of misrepresentation and the remedies available 3.3 Explain the doctrines of duress and undue influence	3M1 Apply the law on misrepresentation to a scenario	
4. Understand the ways in which a contract can be discharged	4.1 Explain how contracts can be discharged by: A. Performance B. Breach C. Agreement D. Frustration		4D1 Evaluate the extent to which legislation has impacted the strict approach of common law in cases of frustration
5. Understand the remedies available in contract law	5.1 Explain the availability and purpose of damages as a remedy in contract law 5.2 Explain the requirements of		

	causation, mitigation and remoteness in a claim for damages 5.3 Explain the equitable remedies available in contract law 5.4 Identify the statutory remedies available under the Consumer Rights Act 2015		
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Indicative Content

LO1 Understand the requirements for formation of a contract

Explain the objective test of agreement, and the requirements for valid offer and acceptance

- The objective test for agreement
 - General principle: what was communicated by words or conduct and whether that leads objectively to a conclusion that a contract was formed
 - Requires examination of the parties' conduct throughout negotiations (and after)
- Offer
 - An expression of willingness to contract on certain terms on which the offeror is prepared to be legally bound following acceptance
 - Offeror and offeree
 - Unilateral, 'if' / reward contracts, can be made to 'the whole world'
 - Bilateral contracts, both parties have obligations, a promise in exchange for a promise
 - Must be sufficiently certain and communicated
 - Invitations to treat; not an offer, inviting negotiations/inviting an offer; cannot be accepted to form a contract, e.g. advertisements, goods displayed for sale
 - Termination of an offer; acceptance, revocation, rejection and counter-offer, lapse of time, death of offeror
- Acceptance
 - The final, unqualified assent to all the terms of the offer; the mirror image rule
 - General rule that acceptance must be communicated
 - Exceptions to the general rule; conduct, performance of unilateral contract, acceptance by post (the postal rule)
 - Modern methods; email and the Brinkibon principles

Explain consideration as a requirement to form a contract and the rules governing consideration

- Consideration as a requirement to form a contract
 - The price paid for the promise; benefit and detriment
 - Executed and executory
 - Exception; deeds
- Rules governing consideration
 - Must not be past

- Need not be adequate but must be sufficient (existing public and contractual duties, existing duty to pay a debt)
- Must move from the promise
- Exceptions; doctrine of implied assumpsit and promissory estoppel

Explain requirements of intention and capacity to form a valid contract

- Intention to create legal relations
 - Rebuttable presumptions in family and social agreements, and business agreements
- Capacity
 - Mental capacity; Mental Capacity Act 2005
 - Minors
 - 'Necessaries' s3(2) Sale of Goods Act 1979

Emerging technology in contract law

- Smart contracting and blockchain technology; self-executing, improve accuracy and limit fraud
- Digital signatures and e-signatures; provided for in Electronic Communications Act 2000, Electronic Signatures Regulations 2002, and UK eIDAS Regulations; use limits fraud by verifying identity of signatory, remote and instant
- AI and machine learning to automate and streamline the drafting, review and negotiation process; faster, more accurate

LO2 Understand the content of a contract

Explain the concepts of contract terms, mere puffs and representation

- Contractual terms; the rights and obligations of the parties to the contract, legally enforceable, can lead to breach
- Mere puffs; exaggerated, promotional statements
- Representations; a statement made by one party to another to induce the contract, not part of the contract

Distinguish between terms and representations

- Importance of distinguishing
 - Terms are actionable and may give rise to an action for breach
 - Representations are actionable as misrepresentation
- Distinguishing terms from representations
 - Importance of the statement
 - Whether the statement has been reduced into writing
 - Timing of the statement
 - Specialist knowledge or skill of the parties

Explain the courts approach to classifying terms as conditions, warranties or innominate terms

- Importance of distinguishing
 - Classification as condition, warranty or innominate term will determine the remedies available to the injured party
- Conditions
 - Terms that go 'to the root' of the contract, the most important terms, breach of condition allows injured party to repudiate the contract and claim damages

- Warranties
 - Less important terms, not fundamental to the contract, breach of warranty allows injured party to claim damages but not to repudiate
- Innominate terms
 - Those terms that do not fit into either of the above categories, their status is decided by adopting a 'wait and see' approach to determine the effect of breach
 - Statutory implied terms are viewed as innominate

Explain how express terms are incorporated into a contract

- Incorporation
 - By notice; actual and reasonable notice, timing, type of document, type of clause and Dennings 'red hand rule'
 - In writing (even if not read)
 - Through consistent course of dealing
 - Through common understanding of the parties

Explain implied terms including statutory implied terms, exemption clauses and unfair terms

- Terms implied by
 - Statute
 - Custom
 - Courts
- Statutory implied terms
 - Consumer Rights Act 2015; business to consumer contracts, ss9-11, ss49-52
 - Sale of Goods Act 1979; business to business contracts, ss 13, 14(2) and 14(3)
 - Supply of Goods and Service Act 1982; business-to-business contracts where both services and goods are supplied together, ss 3-4, ss13-15
- Exemption clauses
 - Must be incorporated (as above)
 - Construction; contra proferentem rule, clauses excluding negligence
- Statutory controls on exemption clauses
 - Consumer Rights Act 2015; trader to consumer contracts; some terms made void and others subject to test of fairness
 - Unfair Contract Terms Act 1977; business-to-business contracts; some terms made void and others subject to the test of reasonableness

LO3 Understand the factors that may make a contract invalid

Explain the effect of invalidation on a contract

- Invalidating or vitiating factors make a contract void/voidable
- Void; one that never existed
- Voidable; the contract exists and only ceases to be valid if and when one of the parties rescinds/decides to bring it to an end

Explain the requirements to prove misrepresentation, the types of misrepresentation and the remedies available

- Definition and requirements for establishing misrepresentation
 - a false statement of fact or law
 - made by one contracting party to another

- which is intended to induce and which does induce the other party
 - to enter into a contract by their reliance on the statement
- Types of misrepresentation and remedies available
 - Fraudulent
 - Negligent
 - Innocent

Explain the doctrines of duress and undue influence

- Common law doctrine of duress; whether the contract has been entered voluntarily
 - Categories; personal violence (actual and threats), threats to property, economic/commercial pressure
 - Effect; makes contract voidable with the (limited) right to rescind
- Equitable doctrine of undue influence; where that has been an abuse of trust and confidence, exertion of improper influence
 - Categories; actual and presumed
 - Requirements for actual undue influence; capacity to influence, influence was exercised, exercise was undue and brought about the contract
 - Requirements for presumed undue influence; a recognised relationship of trust and confidence, e.g. parent/child, doctor/patient, lawyer/client and a transaction that 'calls for an explanation', rebuttable (independent advice)
 - Effect; rescission (subject to the bars to rescission)
 - Professional conduct requirements; para 1.2 SRA Code of Conduct

LO4 Understand the ways in which a contract can be discharged

Explain how a contract can be discharged by:

a) Performance

- General rule: complete performance is required
- Exceptions:
 - Acceptance of part performance
 - Substantial performance
 - Divisible/severable contracts
 - Tender or attempt to perform
 - Prevention of performance

b) Breach

- Repudiatory breach
 - Total refusal to perform is a repudiatory breach
 - Breach will be repudiatory depending on classification of term: condition, warrant, innominate
- Anticipatory
 - when one party to a contract clearly indicates, before the performance is due, that they will not fulfill their obligations under the contract
 - Requires clear indication (words or actions) of non-performance before the time for performance arises
 - No need for the non-breaching party to wait, immediate right of action

c) Agreement

- Deed of release
- Accord and satisfaction

d) Frustration

- What is a frustrated contract
 - a contract that, subsequent to its formation
 - and without fault of either party
 - is incapable of being performed due to an unforeseen event
 - resulting in the obligations under the contract being impossible or illegal to perform or the commercial purpose of the contract being undermined
- Frustrating events:
 - Death or incapacity of a party whose performance is critical to the contract
 - Cancellation of an event where that event is the sole reason for the contract
 - Destruction of subject matter
 - Supervening illegality
 - Government interference
- Non-frustrating events
 - Provision/anticipation of the event
 - Contract becomes more difficult/expensive to perform
 - Self-induced/deliberate act of the party claiming frustration
- Effect of frustration
 - Contract discharged without liability for breach
 - Common law rule: losses lay where they fell
 - Law Reform (Frustrated Contracts) Act 1943

LO5 Understand the remedies available in contract law

Explain the availability and purpose of damages as a remedy in contract law

- Common law remedy, available as of right
- Purpose of damages
 - To place the injured party in the same situation, with respect to damages, as if the contract had been performed
 - Compensation for not getting 'the benefit of the bargain'

Explain the requirements of causation, mitigation and remoteness in a claim for damages

- Causation
 - Whether the breach caused the loss claimed
- Mitigation
 - The claimant must keep their losses to a minimum and cannot claim any loss that could reasonably have been avoided
- Remoteness
 - Requirement that losses claimed are not 'too remote' from the breach
 - The party in breach will be liable only for losses which:
 - a reasonable person would have anticipated as being a likely or reasonably foreseeable result of the breach; or
 - the defendant had been specifically warned about by the claimant

Explain the equitable remedies available in contract law

- Equitable remedies are discretionary, awarded where damages would not be an adequate remedy
- Specific performance
 - A court order compelling the performance of the contract
 - Will not be granted if court supervision is required
 - Not generally available in contracts for personal service
 - Principle of mutuality
 - Proper conduct of the party seeking the remedy
- Injunction
 - An order directing a party to refrain from performing an act
 - Can be used to prevent further breaches, preserve property, or enforce specific contract obligations before the matter is fully resolved in court

Identify the statutory remedies available under the Consumer Rights Act 2015

- Short term right to reject
- Right to repair/replacement
- Right to a price reduction
- Final right to reject
- Other remedies, including damages, are available under s19

Unit 1 Contract Law - Supporting information	
Opportunities for Synoptic Teaching and Learning	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
Learning Outcome	Teaching and learning links to other unit LO/AC
LO1 Understand the requirements for formation of a contract	Learners will develop their understanding of emerging legal technology as relevant to contract law, and evaluate its impact on the drafting, negotiation and enforcement of contracts. This links to: • Unit 2 Criminal Law LO2; use of technology in criminal legal practice • Unit 4 Legal Skills LO4; using technology in legal research
LO3 Understand the factors that may make a contract invalid	Learners will develop their knowledge and understanding of undue influence in contract law, and the professional conduct requirements and ethical considerations relevant to their own negotiations with other parties. This links to: • Unit 2 Criminal Law LO2; professional ethics in the criminal legal practice

	Unit 4 Legal Skills LO1 and LO4; ethical principles relevant to legal research and compliance with progressional conduct rules in acting for a client
Opportunities for Synoptic Assessment	
Whilst L4 Unit 4 Legal Skills is not a synoptic unit as such, it does facilitate the development of practical and generic skills relevant to the successful use of all law subjects.	

Opportunities for Skills Development within this unit	
Employability Skills	Study Skills
Communication skills Written communication, eg appropriate formats, style and tone, spelling, punctuation and grammar (LO1, LO2, LO3, LO4, LO5) Drawing logical conclusions and taking the right action with information gathered (LO1, LO2, LO3) Problem solving Use both analytical and critical thinking skills (LO1, LO2, LO3, LO4)	Reading skills Sufficiently broad and deep reading to effectively understand the subject and use information to achieve your objective (LO1, LO2, LO3, LO4, LO5) Thinking skills Use analytical skills to collect and analyse information relevant to the problem Use critical thinking skills to think in an organised way to understand connections between ideas and facts (LO1, LO2, LO3, LO4)

Resources
Textbooks Brownsword R. Smith J.C. and Thomas J.A.C. (2021) <i>Smith and Thomas: A casebook on contract</i>. London: Thomson Reuters. Ebers M. Poncibò C. and Zou M. (2022) <i>Contracting and contract law in the age of Artificial Intelligence</i>. Oxford, UK: Hart Publishing McKendrick E. (2024) <i>Contract law: Text, cases and materials</i>. Oxford: Oxford University Press Websites The British and Irish Legal Information Institute (BAILII) is a free, searchable database of legal materials that is used for legal research https://www.bailii.org/ Legislation.gov.uk is the official government website for accessing UK legislation. Its primary purpose is to provide the public, legal professionals, and researchers with free access to the full text of UK laws, including Acts of Parliament, statutory instruments, and other forms of legislation.

<https://www.legislation.gov.uk/>

The Solicitors Regulation Authority (SRA) regulates solicitors in England and Wales. The SRA Code of Conduct describes the standards of professionalism expected of individuals authorised to provide legal services.

<https://www.sra.org.uk/solicitors/standards-regulations/code-conduct-solicitors/>

Unit 2 Criminal Law			
Unit aims	This unit aims to develop learners' knowledge and understanding of the criminal law and criminal justice system in England and Wales, including general principles of criminal law, practical and ethical considerations in acting for clients and how technology is used in criminal legal practice. Learners will be able to explain and apply the elements of criminal offences including homicide, offences against the person and property offences as well as defences.		
Unit level	4		
Unit code	A/651/6587		
GLH	120		
Credit value	30		
Unit grading structure	Pass, Merit and Distinction		
Assessment guidance	In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners should use relevant case law and statute to support their explanations, application and conclusions, ensuring currency of law and accurate citation.		
Learning outcomes	Assessment criteria		
The learner will demonstrate that they:	The learner can:		
	Pass	Merit	Distinction
1. Understand general principles of criminal law	1.1 Explain the aims, purpose and function of criminal law 1.2 Distinguish between summary, either way and indictable offences 1.3 Explain the standard and burden of proof in criminal law 1.4 Explain the principles of criminal liability	1M1 Explain the requirement for coincidence of the <i>actus reus</i> and <i>mens rea</i> 1M2 Apply the doctrine of transferred malice	
2. Understand fundamental aspects of criminal legal practice	2.1 Identify the parties and other individuals involved in a criminal case 2.2 Outline the court hierarchy and key roles within the		2D1 Analyse the extent to which lay persons contribute to achieving fairness in the criminal justice system

	criminal justice system 2.3 Apply understanding of professional ethics to a situation 2.4 Identify the ways in which technology is used in criminal law		
3. Understand homicide and non-fatal offences against the person	3.1 Explain the <i>actus reus</i> and <i>mens rea</i> of murder 3.2 Explain the circumstances in which charge for voluntary manslaughter may be brought, and how the law applies to a set of facts 3.3 Explain the circumstances in which a charge for involuntary manslaughter may be brought, and how the law applies to a set of facts 3.4 Explain the offences of assault and battery, and how the law applies to a set of facts	3M1 Critically analyse the objective test used to assess a defendant's loss of self-control	
4. Understand property offences	4.1 Explain the elements of the offence of theft 4.2 Explain the elements of the offence of criminal damage		4D1 Analyse the development of the law on the meaning of dishonesty
5. Understand defences available in criminal law	5.1 Explain, in overview, the general defences that can be pleaded to any crime		5D1 Analyse the requirement for force used in self-defence to be 'reasonable and proportionate'

	5.2 Explain the elements of the private defence of self-defence and apply your knowledge to a set of facts		
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Indicative Content

LO1 Understand general principles of criminal law

Aim and purpose of the criminal law

- Criminalisation as a means of social regulation and implementation of a moral code
- Determining what behaviours should be criminalised; the harm principle and legal moralism
- Limits on criminalisation and the impact of Human Rights Act 1998

Function of criminal law

- Overview of theories of punishment; incapacitation, retribution, deterrence, rehabilitation
- Purpose of sentencing under s57 Sentencing Act 2020
- Sentence types available; absolute and conditional discharge, fine, community order, custodial

Classification of offences

- Summary only, either way and indictable-only offences including example offences in each category
- The effect of this classification on possible venue for trial

Burden and standard of proof in criminal law

- Prosecution bears the burden of proof
- Standard of proof; beyond all reasonable doubt

Principles of criminal liability

- Statutory and common law offences
- Strict liability
- *Actus reus*, *mens rea* and the need for coincidence

Strict liability

- No requirement to prove *mens rea*
- Intended to regulate conduct
- Awareness of example offences e.g. Road traffic, health and safety, regulation of food and drink, statutory rape

Actus reus

- Elements of conduct (positive act or omission) result and circumstance
- Causation; factual causation (the 'but for' test), legal causation (*de minimis*, blameworthiness, *novus actus interveniens*)
- Omission: general rule, circumstances where there is a duty to act (statutory, contractual, special relationship and voluntary assumption of responsibility, creation of a dangerous situation)

Mens rea

- Intention (direct and oblique), including development of the law and reform proposals
- Recklessness (subjective/*Cunningham*), the decision in *G* [2003] and the development of the law (the end of objective/*Caldwell* recklessness)
- The doctrine of transferred malice
- Negligence

LO2 Understand fundamental aspects of criminal legal practice

Identify the parties and other individuals involved in a criminal case

- Defendant and co-defendant; the person(s) accused of a crime
- Prosecutor; Crown Prosecution Service (CPS) as the primary prosecuting authority
- Witnesses; lay and expert, overriding duty of expert witnesses to the court (Criminal Procedure Rules Part 19.2)

Outline the court hierarchy and key roles within the criminal justice system

- Magistrates' Court; first appearance, plea before venue; trial of summary and either-way offences, allocation and 'sending' indictable only offences, sentencing powers.
- Crown Court; Plea and Trial Preparation Hearing (arraignment), preparatory hearing (to clarify any complex or contentious issues in the case), trial.
- Counsel and Solicitor-advocates
- Magistrates; lay magistrates (Justices of the Peace), trained and unpaid members of the local community, advised by court officers (justices' clerks)
- District Judges hear criminal cases in the magistrates' court and impose sentence
- High Court Judges, Circuit Judges and Recorders sit in the Crown Court; ensure proceedings are conducted fairly, resolve legal issues, give direction to the jury on legal issues and impose sentence.
- Jury; civic duty of lay persons, selected at random subject to eligibility and exemptions, hear the evidence and determine issues of fact, weight to be attached to evidence, credibility of witnesses, determination as to whether defendant's guilt is proved

Apply understanding of professional ethics

- Compliance with key legislation and regulatory requirements; GDPR and the Data Protection Act 2018, the Equality Act 2010, Anti-Money Laundering Legislation
- Solicitors Regulation Authority Standards and Regulations Code of Conduct for Solicitors; personal accountability for compliance with the Code; paragraphs 1.1, 1.4, 2.2, 2.4, 6.1 and 6.3 and their application to working in criminal legal practice

Explain how technology is used effectively in criminal legal practice

- Crown Court Digital Case System (DCS)

- Algorithms to aid crime detection and 'predictive policing', data analytics, machine learning applications to pre-screen documents and facial recognition

LO3 Understand fatal and non-fatal offences against the person

Explain the actus reus and mens rea of murder (with reference to relevant case law)

- Unlawful
- Killing (causal link)
- Of a living human being
- Within the King's peace, and
- With malice aforethought (direct/oblique intention to cause death or grievous bodily harm)

Explain the circumstances in which voluntary manslaughter will apply

- Where a defendant is charged with murder, but successfully pleads one of three partial defences: loss of self-control, diminished responsibility and suicide pact
- Loss of self-control
 - Definition of loss of self-control - ss54 Coroners and Justice Act 2009
 - Need for a qualifying trigger (s55(3) and (4) CorJA 2009)
 - Caused the defendant to lose self-control (not act out of a considered desire for revenge)
 - Led to an act or omission resulting in the defendant killing or being party to a killing
 - Objective test for the defendant's reaction (s54(1)(c) CorJA 2009) and criticisms e.g. inadequate consideration of cultural and social norms, gender bias
- Diminished responsibility
 - s2(1) HA 1957 as amended by s52(1) CorJA 2009 - defendant must prove, on the balance of probabilities:
 - that they were suffering from an abnormality of mental functioning which
 - arose from a recognised medical condition (e.g. clinical depression, schizophrenia, PTSD, personality disorder)
 - which substantially impaired the defendant's ability to understand the nature of their conduct, form a rational judgment, or exercise self-control, and
 - the abnormality must provide an explanation for the defendant's conduct

Explain the circumstances in which involuntary manslaughter will apply

- Where the defendant completes the *actus reus* for murder but lacks the *mens rea*; various different types of involuntary manslaughter; focus on gross negligence and unlawful act or constructive
- Gross negligence manslaughter
 - The defendant must owe a duty of care to the victim
 - The defendant must have breached this duty of care (objective test)
 - The defendant's conduct must pose a serious and obvious risk of death to the victim
 - A causal link must be established between the defendant's negligence and the death of the victim; and
 - The defendant's conduct must be grossly negligent

- Unlawful act or constructive manslaughter
 - The defendant does an unlawful act (not an omission):
 - the act is a dangerous one and
 - the act causes the victim's death

Explain the offences of assault, battery, actual bodily harm and grievous bodily harm

- Assault
 - An act by which a person intentionally or recklessly causes another to apprehend immediate unlawful personal violence
- Battery
 - Intentional or reckless application of unlawful personal violence to another person
 - Must be non-consensual (situations of implied consent), does not require pain or injury
- Assault occasioning actual bodily harm (ABH)
 - s47 Offences Against the Person Act 1861
 - The defendant committed an assault or battery that resulted in the infliction of ABH to the victim.
 - Can be committed intentionally or recklessly
 - ABH is any injury (harm, hurt damage) likely to interfere with the health or comfort of the victim; must be more than minimal/trivial but does not need to be serious
- Grievous bodily harm (GBH)
 - Wounding and inflicting GBH without intent (s20 OAPA 1861)
 - Wounding and inflicting GBH with intent (s18 OAPA 1861)
 - Both require unlawful conduct on the part of the defendant which caused another person to suffer a wound or GBH
 - Wound: a break in the continuity of the whole skin
 - GBH: *really serious* bodily harm, need not be life-threatening, permanent or require medical treatment, impact on victim is important
 - Distinction in the *mens rea* for s20/s18: intention, recklessness, malice

LO4 Understand property offences

Explain the elements of the offence of theft

- s1(1) Theft Act 1968:
- Dishonest (including development of the law and impact of decision in *Ivey*)
- Appropriation
- Of property
- Belonging to another
- With the intention of permanently depriving the other of it

Explain the elements of the offence of criminal damage

- s1(1) Criminal Damage Act 1971:
- without lawful excuse
- destroys or damages (any physical damage or reduction in value)
- any property
- belonging to another
- intending to destroy or damage any such property or being reckless as to whether any such property would be destroyed or damaged
- 'without lawful excuse' two specific defences at s5(2)(a) and s5(2)(b) CDA 1971

LO5 Understand defences available in criminal law

Explain, in overview, the general defences that can be pleaded to any crime

- Necessity
- Duress (either by threats or circumstances); and
- Mistake

Explain the elements of the private defence of self-defence

- s76 Criminal Justice and Immigration Act 2008
- The defendant's use of threat or force is necessary in order to defend themselves or another, or
- the defendant mistakenly believes that force is necessary in order to defend themselves or another; and
- the defendant's use or threat of force is reasonable in the actual circumstances, or in the circumstances that they mistakenly believe to exist
- No duty to retreat, intruders, human rights arguments

Unit 2 Criminal Law - Supporting information	
Opportunities for Synoptic Teaching and Learning	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
Learning Outcome	Teaching and learning links to other unit LO/AC
LO2 Understand fundamental aspects of criminal legal practice	Learners will gain an understanding of how technology is being deployed in criminal legal practice and the wider justice system to manage case work and transform the detection, investigation and recording of crime. This links to: • Unit 1 Contract Law LO1; understand emerging legal technology as relevant to the formation, negotiation and enforcement of contracts • Unit 4 Legal Skills LO4; using technology in legal research
LO2 Understand fundamental aspects of criminal legal practice	Learners will develop their knowledge and understanding of the legal, regulatory and professional conduct requirements relevant to criminal legal practice. This links to: • Unit 4 Legal Skills LO1 and LO4; ethical principles relevant to legal research and compliance with professional conduct rules in acting for a client • Unit 1 Contract Law LO3; professional conduct requirements and ethical considerations relevant to representing a client in negotiations with other parties
Opportunities for Synoptic Assessment	
Whilst L4 Unit 4 Legal Skills is not a synoptic unit as such, it does facilitate the development of practical and generic skills relevant to the successful use of all law subjects.	

Opportunities for Skills Development within this unit	
Employability Skills	Study Skills
Communication skills Written communication, e.g. appropriate formats, style and tone, spelling, punctuation and grammar (LO1, LO2, LO3, LO4, LO5) Drawing logical conclusions and taking the right action with information gathered (LO1, LO2, LO3, LO4, LO5)	Reading skills Sufficiently broad and deep reading to effectively understand the subject and use information to achieve your objective (LO1, LO2, LO3, LO4, LO5) Thinking skills Use analytical skills to collect and analyse information relevant to the problem Use critical thinking skills to think in an organised way to understand connections between ideas and facts (LO1, LO2, LO3, LO4, LO5)
Problem solving Use both analytical and critical thinking skills (LO1, LO2, LO3, LO4, LO5)	

Resources

Textbooks

Douglas-Jones KC Ben. Tyrell Dr A.J. (2025) *AI in criminal law*. Bloomsbury Professional

Joyce P. and Laverick W. (2023) *Criminal justice: An introduction*. London: Routledge, Taylor and Francis Group

Taylor C. (2018) *Criminal Law*. London: Sweet & Maxwell

Websites

The British and Irish Legal Information Institute (BAILII) is a free, searchable database of legal materials that is used for legal research

<https://www.bailii.org/>

Legislation.gov.uk is the official government website for accessing UK legislation. Its primary purpose is to provide the public, legal professionals, and researchers with free access to the full text of UK laws, including Acts of Parliament, statutory instruments, and other forms of legislation.

<https://www.legislation.gov.uk/>

The Solicitors Regulation Authority (SRA) regulates solicitors in England and Wales. The SRA Code of Conduct describes the standards of professionalism expected of individuals authorised to provide legal services.

<https://www.sra.org.uk/solicitors/standards-regulations/code-conduct-solicitors/>

The Law Society is an independent professional body for solicitors in England and Wales, offering advice and support to practicing lawyers on matters including conflict of interests, equality and diversity, working with vulnerable clients and anti-money laundering as relevant to legal practice.

<https://www.lawsociety.org.uk/topics/>

Unit 3 Public Law			
Unit aims	This unit aims to consolidate and further develop learners' knowledge and understanding of fundamental features of the law and justice system in England and Wales, including the nature of the constitution and function of the constitutional organs, the impact of devolution and the UK's exit from the EU. Learners will also learn the purpose and process of judicial review and how civil liberties and equality are provided for at law.		
Unit level	4		
Unit code	D/651/6588		
GLH	120		
Credit value	30		
Unit grading structure	Pass, Merit and Distinction		
Assessment guidance	In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners should use relevant case law and statute to support their explanations, application, conclusions and evaluations, ensuring currency of law and accurate citation.		
Learning outcomes	Assessment criteria		
The learner will demonstrate that they:	The learner can:		
	Pass	Merit	Distinction
1. Understand the nature of the UK constitution and the key underpinning principles	1.1 Explain the nature of the UK constitution and identify its sources 1.2 Identify the institutions that make up the UK constitution 1.3 Explain parliamentary sovereignty and the rule of law		1D1 Compare formal and substantive theories of the rule of law
2. Understand the function of the legislature, the executive and the judiciary	2.1 Explain the doctrine of the separation of powers and the relationship between each organ of the constitution	2M1 Analyse the extent to which the doctrine of the separation of powers aligns with how the constitution operates in practice	2D1 Evaluate the need for, and the challenges of, achieving diversity within the senior judiciary

	2.2 Explain the role and function of the legislature 2.3 Explain the role and function of the executive 2.4 Explain the role and function of the judiciary		
3. Understand the concept of multi-level governance as it applies to the UK	3.1 Explain, in overview, devolution of power to Scotland, Wales and Northern Ireland 3.2 Explain the relationship between the European Union and UK law, pre and post the UK withdrawal	3M1 Analyse the extent to which membership of the EU represented a challenge to parliamentary sovereignty	
4. Understand the purpose and process of judicial review	4.1 Explain the purpose of judicial review 4.2 Explain the grounds for bringing a judicial review claim 4.3 Outline the remedies available in judicial review proceedings 4.4 Explain key elements of judicial review procedure		4D1 Evaluate the extent to which judicial review acts as a mechanism for government control
5. Understand how the law protects human rights, civil liberties and equality	5.1 Explain the ECHR and the rights enshrined in HRA 1998 5.2 Explain the powers of the state and rights of the individual in criminal proceedings 5.3 Identify current equality legislation	5M1 Apply knowledge of PACE 1984 and the rights of a detainee whilst in police custody	

	and explain the protected characteristics and conduct prohibited under the Act		
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Indicative Content

LO1 Understand the nature of the UK constitution and the key underpinning principles

Nature of the UK constitution

- Uncodified; derived from many different sources
- Unentrenched and flexible; can be amended e.g. by-passing statute, no special procedure

Sources of the UK constitution

- Statute relating to the constitution e.g. Bill of Rights 1689, Human Rights Act 1998
- Common law; historic protections e.g. prohibition of torture pre HRA 1998, and judicial review decisions to limit the scope of power
- Royal prerogative: residual powers of the crown (now transferred to Ministers), e.g. declaring war, deploying armed forces, granting pardons
- Constitutional conventions e.g. invitation to form a government, Royal Assent on advice of ministers, Sewel convention
- International law; the UK as a dualist state, incorporation via Act of Parliament

Institutions of the UK constitution

- Legislature: Parliament, made up of the sovereign and two 'chambers', the House of Lords and House of Commons
- Executive: the Government of the day
- Judiciary: judges, magistrates, tribunal members and coroners

Key constitutional principle: parliamentary sovereignty

- Parliament has the ultimate law-making power to create, amend or end legislation
- It can repeal law but cannot bind future parliaments
- No court has the power to 'strike down' legislation, the 'enrolled Act rule' has limited function to ensure an Act has the consent from both Houses and Royal Assent

Key constitutional principle: the rule of law

- Basic principles: the law is clear, published and applicable to all equally, including the government, to ensure that no one is seen to be *above the law* and to enable access to justice
- Formal conceptions of the rule of law; focus on the procedural aspects of law, Raz's five central requirements: generality, clarity, publicity, non-retroactivity, consistency
- Substantive conceptions of the rule of law; moral and ethical value, Lord Bingham's theory

LO2 Understand the function of the legislature, the executive and the judiciary

The doctrine of the separation of powers and the relationship between each organ of the constitution

- Doctrine of the separation of power; power to draft, create, apply and enforce the law should be divided between different branches of the constitution
- Theoretical separation: modern theory focuses on the system of checks and balances rather than true separation
- Executive – drawn from and accountable to Parliament
- Judiciary – independent from government and parliamentary influence, appointment, tenure and creation of the Supreme Court by the Constitutional Reform Act 2005, judicial scrutiny of exercise of government power e.g. judicial review

The role and function of the legislature

- To make and amend law, examine and challenge the work of the government, debate government policy and proposed laws, check and approve government spending

The role and function of the executive

- Propose new legislation, develop and implement government policy, day-to-day administration of the country and planning the budget

The role and function of the judiciary

- Uphold the rule of law, interpret, apply and enforce the law
 - Overview of the court hierarchy and practical effect of the 1966 Practice Statement
 - Doctrine of precedent; *stare decisis*, *ratio decidendi* and *obiter dicta*
 - Practical application of the doctrine; distinguishing, overruling, disapproval, reversing, *per incuriam*

LO3 Understand the concept of multi-level governance as it applies to the UK

Devolution of power to Scotland, Wales and Northern Ireland

- The transfer of certain powers and responsibilities from UK central government to regional governments or assemblies
 - Different parts of the UK have different forms of devolution and varying degrees of power to legislate on a range of domestic issues, with some powers 'reserved' or 'excepted' and remaining the responsibility of Westminster, e.g. immigration and defence
 - Scottish parliament: power to legislate includes justice and policing.
 - Senedd (Welsh Parliament); crime and policing currently reserved
 - Northern Ireland Assembly; power-sharing between unionists and nationalists, suspension

Relationship between the European Union and UK law, pre and post the UK withdrawal

- During membership EU law incorporated into UK law, effects of the doctrine of supremacy of EU law and the doctrine of direct effect
- Under the European Union (Withdrawal) Act 2018, EU law continued to apply as "retained EU law", now referred to as "assimilated" following REUL Act 2023, and domestic law no longer needs to be interpreted consistently with EU law

LO4 Understand the purpose and process of judicial review

Purpose of judicial review

- Judicial review is a challenge to the legality of a decision; it does not function as an appeal against the decision of a public body
- Not concerned with merits of decision, but the legality of executive and administrative decision-making
- Cannot be used to review primary legislation
- Acts as a safeguard for individual rights and freedoms, a 'check and balance' of executive and legislative power, prevent abuse of power and arbitrary decision-making
- Gives practical effect to the rule of law and enforces separation of powers by ensuring that executive power is lawfully exercised, e.g. *R (Miller) v The Prime Minister [2019]*

Grounds for bringing a judicial review claim

- Illegality: where a public body acts *ultra vires* i.e. by exceeding its power, misinterpreting legislation or taking irrelevant considerations/failing to take relevant considerations into account
- Procedural impropriety: where there has been a failure to follow proper processes or fair procedure (e.g. lack of notice of decision making, lack of knowledge of the case against you, interplay of fairness with Art 6 ECHR)
- Substantive fairness: irrationality (*Wednesbury* unreasonableness); focuses on the outcome, where a decision is so absurd or unreasonable that no reasonable authority could have made it

Remedies available in judicial review proceedings

- Quashing order
- Mandatory order
- Prohibiting orders
- Declaration
- Damages (parallel proceedings)

Key elements of judicial review procedure

- Permission: leave to apply to filter out unmeritorious claims, check brought in time and that the applicant has standing
- Time limits: three months from when the decision had legal standing, with some limited discretion to grant permission outside of this period with good reason
- Standing; *locus standi*, sufficient interest in the outcome of the decision
- Amenability: generally, only public bodies are subject to judicial review
- Exclusion of judicial review; attempts by parliament to limit or exclude judicial review by including of ouster and limitation clauses, restrictive judicial approach to interpretation of these clauses and the need for '*clear and explicit words*'

LO5 Understand how the law protects human rights, civil liberties and equality

ECHR convention rights and the rights enshrined in HRA 1998

- ECHR conceived post-WW2 to prevent human rights abuses, with additional rights added since to reflect changing values

- An overview of key Articles (Arts 2-14)
- Some rights are limited in specific circumstances (must be lawful, necessary and proportionate), e.g. an exception of the right to liberty and security of the person is lawful arrest or detention
- Human Rights Act 1998 incorporated the ECHR rights into domestic law, allowing individuals to seek justice for violation of their rights without having to go to the European Court of Human Rights

Powers of the state and rights of the individual in criminal proceedings

- Constitutional position of police officers; powers of arrest, entry, search and seizure derived from common law
- Statutory framework to clarify police powers and set out the rights of individual citizens: Police and Criminal Evidence Act 1984 (PACE 1984)
- Accompanying Codes of Practice (Codes) are not law, but *shall be taken into account* when a determination is required as to whether police powers have been exercised properly
- Powers of arrest (Code G) - both powers of arrest are subject to a test of necessity
- Power of arrest: with a warrant
 - Warrants are usually issued by a magistrate
 - A warrant must specify the person to be arrested and the general nature of the charge
 - Warrants can be issued against anyone who has committed or is suspected of committing an offence within that jurisdiction or who is present in that jurisdiction
 - A warrant for unspecified persons or crimes is illegal
- Power of arrest without a warrant; reasonable grounds for suspecting
- Detention in custody: time limits (Code C)
 - 24 hours – a person may not be detained for more than 24 hours without charge unless authorised by a senior police officer or magistrate
 - 36 hours – an officer of superintendent rank or above can authorised an extension up to 36 hours
 - Further extension up to 96 hours, subject to statutory safeguards and authorised by a Magistrate
 - Max period without charge 96 hours (except for terrorism offences, extended to 14 days pre-charge detention under the Terrorism Act 2000, with strict judicial oversight and requirements for meaningful scrutiny to balance individual rights with public safety)
- Legal safeguards while in police detention, e.g. written notice of right to
 - have someone informed of arrest
 - legal advice (Art 6)
 - medical treatment, if needed

Current equality legislation and explain the protected characteristics and conduct prohibited under the Act

- Equality Act 2010 (as amended)
- Nine protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

Unit 3 Public Law - Supporting information	
Opportunities for Synoptic Teaching and Learning	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
Learning Outcome	Teaching and learning links to other unit LO/AC
LO3 Understand the concept of multi-level governance as it applies to the UK	Learners will develop an understanding of how law is made, including legislation (parliamentary) and case law (judge-made law). This links to: Unit 4 Legal Skills LO4; undertake legal research using a range of sources of law
LO5 Understand how the law protects human rights, civil liberties and equality	Learners will develop knowledge of legislation protecting human rights, the rights of those involved with the police in criminal proceedings and equality. This links to: Unit 2 Criminal Law LO2; fundamental aspects of legal practice including key roles within the criminal justice system
Opportunities for Synoptic Assessment	
Whilst L4 Unit 4 Legal Skills is not a synoptic unit as such, it does facilitate the development of practical and generic skills relevant to the successful use of all law subjects.	

Opportunities for Skills Development within this unit	
Employability Skills	Study Skills
Communication skills Written communication, eg appropriate formats, style and tone, spelling, punctuation and grammar (LO1, LO2, LO3, LO4, LO5)	Reading skills Sufficiently broad and deep reading to effectively understand the subject and use information to achieve your objective (LO1, LO2, LO3, LO4, LO5)
Problem solving Use both analytical and critical thinking skills (LO1, LO2, LO3, LO4, LO5)	Thinking skills Use analytical skills to collect and analyse information relevant to the problem Use critical thinking skills to think in an organised way to understand connections between ideas and facts (LO1, LO2, LO3, LO4, LO5)

Resources

Textbooks

McEldowney J.F. (2016) *Public law*. London: Sweet & Maxwell

Ozin P. Heather N. (2025) *PACE: A practical guide to the Police and Criminal Evidence Act 1984*. Oxford University Press

Websites

The British and Irish Legal Information Institute (BAILII) is a free, searchable database of legal materials that is used for legal research

<https://www.bailii.org/>

Legislation.gov.uk is the official government website for accessing UK legislation. Its primary purpose is to provide the public, legal professionals, and researchers with free access to the full text of UK laws, including Acts of Parliament, statutory instruments, and other forms of legislation.

<https://www.legislation.gov.uk/>

The UK Parliament website is the official online platform for information about the legislative body of the United Kingdom, providing access to a wide range of educational resources related to the workings of Parliament, the lawmaking process, the Houses and the roles of its members. It also shows Bills currently before Parliament.

<https://www.parliament.uk/>

Unit 4 Legal Skills			
Unit aims	This unit aims to develop learners' knowledge and understanding of the legal, regulatory and professional conduct requirements relevant to acting for a client, and practical and ethical principles of legal research. Learners will develop practical skills in taking client instructions, analysing a legal matter and undertaking effective legal research using technology with consideration to ethical and commercial requirements.		
Unit level	4		
Unit code	F/651/6589		
GLH	120		
Credit value	30		
Unit grading structure	Pass, Merit and Distinction		
Assessment guidance	In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners should use critical thinking skills to consider the practical and ethical requirements of acting for a client in the early stages of a legal matter, as well as using a range of digital research tools and sources to find relevant case law and statute to undertake research, ensuring currency and validity in their findings and accurate citation.		
Learning outcomes	Assessment criteria		
The learner will demonstrate that they:	The learner can:		
	Pass	Merit	Distinction
1. Understand legal and regulatory requirements and professional conduct rules relevant to acting for a client	1.1 Explain the meaning of the term 'conflict of interest' and why this is relevant to taking client instructions, with reference to professional conduct rules 1.2 Explain the legal and regulatory requirements relevant to customer due diligence processes 1.3 Identify key professional conduct rules governing a solicitor's legal relationship with their client		

2. Understand how to take instructions from a client on a legal matter	2.1 Explain the different ways in which clients' instructions can be taken and identify reasonable adjustments that can be made to promote equality and diversity 2.2 Gather relevant information to form a view of the client's objective and the key facts 2.3 Demonstrate how to create an attendance note to record client instructions and next steps 2.4 Demonstrate how to provide confirmation of instructions and scope of work to a client in writing	2M1 Analyse the effectiveness of using open and closed questions to take, clarify and confirm client's instructions	2D1 Evaluate the strengths and weaknesses of taking client's instructions by phone/video call, email/in writing and face to face
3. Understand how to analyse legal issues	3.1 Review facts and identify and define a key legal issue or problem to be resolved 3.2 Analyse facts and identify relevant law/procedure to be applied 3.3 Explain and apply the relevant law/procedure relevant to the issue you have identified 3.4 Form a conclusion based on your application of law/procedure	3M1 Distinguish between facts that are legally relevant and those that are not	3D1 Synthesise the facts and law to form a well-reasoned, balanced conclusion
4. Understand the wider ethical and commercial considerations of legal research and can complete a legal research task effectively	4.1 Demonstrate how to undertake effective legal research 4.2 Explain the ethical principles relevant to undertaking legal research 4.3 Explain commercial considerations relevant to undertaking legal research	4M1 Evaluate the effectiveness of legal research methods and how technology can be used to make the process more efficient including the impact of A.I	4D1 Critically analyse the output of your completed research project in terms of application of ethical and commercial principles, and how effectively you communicated your findings for the intended audience

Indicative Content

LO1 Understand legal and regulatory requirements and professional conduct rules relevant to acting for a client

Conflict of interest

- Definition in the SRA glossary
- Own-interest conflicts and client conflicts
- Undertaking conflict checks as part of file-opening procedures
- Identifying and dealing with a conflict
- SRA Code of Conduct paras 6.1 and 6.2

Legal and regulatory requirements relevant to customer due diligence processes

- Identifying your client and verifying their identity
- Compliance with reg 27 MLR 2017
- SRA code of conduct paras 7.1 and 8.1

Key professional conduct rules governing a solicitor's legal relationship with their client

- SRA Principles
- SRA Code of Conduct Paras 1.1, 1.2, 1.4, 3.2, 3.4, 6.3, 8.6, 8.7
- Balancing duty to act in client's best interests with duty to the court and the proper administration of justice

LO2 Understand how to take instructions from a client on a legal matter

Considering the most appropriate way to take client's instructions

- In writing, telephone/video conferencing, or face to face
- Understanding the pros and cons of each option in terms of building rapport, client relations, client capacity or vulnerabilities, quality of work and commercial considerations

Meeting your client's needs

- Differentiating between private and commercial practice
- Making reasonable adjustments for individuals to promote equality and diversity and avoid discrimination

Gathering relevant information from the client

- Understanding the context of client instructions
- Active listening
- Understanding that client's reporting of facts and events may not be chronological / clear
- Appropriate use of open and closed questions to take, clarify and confirm instructions
- Differentiating between legally significant facts and less relevant facts

Preparing an attendance note

- Arranging the information in a chronological, logical and structured way to reflect the client's instructions
- Clearly identifying client objectives and any planned actions / next steps
- Writing objectively, accurately and professionally
- Time recording in legal practice

Writing to your client with a summary of their instructions and setting out the scope of work

- Writing with suitably professional style, tone and language
- Avoiding legal jargon
- Considering format and structure to add clarity and accessibility
- Writing with precision and accuracy
- Tailoring communications to build professional trust and demonstrate inclusive practice
- Managing expectations and confirming next steps

LO3 Understand how to analyse legal issues

Gathering information to clearly understand the context and identify the legal issue or problem to be addressed

- Ensuring you have a clear understanding of the facts
- Avoiding assumptions
- Breaking down the issue or problem into smaller, manageable components to be addressed

Analysing the facts that you have gathered

- Identify legally relevant facts
- Determine the most relevant law to be applied to deal with the issue(s) of law or procedure that you have identified
- Consider currency, relevance and jurisdiction

Explaining and applying the law

- Explain the relevant legal principles/procedural requirements and, with reference to the facts of the matter you are working on, how they are analogous or distinguishable to the legal issues you have identified
- Use reasoning to justify why the law you have applied is relevant and how you have interpreted the principles
- Ensure a balanced approach to explore all potential outcomes

Forming a conclusion

- Bring together your application of law to the facts of the matter
- Demonstrate your ability to synthesise information and reach a decision
- Provide a clear, reasoned conclusion or recommendation supported by your analysis

LO4 Understand the wider ethical and commercial considerations of legal research and can complete a legal research task effectively

Undertaking effective legal research

- Define the issue/problem to clearly identify and narrow research issues and objectives
- Establish the scope and purpose of the research task and the intended audience of the research output
- Organise the research methodically and break down into component parts/smaller objectives
- Undertake background research to gain a broad perspective on the issue
- Identify key principles and terms as the focus of the research
- Identify relevant sources and evaluate them for validity, utility, relevance
- Use most appropriate tools, resources and advanced search functions e.g. Filter/refine, boolean operators, proximity searches to gather relevant findings
- Apply findings to the facts of the matter and conclude
- Organise and present research findings appropriately for the intended audience
- With correct (oscola) citation

Key ethical principles in legal research

- Accuracy and integrity in the research process; ensuring research is current, thorough and accurate, including findings which both help and hinder the client's objective to provide a comprehensive analysis
- Competence: legal research should be carried out by a competent person under the supervision of the responsible lawyer
- Independence and free from bias; research should be conducted with an open-mind and with a balanced, analytical approach to ensure an accurate and comprehensive output
- Diligence: using a range of reliable sources, cross-referencing source material and undertaking background research to ensure findings are correctly interpreted and understood
- Citation; avoiding plagiarism and demonstrating respect for intellectual property
- AI; consider the impact and ethical use of AI to support the research process

Commerciality in the context of legal research

- Balancing cost-effectiveness of free-to-access resources with the optimised search functionality of paid databases
- Meeting client's objectives within budgetary constraints
- Time recording accurately
- Balancing need for accuracy and quality to mitigate risk with efficiency and value for money to maintain positive client relations

Unit 4 Legal Skills - Supporting information	
Opportunities for Synoptic Teaching and Learning	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
Learning Outcome	Teaching and learning links to other unit LO/AC

LO1 Understand legal and regulatory requirements and professional conduct rules relevant to acting for a client	Learners will develop their understanding of the legal and regulatory requirements, and professional conduct rules, governing the delivery of legal services. This links to: - Unit 1 Contract Law LO1; professional conduct requirements and ethical considerations relevant to contract negotiations - Unit 2 Criminal Law LO2; professional ethics in the criminal legal practice
LO4 Understand the wider ethical and commercial considerations of legal research and be able to complete a legal research task effectively	Learners will develop skills in undertaking legal research using a range of digital legal resources to find relevant legislation and case law, and learn how to assess the validity, credibility and utility of different sources. This links to: Unit 3 Public Law LO1; sources of law in the UK constitution and how law is made (parliamentary and judge-made/case law)

Opportunities for Synoptic Assessment

Whilst L4 Unit 4 Legal Skills is not a synoptic unit as such, it does facilitate the development of practical and generic skills relevant to the successful use of all law subjects.

Opportunities for Skills Development within this unit

Employability Skills	Study Skills
Communication skills Written communication, e.g. appropriate formats, style and tone, spelling, punctuation and grammar (LO2, LO3, LO4, LO5) Drawing logical conclusions and taking the right action with information gathered (LO1, LO2, LO3, LO4) Working independently Work self-sufficiently on assigned tasks accomplish tasks with little or no supervision (LO2, LO3, LO4) Digital skills Using appropriate digital devices and getting online, handling and judging the reliability of information, problem solving and keeping users safe and legal in the digital world (LO4)	Using sources of information Identifying available sources of information and accessing information, choosing current, sufficient, relevant and reliable sources, noting key info and recording sources clearly and logically (LO4) Digital skills Using appropriate digital devices and getting online, handling and judging the reliability of information and problem solving (LO4) Thinking skills Using analytical and critical thinking skills by handling and categorising information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions, reviewing and learning from study (LO1, LO2, LO3, LO4)

Resources

Textbooks

Hanson S. Kliem T. and Waters B.D. (2022) *Learning legal skills and reasoning*. Abingdon, Oxfordshire: Routledge

Higgins E. and Tatham L. (2015) *Successful legal writing*. London: Sweet & Maxwell/Thomson Reuters

Knowles J. and Thomas P.A. (2016) *Effective legal research*. London: Sweet & Maxwell

Websites

The British and Irish Legal Information Institute (BAILII) is a free, searchable database of legal materials that is used for legal research

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<https://www.legislation.gov.uk/>

The Solicitors Regulation Authority (SRA) regulates solicitors in England and Wales. The SRA Code of Conduct describes the standards of professionalism expected of individuals authorised to provide legal services.

<https://www.sra.org.uk/solicitors/standards-regulations/code-conduct-solicitors/>

The Law Society is an independent professional body for solicitors in England and Wales, offering advice and support to practicing lawyers on matters including conflict of interests, customer due diligence, working with vulnerable clients and cybersecurity as relevant to legal practice.

<https://www.lawsociety.org.uk/topics/>