|  |
| --- |
| Picture of DCG Logo. |
| **National Extended Certificate in Applied Law**  **2024-2025** |
| **Course Handbook** |



|  |  |
| --- | --- |
| **Start Date** | **9th September 2024** |
| **End Date** | **4th July 2025 (Year 1)**  **End of July 2026 (Year 2)** |
| **Level of course** | **Level 3** |
| **Year of course** | **Year 1** |
| **Awarding Body** | **Pearson** |
| **Specification** | **(hyperlink to specification if relevant)** |

|  |
| --- |
| CONTENTS |

[WELCOME TO DCG 3](#_Toc137985377)

[YOUR TEACHERS AND THE TEAM AROUND YOU 4](#_Toc137985378)

[INTRODUCTION AND COURSE CONTENT 5](#_Toc137985379)

[OVERVIEW OF UNITS/MODULES/TOPICS 6](#_Toc137985380)

[YEAR PLAN OF STUDY 7](#_Toc137985381)

[KEY INFORMATION ABOUT YOUR COURSE 8](#_Toc137985382)

[ASSESSMENT AND FEEDBACK 9](#_Toc137985383)

[KEY EXPECTATIONS 11](#_Toc137985384)

[TUTORIALS 12](#_Toc137985385)

[WORK EXPERIENCE 13](#_Toc137985386)

[LIBRARIES FOR LEARNING 14](#_Toc137985387)

[SUPPORT FOR YOUR STUDY SKILLS AT DCG 15](#_Toc137985388)

[SUPPORT FOR YOUR DIGITAL SKILLS AT DCG 16](#_Toc137985389)

[STUDENT VOICE 17](#_Toc137985390)

[GLOSSARY OF TECHNICAL TERMS 18](#_Toc137985391)

[YOUR NEXT STEPS OPPORTUNITIES 19](#_Toc137985392)

[COURSE SPECIFIC CONTENT 20](#_Toc137985393)

|  |
| --- |
| YOUR TEACHERS AND THE TEAM AROUND YOU |

Applied Law Coordinator - Sheridan Sund, Law Lecturer, F26 [sheridan.sund@derby-college.ac.uk](mailto:sheridan.sund@derby-college.ac.uk)

The **Law Base Room is s22** – we can often be found there if we are not in the main staffroom F27.We all teach Applied Law (and A-Level Law) and so can help you with any queries about the programme. Sheridan is also the IQA for Applied Law which means that she has to make sure that the course is being run properly and involves review of decisions about coursework and any requests for an extension.

**Ross Holmes – Law Team Boss (Manager for Humanities)**

A person in a suit and tie

Description automatically generated with medium confidence

A warm welcome from your Curriculum Manager Ross Holmes who is also a Politics and History teacher.  I’m based in G19 by the student services (reception) and will be popping into classes from time to time.

I may also see you on trips, around college and occasionally team-teach in some of your lessons. I’m sure you’ll have a great experience at the Joseph Wright Centre but if you have any questions then come see me and I’ll be able to signpost you to rapid assistance.

|  |
| --- |
| INTRODUCTION AND COURSE CONTENT |

**Welcome** to theBTEC Certificate in Applied Law. This handbook should be useful during your course, and it will contain all the information you need concerning the specification content, how you will be assessed and the general rules relating to submission of work.

**Law** - As you may already know and will discover - Law is a very big topic. There are many different areas of law so in order to develop a broad understanding of the subject, it will help significantly if you engage with wider reading. You will need to look at sources **in addition** to your notes and textbooks such as Law Journals which can be found in the library, as well as keeping up to date with current legal news.

**Court Visits** - The Joseph Wright Centre is opposite the Derbyshire Magistrates Courts. Hopefully, we will go together as a group but then you will be able to go by yourself. Going to court is not just for lawyers and people involved in a case; all members of the public may go and observe court proceedings. It is a way to gain an excellent understanding of the legal system.

**Performance** - Throughout the year your progress and performance in the classroom will be monitored and assessed by your teacher as well as through the set homework and coursework that you will produce. There are also Formal Assessments in each subject every half term. The grades from these do not count towards your actual grade but they are used to make decisions about progression to the second year – along with your **punctuality and attendance and** **your commitment** to learning the subject.

**Assessment** -Your actual certificate grade is the combined result of unit 1 – which is assessed by coursework completed during the first term and your exam which is completed in May. In the summer term we will start Unit 3 – which is assessed the following January and makes up part of your Extended Certificate grade along with coursework in year 2.

**Homework** – For the exam unit there are homework questions that are set from previous exam papers. It is for your own benefit that you complete the homework as not only will it deepen your understanding of the subject, but it will also be a useful revision aid and a good resource for helping you to succeed in your exam. For the coursework you will be expected to complete independent research and reading to deepen your knowledge and understanding of the topics and ensure you are meeting the coursework criteria. It is extremely difficult to attain a high grade in law without undertaking any wider reading.

**Keeping up to date -** Students are required to refer to the Teams page regularly to keep up to date. Please ensure you have downloaded the app to your phone so that you receive any notifications.

**Reviews and reports -** Students should be aware that staff will reflect upon each student’s progress in the subject and write a subject reference at the end of the year which will comment upon their abilities and skills as well as general personal development. This information is given to your personal tutor for the purpose of UCAS references and reports which will be sent to your parents if you are under 18 years old.

Finally, we would also like to take this opportunity to say that we hope you enjoy the subject and that we will look forward to assisting with you in achieving your goals. Thank you.

The Law team – Penny Home, Holly Abbott-Cragg and Sheridan Sund

|  |
| --- |
| What we will be learning – and how |

**Year 1 - Plan of Study**

|  |  |  |
| --- | --- | --- |
| **Term** | **Lesson 1 and Lesson 2** | **Lesson 3** |
| **Sept - Dec** | **Unit 2 – The Legal System and Criminal Law**  **A1** – **Researching legal information.**  When we start the course we will focus on study skills and learn how to find reliable sources of information, how to put them into our own words and reference the sources properly. We will also look at how to use this information and present in writing (in the coursework) and verbally in our law clinics. We will practice preparing information and summarising how it applies.  **A2- Influences on Parliament**  This will involve using the internet to research examples of different influences on Parliament. You will need to be able to describe each of these, how they work and provide a range of examples of laws that have been introduced as a result. Pressure groups. Law commission. Media.  **A3 - The law-making procedure in Parliament. The principle of the separation of powers and Parliamentary sovereignty.**  You will need to be able to describe and evaluate the law-making process in Parliament. This includes the pre-legislative stages: Green and White Papers - Different types of bills, e.g. public bills, private members’ bills, private bills, hybrid bills. Followed by the actual legislative process. You need to be able to e explain and evaluate each stage in the House of Commons (first reading, second reading, committee stage, report stage) and the House of Lords and royal assent. Finally commencement of an act.  **B1 Delegated legislation**  Here you will need to be able to explain and provide a range of examples of the three different types of delegated legislation:   * orders in council * statutory instruments * by-laws. ·   You will also need to be able to explain the controls on delegated legislation and comment on their effectiveness, including:   * judicial controls, e.g. procedural and substantive ultra vires and Wednesbury unreasonableness * parliamentary controls, e.g. negative and affirmative resolution; scrutiny committees; the parent act   **Here we will also have a ‘law clinic’ where you will be advising a client who has a legal problem concerning delegated legislation.**  **Learning aim C: Explore the various legal personnel involved in a criminal trial**  **C1 The legal profession**  You will need to be able to describe the work of solicitors, barristers and legal executives in criminal cases as well as how they are paid, and different methods of paying for legal advice. You will also need to demonstrate knowledge of how legal professionals are regulated and any complaints are resolved.  **C2 Financing advice and representation in a criminal trial** ·  You need to be able to explain what legal advice is available if a person is arrested and is at the police station. Additionally the criteria for government funding for representation at the magistrates’ and the crown courts.  **C3 Lay people** ·  You need to be able to explain and evaluate the role of magistrates and juries in a criminal trial. How they are selected and appointed, any training of magistrates and criteria for jury selection.  **C4 Judiciary** · The role of judges in criminal trials  **You will need to prepare materials for clients that outline the role of legal personnel in a criminal trial.**  **Coursework for the unit will all be submitted by December** | **Unit 2 – The Legal System and Criminal Law**  **A4- How statutes are interpreted by the courts**  You will need to be able to explain, with lots of case examples, the four main rules of statutory interpretation: literal rule - golden rule - mischief rule - purposive approach.  You will also need to be able to apply these rules to scenarios using a fictitious act of parliament. **This will be where we have our first ‘law clinic’. You will have time to prepare by looking at a fictitious act and how the different rules might apply – then a client will attend the clinic for some advice. You will make notes before and after and then write up a file note.**  **B2 The European legislative process and its institutions**  You will need to understand what the EU is and the key institutions and well as the main methods of law making within the EU. e.g. regulations, directives and decisions.  You will need to have an outline knowledge of the role of the European law-making institutions.  You will also need to be able to explain the impact of EU membership on citizens of member states. e.g. how conflicts between EU and domestic legislation are resolved.  **D1 Elements of a crime**  You will need an understanding of the key components of criminal offences - Actus reus (acts and omissions) - causation  - mens rea. - strict liability  - coincidence of actus reus and mens rea.  This is where you will need to develop the skill of identifying the legal principle of cases.  **D2 non-fatal offences**  You will need specific knowledge of theactus reus and mens rea of the following offences and the key case principles that further explain the law in relation to assault and battery and the statutory offences (s47, s20 and s18 OAPA)  **D3 Aims of sentencing** You will need to be able to explain the purpose of sentences imposed by the criminal courts, e.g. reducing the crime rate, protecting the public, punishing the offender, deterrence, rehabilitating the offender**.**  **D4 Factors involved in sentencing**  You will need to be able to identify any mitigating and aggravating factors in a scenario and how these are relevant to any sentencing guidelines.  **D5 Types of sentences**  Finally you will need to know the types of sentences that the court can impose, e.g. prison, suspended sentences, community orders, fines, discharges.  **There will be a law clinic where you advise a client on any possible charges and likely sentence.**  **You will have some planned opportunities in class to complete your coursework. You will need to utilise these effectively to manage your work and benefit from the guidance available.** |
| **Jan - April** | **Unit 1 - Civil Law and Dispute Solving**  UNIT 1: Dispute solving in civil law  **Activity 1 – File Note**  **A4 Legal skills**  You will be looking at the different methods of appropriate professional communication with colleagues, lawyers, clients.  **C How precedent works**  You will be learning about a key legal topic called the doctrine of precedent and its role in the development of the law of negligence. This has key features such as:  · Hierarchy of courts. · Ratio decidendi. · Obiter dicta. · Law reporting of decisions.  o binding precedents o persuasive precedents. · Avoiding binding precedents: o distinguishing  o overruling o reversing.  The skills will also involve how to research, find, read and interpret case law.  **A Civil dispute resolution**  **A1 Features of civil law**  · Aim and purpose of civil law. Standard and burden of proof in civil cases.  **D Application of the law of negligence**  **D1 Duty of care**  When does a person have a legal; obligation to be careful and how do the courts determine if a duty exists? **Robinson 2018** – incremental approach  **D2 Breach of duty · Objective standard.**  The standard of care required · The reasonable person test: o special characteristics of defendant  o professionals o learners o children.  · Special characteristics and risk factors of claimant:  o the risk of harm o social utility o taking of precautions.  **D3 Damage**  Did the breach of duty cause the damage? Factual causation: o the ‘but for’ test.  ·Remoteness of damage: o reasonable foreseeability of the type of damage caused  o the thin skull rule.  **D5 Burden of proof and res ipsa loquitur**  · Burden of proof in negligence cases.  · Res ipsa loquitur.  **The Assessment for this unit is a ‘Set Task’.**    One week before the assessment a ‘set task brief’ is issued. This may be a case or part of a scenario. You will then have a period of supervision where you are to research the relevant case law in negligence and make a set of preparatory notes. This must be done independently.  You then take the case notes into the assessment where you will be given the ‘set task information’. You will then use your notes to complete two activities. One will be a file note – the other will be a letter to the claimant.  **Set Task Assessment May 2025** | **UNIT 1: Dispute solving in civil law**  **Activity 2 – Letter**  **A4 Legal skills**  You will be looking at the different methods of appropriate professional communication with colleagues, lawyers, clients.  **A2 Structure and jurisdiction of the English civil courts**  You will examine the civil court hierarchy:  o civil courts of first instance o civil courts of appeal o reasons/permissions/how to appeal.  · Role of judges in civil cases.  **A3 Alternatives to the courts in civil dispute resolution** You will evaluate the use of the civil courts in resolvingdisputes and considering the following alternatives.:  · arbitration **·** conciliation  · mediation · negotiation · ombudsman**.**  **B Enforcement of civil law**  **B1 Sources of advice**  A recap of prior learning but now focussed on civil law. There are different sources of advice and funding methods available – you need to know the benefits and drawbacks of each so that you are able to advise your client in the assessment.  **B3 The cost of taking legal action**  You will need a knowledge of the following costs that court cases involve in order to advise your client.  **Cost include:**  Court costs. · Legal representation costs. · Awarding of costs against unsuccessful party. · Hidden costs, loss of reputation, enforcement of award.  **B2 Sources of funding**  **·** Own resources · Insurance.  · State funding. · Conditional fees. · Trade union membership. · Citizens Advice. · Pro bono.  **D4 Damages**  **·** The aim of awarding damages in negligence. Types of damage · Special damages:  o pecuniary. · General damages: o pain and suffering o loss of earnings o loss of amenity o future medical expenses.  · Mitigation of loss. · Contributory negligence. · Payment: o lump sum  o structured settlement.  **Set Task Assessment May 2025**  A **brief** is issued (called Part A). You will have a week in which supervised time is given to prepare for the set task. In the assessment you will complete two tasks – one involves a letter to a client and the other is a file note. The exam is 1hr 30 and is usually at the Johnson Building (near the Roundhouse) – it is a computer-based exam. You will receive the results for this exam in August along with your overall certificate grade.  To prepare for the set task we will have several timed assessments based on past questions where you can reflect on feedback and set targets to improve. |
| **April – July**  **Start Extended Certificate** | **Unit 3 – Applying the Law (exam in Jan 2024)**   * Homicide – murder, manslaughter and corporate manslaughter * Police Powers | **Unit 7 – Aspects of tort (Coursework)**   * Negligence and Psychiatric Harm * Negligence and Pure Economic Loss   **Submit Coursework draft P1, P2, P3, M1 M2 and D1** |

**Notes**

You are expected to accompany your weekly studies with 5 hours of independent learning, to achieve successful outcomes this year – what can you be doing both in and out of lessons?

**Year 2 – Extended Certificate in Applied Law – Overview**

|  |  |
| --- | --- |
| **Unit 3 – Applying the Law**  (Exam – January 2026)  120 credits | **Unit 7 – Aspects of the Law of Tort**  (Coursework –April/May 2026)  60 credits |
| **A: The laws relating to homicide: murder, voluntary manslaughter and**  **involuntary manslaughter**   * Murder * Voluntary manslaughter * Involuntary manslaughter   **B: The laws relating to corporate manslaughter**   * Corporate manslaughter   **C: An introduction to offences against property: theft, robbery, burglary,**  **fraud and criminal damage**   * Theft: Section 1–6 of the Theft Act 1968 * Robbery: Section 8 of the Theft Act 1968 * Burglary: Section 9 of the Theft Act 1968 * Fraud by false representation: Section 2 of the Fraud Act 2006 * Criminal damage: Section 1 of the Criminal Damage Act 1971   **D: Introduction to general defences in criminal law**   * Duress * Intoxication * Self-defence * Insanity and automatism   **E: An overview of police powers**   * Stop and search * Arrest * Detention, interviews, searches and samples | **A: Examine the principles of tort and liability in negligence for**  **psychiatric harm**   * Objectives of the law of tort * Law relating to duty of care, breach and damage * Psychiatric harm * Aim and calculation of damages   **B: Explore liability for economic loss and negligent misstatements**   * Economic loss * Negligent misstatements   **C: Investigate the law on occupiers’ liability and vicarious liability**   * Occupiers’ liability * Vicarious liability   **D: Explore liability for private nuisance and *Rylands* v *Fletcher***   * Private nuisance * *Rylands* v *Fletcher* liability |

|  |
| --- |
| **KEY COURSE INFORMATION** |

|  |  |
| --- | --- |
| **Length of Study** | 3 lessons a week, 1 year of study |
| **Your classrooms** | S22 and tbc  (At least one of these should be a computer room) |
| **Assessment methods** | The first unit is assessed by coursework – this involves research, referencing and report writing. The second unit is assessed by a ‘Set Task’ exam. You will have a supervised time to prepare for the exam after a brief has been issued. In the exam you will complete two tasks – one involves a letter to a client and the other is a file note. The exam is 1hr 30 and is usually at the Johnson Building – it is a computer-based exam. |
| **Key skills you will be developing during the course to be successful** | Research skills and using information appropriately with academic referencing.  Developing your IT Literacy skills – this will include appropriate use of (Artificial Intelligence)  Professional communication methods. – how to write to clients – how to write to colleagues – using appropriate legal language.  Written and verbal communication skills – you will need to write letters to clients and reports, as well as verbally advise clients in our practice clinics.  Debating and presentation to improve oracy skills (spoken language)  Confidence and accuracy |
| **What will lessons look like?** | Some lessons we will be using the computers to research information and the preparation of reports and other materials for coursework. In taught lessons there will be teacher led discussions and informal assessments asking you to recall what we have been doing. You will be expected to regularly write up your notes. We will have practical sessions where we run a ‘law clinic’ and provide advice and guidance to (pretend) clients  For the exam unit – it will be more like a typical classroom session where we are discussion of key legal principles and cases, with practice applying the law to scenarios. |
| **Informal Assessment Methods** | Discussions  Practice exam questions  Presentations – advice – record keeping and file notes. |
| **Essential Equipment/ Resources** | You do not need to purchase a textbook as we have our own subject workbooks.  Pens/paper  Use of Office 365 |

|  |  |
| --- | --- |
| **AO1** | Demonstrate *knowledge* and *understanding* of the law using *legal terminology* |
| **AO2** | *Apply* the law, using *legal terminology* and *relevant case law* and *statute law* to illustrate points made and make connections |
| **AO3** | *Analyse* the law, demonstrating the ability to *interpret* the potential impact, outcome and influence on future cases. |
| **AO4** | *Evaluate* evidence to make *informed judgements* with appropriate *justification*, *synthesising ideas* and evidence from several sources to support arguments. |

Therefore, throughout the course, both in class and out of class, you will be developing your knowledge of the law – this includes using the **correct legal language** in your descriptions of processes and institutions.

|  |
| --- |
| ASSESSMENT AND FEEDBACK |

**Assessment and Feedback**

The first unit is assessed by coursework – this involves research, referencing and report writing. The second unit is assessed by a ‘Set Task’. This is like an exam and marked externally by Pearson. Each unit is worth 50% of your grade for the first year Certificate. You need to achieve a minimum of a Pass in both units to achieve an overall grade.

**Grading**

The BTEC in Applied Law is graded using Pass, Merit, Distinction and Distinction\*

|  |  |  |  |
| --- | --- | --- | --- |
| **Certificate (Yr 1)**  Equivalent to an AS Level | **UCAS points** | **Extended Certificate (Yr 2)**  Equivalent to full A Level | **UCAS Points** |
| **Distinction\*** | **28** | **Distinction\* (equivalent to A\*)** | **56** |
| **Distinction** | **24** | **Distinction (equivalent to A)** | **48** |
| **Merit** | **16** | **Merit (equivalent to C)** | **32** |
| **Pass** | **8** | **Pass (equivalent to E)** | **16** |

**Unit 2 - Legal system, law making and the criminal law**

The coursework requires you to complete several tasks independently. You must ensure that it is your own work, and your sources of information must be acknowledged and referenced appropriately. Before submission we will have a session where you can review each other’s work and identify if there are any errors that need amending before submission. You will have to sign a declaration of authenticity for each piece of coursework to say that it is your own work i.e. that you haven’t copied and pasted or used AI to generate an answer. After each coursework you will receive feedback on whether you have met the criteria or not as well as an opportunity to resubmit if you have not met the criteria. The coursework will be assessed against specific criteria in order to award Pass, Merit and Distinction grades. These criteria are known as Assessment Criteria, and they are signposted throughout your workbooks as well as on the Assignment Briefs. There is also a checklist provided at the end of each topic in the workbooks, which correspond to the Assessment Criteria.

**Coursework Key dates**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coursework** Assessment Criteria | **Coursework 1**  P1. P2. M1. | **Coursework 2**  P3.P4. M3. D1 | **Coursework 3**  P5. P6, M4. D2 | **Coursework 4**  P7. P8. M5. D3 |
| **Topic** | Research an Act of Parliament and the influences that led to its enactment. Rules of Statutory Interpretation and application. | Delegated Legislation. EU law  Evaluation of law making inside and outside of Parliament | The roles of lay people and legal personnel in a criminal trial.  Methods of funding | Criminal law in relation to the non-fatal offences and Sentencing |
| **Tasks** | Research and case notes | Letters to Client  Report | Leaflets and Factsheets  Report | File Note  Report |
| **Submission Dates** |  |  |  |  |

**Unit 1 Dispute Solving and Civil Law**

**Information about completing your coursework**

Managing coursework and preparation for an early exam will require you to stay on top of your work and develop good study habits.

Pearson – the Awarding Body state that ‘Once learners have been issued with an assignment, it is essential they work independently to produce and prepare their evidence for assessment.’ This means that you cannot work with each other on the assignments – you will also have to sign the declaration of authenticity to say that the work is all your own. Please ensure you are familiar with the meaning of plagiarism and the consequences for you if you copy work – or allow anyone to copy yours.

Once the coursework is issued, your teacher will not be able to give you specific feedback on how to achieve specific grade criteria (e.g. ‘what do I need to do to turn this paragraph into a merit?’). This is why it is very important that you pay attention during the delivery stage of the content and ensure that you are fully aware of the requirements of the assessment. You have to show that you can generate evidence independently using your knowledge, skills and understanding gained through the learning and teaching process.

In addition to your physical paper copies of materials - electronic copies of the workbooks and Assignment Briefs will be on the BTEC Law Teams page. It is your responsibility to check your work against the criteria before submitting. Use your workbook(s) and class materials to complete the coursework – the more care you have taken in lesson to complete the tasks and take notes in your workbook, then the easier it will be to write up your coursework. If you use google or other external sources, they may be incorrect and will not have been specifically tailored for you to use in completing your assessments.

**Deadlines**

Meeting deadlines for assessment is an essential part of a BTEC qualification. Learners should be assessed fairly and consistently, and learners should not be advantaged by having additional time to complete assignments. Deadlines must be adhered to. You have one opportunity to submit the evidence for the coursework criteria. The deadlines for each assessment criteria will be provided to you by your subject teacher, giving you at least 2 weeks to complete each assignment. Our advice would be to ensure that you have a good set of notes and start writing your coursework as early as possible. This will ensure that you can meet the deadlines in good time. If you feel that you will not be able to meet the deadline you can formally apply for a deadline extension. If an extension is granted, the new deadline should be adhered to and recorded.

**Late Submissions**

Should you wish to apply for a deadline extension, you will only get an opportunity to do so if your reason falls within the ‘extenuating circumstances’ policy provided by the exam board (Pearson). There are strict rules that apply. We have specific procedures that we must follow, and evidence must be provided for all decisions that are made. Should you need to do this at any point, please speak to your subject teacher as soon as possible.

Reasons that are generally not considered acceptable include:

* Lost work – e.g. not saved or misplaced.
* Laptop broken/no wifi
* Illness including mental health (unless evidenced with a doctor’s note or hospitalisation)
* Unaware of the deadline
* Unsure of the instructions

As you can see from this list – it is very important that you are organised, know when the deadlines are and do not leave it until the last minute to complete (or start) your work. You must also keep your teachers informed about any potential problems.

**Submission of Coursework**

When submitting coursework it will need to be printed and handed in, as well as emailed to your subject teacher – before the deadline.

When completing your coursework, you will be expected to do the following:

* **Word-process** (i.e., type) your coursework in Size 11 Font, Ariel using Microsoft Word. Make sure it is the same font all the way through (apart from headings)
* Ensure your **name** and student number is in the header of every page and that page numbers are used.
* Ensure you **present your work professionally** (using the templates given in the workbook)
* **SAVE** YOUR WORK REGUARLY IN TWO PLACES i.e., on Laptop AND OneDrive, so you may access the coursework at home and in college. ‘Losing work’ is not classed as an extenuating circumstance under the Pearson (the exam board) regulations for extending the deadline.
* **Reference** cases and materials used (more details on referencing and the importance of doing this to come)
* **Proofread** your work and check for spelling, grammar, and punctuation (SPAG).
* **Print** your coursework out and attach a completed Assessment Record Cover Sheet to the front of it (your teacher will supply this on deadline day).
* **Upload** a copy of your coursework to the teams assignment tab..
* You must **sign** the cover sheet to confirm that the work is your own and that you have not copied from any source or person.

If you do not have access to a computer at home, please speak to your teacher. It would be expected that you would use the college facilities and organise your time effectively to enable you to do this.

**Resubmissions**

A resubmission is a final opportunity to resubmit evidence towards the Assessment Criteria. This means that once you have submitted your final piece of work for a particular piece of coursework, if you have not fully met the criteria (e.g. P/M/D) you may have an opportunity to improve your work. Once you have submitted your work, it will be marked and potentially be quality assured by the Internal Quality Assurance team. This is particularly key where the learning outcomes have not been met and a resubmission opportunity has been given. Resubmissions are not automatic and will only be authorised if:

• The learner **has met initial deadlines** set in the assignment, or has met an agreed deadline extension, • The learner has correctly authenticated the evidence • The Assessor judges that the learner will be able to produce improved evidence without further guidance

• The Assessor has authenticated the evidence submitted for assessment

If you have not met these conditions, you will not be able to resubmit the work. You will also be unable to ‘retake’ the Unit (complete a different assignment) in the same academic year. This means that you will fail that unit.

The resubmission window is for a very specific period after your marked coursework has been returned to you. You must meet this deadline. You may only use a resubmission opportunity if you have attempted to fully complete all the criteria you are wishing to resubmit. Resubmission is a last opportunity to try and achieve the criteria and grade you are hoping for. It is not necessary to resubmit the whole assignment, only the criteria identified as needing further work. Please add the resubmission criteria in red font colour so that it is clearly identifiable.

If you meet all deadlines but have failed to meet the criteria – there may be an opportunity for a retake. This is a new assignment and only covers the Pass criteria. There are no further resubmission or retake opportunities.

**Assessment Appeals Procedure (The full policy is on the Teams page)**

Every effort is made to assess your work fairly and accurately. However, students do have the right to challenge the outcome of assessment if they disagree with the way it was carried out or with the with the grade awarded. If you wish to appeal against a grade for work that has been assessed by a member of Derby College – the first step is to raise your concern informally with the member of staff who was involved. You can be accompanied by a Student Union representative or friend/parent. In the case of an overall course or unit grade, it may be more appropriate to discuss the concern with another member of the teaching team. The member of staff approached will respond and both have the opportunity to reach an agreement through discussion. This informal stage should be completed within 5 days of the learner raising their concern.

If this informal attempt fails, the students should submit a completed Assessment Appeals Form to the Teaching, Learning and Assessment team. The Team Manager will consider the appeal and if necessary, ensure that the work is re-assessed. The outcome of this appeal including the results of any re-assessment will be discussed with the student and member of staff. Copies of the Assessment Appeal form will be available via the BTEC Applied Law Teams page.

**Referencing your work**

When you are completing your assignment, you are required to properly indicate where you have used ideas or material from any other source. There are different styles of referencing – it is important to be consistent. For Harvard referencing, in the main body of your work – you will usually need to put the name of the author and year of the source in brackets (Sund, 2022). For OSCOLA referencing, you would insert a footnote and then add the author and year at the bottom of the page[[1]](#footnote-2). At the end of the document you then have a reference or bibliography list that identifies in alphabetical order all of these sources with a full citation of where the information can be found. If you do not reference your work you could be unknowingly committing plagiarism.

**Plagiarism and Collusion**

**Plagiarism** is what is known as an academic offence. It is effectively stealing someone else’s ideas and pretending they are your own. Plagiarism is the presentation of someone else’s work, words, images, ideas, opinions or discoveries, whether published or not, as one’s own, or alternatively appropriating the artwork, images or computer-generated work of others, without properly acknowledging the source, with or without their permission.

Plagiarism can occur in examinations, but it is most likely to occur outside sat or unseen examinations i.e. in coursework, assignments, portfolios, essays and dissertations.

“**Cheating**” is acting unfairly or dishonestly to gain advantage.

**Collusion** is when students secretly agree to cheat or deceive. It happens if more than one student contributes to a piece of work that is submitted as the work of an individual. Individual assessment work should be entirely the work of the student submitting that work. This is one of the reasons you sign an authenticity record. You are saying that it is entirely your own work.

**Here is an example of plagiarism …**

* Turning in someone else's work as your own.
* Copying large pieces of text from a source without citing that source.
* Taking passages from multiple sources, piecing them together, and turning in the work as your own.
* Copying from a source but changing a few words and phrases to disguise plagiarism.
* Paraphrasing from a number of different sources without citing those sources.

I have just copied and pasted that information directly from google without acknowledging that I have copied it.

**Clearly, plagiarism and similar academic behaviour is something that is taken very seriously. What do you think are the best ways to avoid doing this?**

**Assessment Malpractice**

Malpractice means that there has been some activity or practice that has undermined the integrity of the assessment process or damaged the reputation of the awarding body or the centre. This is therefore serious because ultimately it could mean that the centre is no longer able to offer this particular qualification and could invalidate everybody’s results.

While we don’t want to see anyone jeopardise their grades or marks, we must ensure the validity of all qualifications and we must investigate any suspected breaches fully. It is your responsibility to ensure you understand the rules and boundaries:

* You must not copy from someone else or give opportunities to another student to copy from you.
* Any wording taken from a published source must be correctly referenced for example:

(Morrison, 2000, p29).

* Where computer-generated content has been used (AI tools such as ChatGPT) you must reference these correctly for example: ChatGPT 3.0 (https://openai.com/blog/chatgpt/), 25/01/2024.
* You are also required to include a bibliography to support referencing.
* You must also avoid working collaboratively with other students beyond what is permitted as this may be deemed to be collusion.

Other examples include:

* Falsification or fabrication of results,
* Deliberate destruction of other student’s work
* Any other act that will give you an unfair advantage. This also relates to not following clear guidance in examinations or assessments where examination conditions exist.

You will be required to complete an Authentication Form on submission of any and all assignments/NEA projects. This will confirm that the work is your own, and that it is referenced appropriately, including the use of AI. Where academic malpractice is suspected, this will be reported to your Team Manager who will conduct an investigation and, where relevant, the Awarding Organisation may also be informed and investigate further. Where malpractice is discovered to have occurred, sanctions may be imposed which could include:

* Zero marks for the work or exam.
* Disqualification from the qualification.
* Disqualification from taking any qualification with that Awarding Organisation often over a set period of time.
* Warnings which can last several years.

For further details and to fully familiarise yourself with JCQ guidance please see the Joint Councils for Qualifications (JCQ) website:

[Information for candidates documents - JCQ Joint Council for Qualifications](https://www.jcq.org.uk/exams-office/information-for-candidates-documents)

Further information can be found on the DCG website:

[Examination Information - DCG (derby-college.ac.uk)](https://www.derby-college.ac.uk/student-support/examination-information/)

|  |
| --- |
| KEY EXPECTATIONS |

The 5Ps and College code of conduct.

To be successful at Derby College you will be expected to be:

* Positive
* Polite
* Punctual
* Prepared, and
* Professional in your approach.

Please pay attention to the code of conduct, you will be asked to sign a copy to promise you will abide by the College guidelines: [Code of Conduct (sharepoint.com)](https://studentderbycollegeac.sharepoint.com/sites/StudentHandbook/SitePages/Code-of-Conduct.aspx)

**Derby College has a zero tolerance approach to all forms of bullying, harassment and abuse both online and face-to-face.** [Statement on Sexual Harassment, Bullying and Online Abuse (sharepoint.com)](https://studentderbycollegeac.sharepoint.com/sites/StudentHandbook/SitePages/Statement-on-Bullying.aspx)

If you or anyone else is being bullied, harassed or abused – or if you become aware of discriminatory behaviour or actions taking place – you are encouraged to report this by contacting either your course tutor or <https://studentderbycollegeac.sharepoint.com/sites/Welfare/SitePages/Chat-to-a-Welfare-Officer.aspx> or call our confidential **BULLYING HELPLINE** on **01332 387499.**

What all students can expect from Derby College Group:

* We will listen to you and take your concern seriously and deal with it in a sensitive manner.
* We will give you support and involve you in any decision that affects you.
* We will take disciplinary action against any student who has harmed you and/or breached the college Code of Conduct.

**To succeed in Applied Law – these are our Key Expectations**

**What we expect of you:**

1. You attend all of your lessons and pay attention.
2. You engage in lessons and participate in all tasks (avoid distractions by keeping your phones in your bag)
3. You make notes in your workbooks and keep your work organized
4. You develop good time management skills so that you can keep to deadlines
5. You reflect on all feedback given (whether verbal or written) and set yourself effective targets.
6. You keep us informed of anything that might affect the above.

**What you can expect of us:**

1. Lessons that are interesting and cover the content you need to be able to succeed
2. Help with research and study skills
3. Clear guidance about coursework criteria and deadlines
4. Marking your work accurately and in a timely fashion
5. Feedback that helps you further develop your skills and confidence.
6. That we will be approachable and supportive.

|  |
| --- |
| **Induction Lessons** |

As we run both A – Level Law and Applied Law – we are covering the same content for the first two weeks in order to ensure you are on the most suitable programme. At the end of the two weeks there will be an assessment where we will review your progress.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| Week 1 | Welcome to the course – the classroom - and each other | The different types of legal personnel  Inns of Court Leagues | Sources of Law – common law and precedent |
| Week 2 | Sources of Law – statute law – the legislative process | Influences on Parliament – the media – pressure groups – the Law Commission – political parties and lobbying | Evaluation and Assessment  The difference between civil and criminal law |

Notes

**Lesson 2 - Legal Personnel**

There are three main types of job as a member of the legal profession. Anyone who works in the legal profession might call themselves a lawyer – but there are also specific branches of the profession with their own distinctive features. We will examine those and identify the differences between them.

**Task 1** – Read the facts sheets and information below and complete the table identifying the differences between solicitors and Legal executives, and between barristers and solicitors

**Task 2** – Watch the video explaining the Inns of Court and then a sorting. 😊

**Task 3** – Move to the table that represents your Inn – read the instructions for groupwork on your table - using the iPads you will have 20 mins to research your Inn and create a motto that represents your team values and goals. Nominate a spokesperson who will feedback this to the rest of the class.

**Legal Personnel (information from the Gov website)**

**Chartered Legal Executives -** Chartered legal executives are qualified lawyers who specialise in one area of law such as family or criminal law, personal injury work or conveyancing, and carry out similar tasks to solicitors. The **average salary** (a year) £17,000 (Starter) to £60,000 (Experienced) Typical hours (a week) 39 to 41 a week. You could work 9am to 5pm. As with the work of other lawyers, working hours for chartered legal executives can be long, especially when cases are complex, or deadlines are approaching. Unlike solicitors, chartered legal executive can only represent clients in court in certain situations. **Typical employers** You could work at a police station, in a court, in a private practice solicitors firm or in a commercial organisation that has in-house legal expertise.

**Day-to-day duties** will depend on your specialism. You could:

* Meet clients and understand their needs
* advise clients and explain legal matters
* research and summarise legal information – prepare cases
* drafting and reviewing documents, such as wills, property conveyancing forms and divorce settlements.
* write to clients and provide legal advice or an update on their case.
* prepare bills for clients
* negotiating with other parties in legal cases.
* liaising with other professionals, including other lawyers, expert witnesses and local authorities. You might need to contact mortgage lenders, planning officers or other professionals on behalf of clients
* attending court and tribunals.

**Entry** **and qualifications** - You can get into this job through several routes, such as: a university course, a college course, an apprenticeship or working towards this role having started in an administrative position in a company. You can start as a school leaver where you'll usually need: 4 or 5 GCSEs at grades 9 to 4 (A\* to C), or equivalent. If you are starting after A-Levels (Level 3) you will need 1 or 2 A levels, a level 3 diploma or relevant experience for a level 4 or level 5 course. You will take the following college courses to qualify: CILEx[[2]](#footnote-3) Level 3 Professional Diploma in Law and Practice and/or CILEx Level 6 Professional Higher Diploma in Law and Practice. Alternatively you could take start by taking a Paralegal Level 3 Advanced Apprenticeship and then move on to a Chartered Legal Executive Level 6 Non-Degree Apprenticeship

You will study these courses whilst employed. When you have completed the college qualification, you would need to evidence a 3-year period of qualifying employment. This means you'll carry out legal work under the supervision of a solicitor, senior chartered legal executive, barrister or licensed conveyancer.

Some legal chartered executives call upon their experience to go on to qualify as a solicitor, but there are other career paths open to legal executives. With experience, chartered legal executives could become eligible for a judicial post or become a partner or manager in a legal practice.

**Solicitors -** You’ll provide expert legal advice and assistance on a range of legal matters to your clients, helping them navigate the complexities of the legal system and achieve their desired outcomes.Once qualified, solicitors often specialise in one legal area such as family law, litigation, property or tax. Solicitors working in commercial law firms advise large corporate clients on transactions or cases. They might draft the contracts for the construction of a new shopping centre or advise on the merger of one FTSE 100 company with another. High street solicitors advise smaller companies and individuals on legal matters such as writing wills, property conveyancing, custody cases and divorce settlements. Generally, you get two types of cases: contentious and non-contentious. **Non-contentious** work involves a client’s personal or business matters. This could cover cases such as company mergers or creating wills. **Contentious** legal cases tend to involve disputes between two or more parties, such as criminal, family and employment matters, which usually ends up going to court. It is also called litigation and you will need special training in this skill. Working hours in law can be long: if a deadline is approaching you will be expected to work late – potentially through the night at a commercial London firm.

**Typical duties** include:

* meeting with clients to discuss their legal needs and giving legal advice
* representing clients in court proceedings
* Networking activities to attract new clients and build relationships with other professionals in the legal field.
* Instruct barristers or advocates to act for clients (this means a referral has been made to a barrister)
* draft and reviewing documents such as confidential letters, contracts and legal documents such as tenancy agreements or leases.
* research legal records, case law and legislation in order to stay up to date with changes in the law.
* attend meetings and negotiations on behalf of clients to achieve a settlement in a legal dispute or transaction
* Managing cases from start to finish, including gathering evidence, preparing documents, and liaising with other parties involved. This also involves managing client files and finances as well as preparing bills for clients
* use plain English to explain complex legal matters to clients

**Graduate salaries** - Salaries for trainee solicitors can range from £22,000 to £50,000 depending on location and the nature of firms’ work. Some large commercial firms in London, for example, offer salaries of £50,000 to trainees in their first year; high street firms outside the capital are more likely to offer around £25,000. Solicitors’ salaries in Scotland tend to be lower. Alongside your salary, you may be offered other benefits such as gym membership and private health insurance. Once you’re qualified, your earnings will increase. A newly qualified solicitor at a US firm in London could earn over £100,000.

**Typical employers** of solicitors include: Private practice law firms, Legal departments within large organisations (known as 'in-house' solicitors). The Crown Prosecution Service (CPS), the Government Legal Department (GLD), or Local authorities. You could also work in a police station or a prison.

**Qualification** – In order to qualify, you must: take an undergraduate degree or equivalent qualification, in any subject, pass part 1 and 2 of the Solicitors Qualifying Exam (SQE), complete 2 years (or equivalent if part-time) qualifying work experience, meet the character and suitability requirements of the Solicitors Regulation Authority (SRA). Though your degree does not have to be in Law, you will need some legal knowledge to pass the SQE. Alternatively, you could do a solicitor degree apprenticeship to qualify as a solicitor. This route usually takes around 5 to 6 years, and you'll need your employer's support to do it. You'll also need to take the SQE, demonstrate relevant work experience and meet character and suitability to practice requirements. You could also do part 1 and part 2 of the SQE after you have qualified as a Legal Executive.

**Barristers** - Barristers are regulated specialist legal advisers and court room advocates. (Regulated meaning that there are rules about what they can and cannot do, and a body enforces those rules). For a barrister to do work for someone, they need to be "instructed" by a client. Although this sounds like you would be telling the barrister what to do, it just means you will be hiring that barrister to help you with your legal problem. If you have a solicitor, they will instruct the barrister for you. If you need the services of a barrister, you are likely to be referred to one specialising in your type of case by your solicitor. However, it is possible to use certain barristers – known as “public access barristers” or "direct access barristers" - directly without the need for a solicitor.

**Average salary** (a year) £21,000 (Starter) to £200,000 (Experienced). Typical hours (a week) 40 to 48

a week. You could work evenings / weekends

Barristers are not the same as solicitors. Although they are both types of lawyers and they often undertake similar types of work, barristers and solicitors are two different branches of the legal profession. They have different rules they must follow. The organisation that ensures they follow these rules is called the regulator. We ensure barristers follow these rules, and the Solicitors Regulation Authority does the same with solicitors. They train and qualify in different ways too. A barrister is someone who has been Called to the Bar of England and Wales, and to become a barrister you have to complete a rigorous process of training involving academic, vocational and work-based components. People who have been called to the Bar having successfully completed the right training can call themselves a barrister, but to be able to practise as a barrister and to provide certain legal services, they also have to complete a further period of training and to have a practising certificate from the Bar Standards Board (BSB)

Barristers can specialise in a range of different areas of the law. These are known as “practice areas”. There are many “practice areas” but the most common include:

* Criminal Law - barristers can represent either the defence or prosecution side in criminal trials;
* Family Law - legal matters such as divorce and child welfare issues;
* Commercial Law - legal problems that can occur in the running of businesses and commercial transactions including Employment Law;
* Immigration Law – legal issues involving matters of immigration and asylum.
* Most barristers are self-employed. This means they are either “sole practitioners” or they work on a self-employed basis with other barristers in organisations known as “chambers”. Barristers working in chambers share services such as buildings and IT. There are also many barristers who are employed directly by organisations such as large companies or public bodies like the Crown Prosecution Service.

Barristers are usually self-employed and work in private practice. They often share office space with a group of barristers called a set. The offices are called chambers. Your daily work could be in a court, at chambers or you could be employed full time by the government, e.g. the Crown Prosecution Service and work in an office with other lawyers.

Your working environment may be emotionally demanding. In your day-to-day duties you could:

* meet with clients and take on cases
* research the law and cases similar to the one you're working on
* read witness statements and reports
* offer legal advice and your opinion
* negotiate settlements out of court
* prepare legal arguments and court briefs
* question witnesses and present cases to the judge and jury

**Qualification** - You could do a degree in law to become a barrister. You also have the option to do a degree in any subject and complete a Graduate Diploma in Law afterwards. Once you've graduated, you need to complete: the Bar Professional Training Course which takes one year as well as a year of practical training called a pupillage. You will also need to become a member of one of the 4 Inns of Court.

**Using the information provided compare and contrast legal executives and solicitors**

|  |  |
| --- | --- |
| **Similarities** (between legal executives and solicitors) | **Differences** (between legal executives and solicitors) |
|  |  |

**Compare and contrast solicitors and barristers**

|  |  |
| --- | --- |
| **Similarities** (between solicitors and barristers) | **Differences** (between solicitors and barristers) |
|  |  |

**Inns of Court**

**Task 2** – in your Inn – read the information sheet on group work and allocate roles. Research your Inn and identify the emblem, key features, famous members of your Inn and any other relevant or interesting details. (Look at the history of your Inn what are its core values?) Add details to the relevant section. Create a motto based on your (teams) values – prepare to present to the class.

**Lesson 3 – Sources of Law - Common law and Equity (and Precedent)**

In 1066 – England was invaded by William the Conqueror. The Country looked like this …

Every shire had its own customs and rules and did things differently.

William the Conqueror made a lot of changes and in 1085 **The Domesday Book** is compiled, a complete inventory of Britain  
It was the most complete record of any country at that time and remains a legally valid document.

A few Kings later … Henry II King of England and Wales. Decided that the best way to consolidate his power and reign over the land was to develop an effective legal system.

Henry established Royal Judges in London – before this – judges were wherever the King happened to be and the King dispensed justice. Judges travelled from place to place with the Royal Court.

Once the judges had been established in London they would travel on a circuit around the shires of the country and see what the customs were in each place. They then returned to London and discussed the different laws they had seen in each shire. Over the next 100 years as they were hearing cases on circuits the best rules and customs were applied in each shire and gradually the law became common to the whole country.

Part of the development of the common law involved following judicial[[3]](#footnote-4) decisions. Judges listen to the facts and the legal arguments made by lawyers and then make a decision and give reasons for their decision. The reasons are often based on previous decisions in cases with similar facts. There is a Latin phrase called *stare decisis et non quieter movere* which means to stand by previous decisions and not unsettle the established. Why is this a good idea?

**Lesson 3 – Sources of Law - Common law and Equity (and Precedent)**

While judges were travelling on circuits around the country – the common law was becoming well -established. It reached a point in the 1500’s that it was quite rigid and bureaucratic. The only type of remedy was compensation which was not always what the person wanted. Cases would not be heard if there were spelling errors. The common law was based on a ‘writ’ system. A writ was the basis for a type of claim. If a writ did not exist, then no claim could be brought. (There was a phrase ‘no writ – no remedy’). So, in those situations some people would go directly to the King.

The King was known as the Fount of Justice. This meant he had the divine legal right to settle cases any way he felt right. Unfortunately for the King, because of the problems with the common law – many petitioners requested to see him. So, he started to pass some of the cases to his Lord Chancellor. The Lord Chancellor was a spiritual adviser to the King and also known as ‘The Keeper of the King’s Conscience’, so it was thought to be a good idea that the Lord Chancellor heard the cases instead. Gradually the Lord Chancellor established his own court – called the Court of Chancery. Decisions made in this court were based on ‘fairness’, which is also called Equity. A legal system of Equity developed based on certain phrases and principles. Different remedies were able to be given.

The two systems of Common Law and Equity ran side by side until the 1800’s when they were merged. Now we still have the common law – but judges can give out equitable remedies.

**Precedent**

The system of precedent is where judges follow the legal reasoning of judges made in previous cases with similar facts. To be able to do this, those reasons have to be recorded and written down. These cases are found in law reports. Not every case is in a report – where there has been a trial (and no point of law discussed) it is not in a report.

**Shire Activity**

For this activity we need 4-5 groups (and a good imagination)

**Lesson 3 – Sources of Law - Common law and Equity (and Precedent)**

**Step 1** – What are the customs in your shire. (These are all set in a parallel universe where **none of our existing laws apply**)

What is the name of your Shire?

As a shire – discuss the following problems and decide what you think would be the best way to deal with it. Give a reason for your solution and try to identify a general principle.

1. **Sheridan v Penny** - Sheridan lives in a quiet area. A new neighbour, Penny (a celebrity) moves next door. Penny is frequently having loud riotous parties with a lot of guests who are not from that area. The music is loud, there are lights and fireworks late at night. Sheridan goes to speak to Penny to ask her to keep the noise down. Penny agrees. However, the noise seems to get even worse with louder and more frequent fireworks.
2. **Robin v Sheriff** - Robin has a large manor house. He leaves the country to join a crusade with the King of England, King Richard. When he returns, the local Sheriff has taken his house and land. Robin has no paperwork or evidence to prove the house is his. He is forced to live in the woods with a group of men whose lands have also been taken. While King Richard was away the throne was taken by Prince John. Robin does not trust Prince John who appointed the Sheriff. Robin wants to take legal action.
3. **Giant v Jack** - Jack, a poor country boy, trades the family cow for a handful of magic beans, which grow into a massive, towering beanstalk reaching up into the clouds. Jack climbs the beanstalk and finds himself in the castle of an unfriendly giant. The giant threatens to kill Jack and use his ground up bones for bread. Outwitting the giant, Jack is able to retrieve many goods once stolen from his family, including a bag of gold, an enchanted goose that lays golden eggs and a magic golden harp that plays and sings by itself. The giant did not steal those items originally and purchased them in good faith from another giant. He wants those items back.
4. **Mrs Wolf v Brothers** - Three brothers each build a house using different materials. Brother 1 builds an eco-friendly house out of straw. Brother 2 builds a sustainable house from wood and Brother 3 builds a house of brick. Unfortunately they have an enemy (called Wolf) who destroys the houses of Brother 1 and Brother 2. The brothers then gang up on their enemy and set fire to him in a revenge attack. Wolf’s wife wants to take the brothers to court for killing her husband.
5. **Marty v Emmett** - Emmett invents a time travel machine which needs plutonium to work. He has tested it so far by going back in time – however, he gets into trouble with an international gang who are illegally trading in plutonium. He forces his friend Marty into the machine and Marty disappears into the past. Marty cannot get back to the future but finds young Emmett and brings his case to a judge.

**Lesson 3 – Sources of Law - Common law and Equity (and Precedent)**

**Step 2 – Judicial Circuit**

Your group must now separate and travel to the different Shires and find out what the different customs and principles are. On your return discuss each principle and write down the one your group think is best.

|  |  |  |
| --- | --- | --- |
| **Dispute** | **Shire Name** | **Shire Principle** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

Choose 1 principle and create your own scenario that you can apply the rule to, and 1 scenario where the rule will not apply.

|  |  |
| --- | --- |
| **Scenario 1** | **Scenario 2** |
|  |  |

**Lesson 3 – Sources of Law - Common law and Equity (and Precedent)**

**Step 3 – Precedent**

Precedent works by applying the earlier principle in a case to a set of similar facts.

For example – The case of **Donoghue v Stevenson 1932**

Ms Donoghue went to a café with her friend. Her friend bought her an ice cream dish. The ice cream had some ginger beer poured over the ice cream in a bowl. After she had finished the ice cream – Ms Donoghue poured out the rest of the ginger beer into a glass and out of the bottle came the remains of a decomposed snail. Ms Donoghue was violently sick. She was unable to sue the shopkeeper in contract as she had not purchased the drink – her friend could not sue in contract as she had not been harmed. So, a case was brought in the law of tort against the manufacturer of the ginger beer- Stevenson. Before this case a manufacturer did not have to be careful in respect of the user of the product.

The case went to the final court of appeal and a decision was made that the manufacturer had a legal duty to be careful. The reason (principle) was called the neighbour test. The judge said a person has a duty to be reasonably careful in relation to their neighbour – their neighbour is anyone who would be closely and directly affected by the actions, and it is foreseeable that they would be affected.

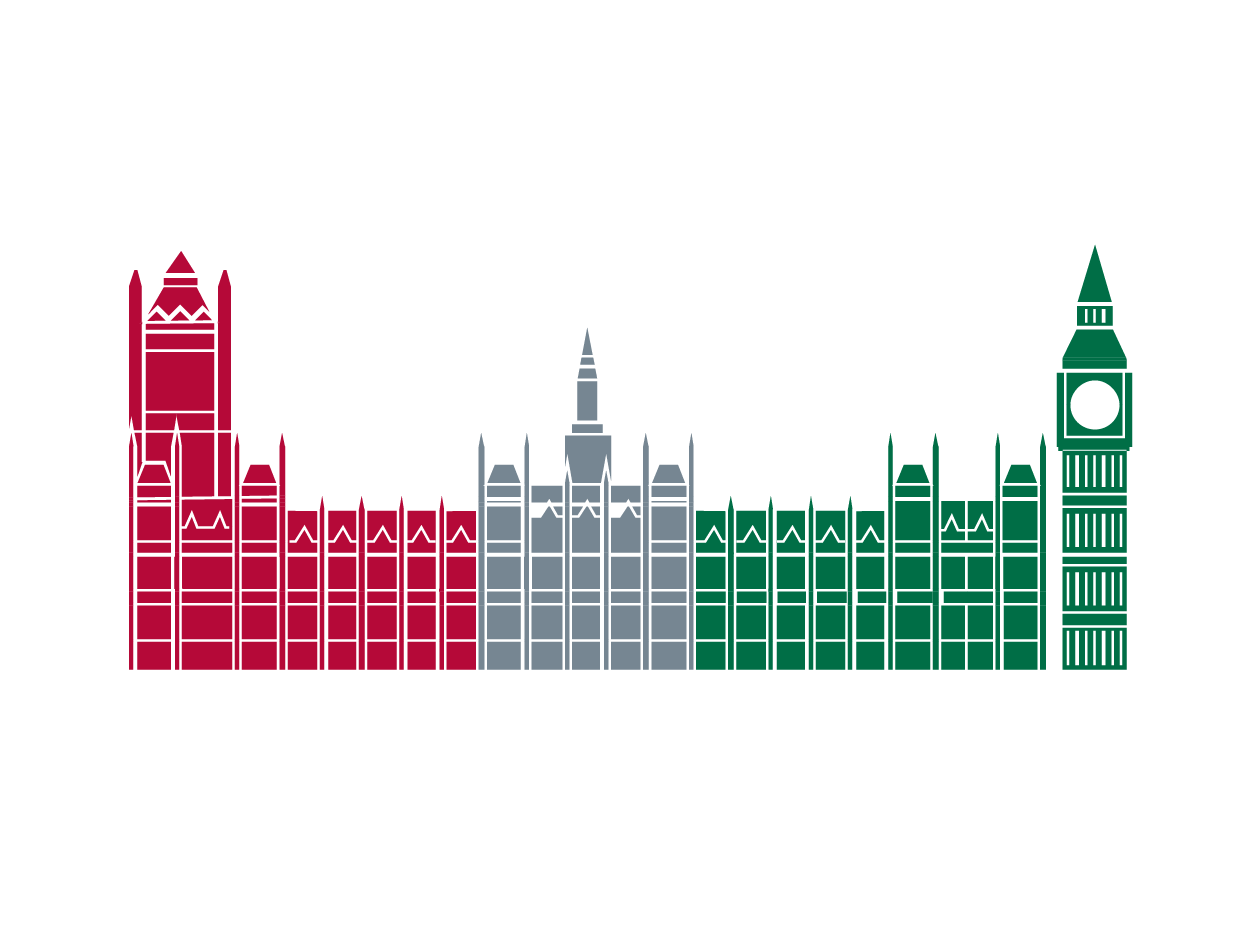
Does that principle apply in the following situations?

|  |  |
| --- | --- |
| Situation | Application |
| Holly buys a loaf of bread from Sainsburys. When she takes it out of the packaging to slice it – there is a mouse baked into the crust. Holly, an animal lover, is traumatised and mentally scarred to the point she cannot return to work. |  |
| Penny is a driver – she has been working very hard at college as her colleague Holly has refused to return to work after an ‘incident’. Penny is exhausted but needs to pop to Sainsburys on the way home. As she is leaving, she sees a woman in the car park with a placard (She does not realise it is Holly). As Penny drives past Holly, she accidentally drives over her foot. | Does Penny have a duty to Holly? Are they neighbours? |
| Holly goes to A&E to get her foot checked over. When she arrives she is told by the receptionist incorrectly that there is a 10-hour waiting time for an x-ray. Holly decides not to wait and goes home. Unfortunately – there she has a serious complication, and she ends up needing to be rushed to hospital and requiring a stay in intensive care. | Do A&E receptionists have a duty to patients to tell them the right amount of time they have to wait? |

**Lesson 4 – Sources of Law - Statute Law**

A statute is a formal written law made by a legislative body. In the UK – the main source of statutory law is made by the Houses of Parliament in Westminster. This is where the UK Legislature is based.

|  |  |  |
| --- | --- | --- |
| Legislature | Legislative | Legislation |
| This is the name of the official body of people who have authority to make laws.  The Legislature is made up of: the House of Commons, the House of Lords and the Crown (i.e. King Charles). | This is the verb that describes the function of making law (e.g. Parliament exercises legislative power). | This is the word to describes laws made by Parliament. |

Watch the videos and make some notes about what happens in each House **House of Lords House of Commons**

**The legislative process**

A qr code on a white background

Description automatically generated

Scan the following code to read a description of the legislative process – in the space below create an annotated flow chart of the process of a Bill becoming an Act.

Evaluation – Identify 3 advantages and disadvantages of the legislative process

|  |  |
| --- | --- |
| Advantages | Disadvantages |
|  |  |
|  |  |
|  |  |

**Lesson 5 - Influences on Parliament**

How do we go from an idea for a law to a law – or a change in policy?

In your Inn you will be allocated one of the following influences

* **The media**
* **Pressure Groups**
* **Law Commission**
* **Pressure Groups and Lobbyists**

The issue is ‘**Overcrowding in Prison**’ – using the ipads research the issue and do the following:

* **Media** – create a series of newspaper headlines and social media campaigns that highlight the problem to raise awareness and engage the public
* **Pressure Groups** – create a pressure group and a planned campaign along with slogans for a placard that can be used in a demonstration.
* **Law commission** – prepare a report and recommendations to Parliament that will change the law – you will need headings and to split it into sections and subsections
* **Political groups** – plan two short speeches by opposing parties for your MPS and government minsters to use to address the Houses of Parliament on this issue.

**Think about the following**

**Who** is involved – key people?

**How** do they work? Identify the methods used to try and change the law.

**What** examples of success are there? Are there any examples of laws that have been introduced by Parliament as a result of this influence?

**Why** is your method going to be successful or not? (3 Advantages and 3 disadvantages)

**Notes**

**Lesson 5 - Influences on Parliament**

**Presentations and Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| Influence | Methods and key info/examples | Advantages | Disadvantages |
| The media |  |  |  |
| The Law Commission |  |  |  |
| Pressure Groups |  |  |  |
| Political Parties |  |  |  |

**Lesson 6 - Evaluation and Assessment**

In this lesson – we are going to discuss the information we have looked at so far and identify key learning. We will also reflect on any areas that need clarification and make a plan for study habits that we need. Then we will do the online assessment (45 mins) which a multiple-choice questions on the information we have covered over the last two weeks.

It is your opportunity to ask questions about studying law and what the next two years will entail.

**Notes**

|  |
| --- |
| TUTORIALS and PASTORAL CARE |

**Tutorials**

Derby College Group recognises the importance of academic and pastoral support for all students and how this support can enhance successful outcomes. This support plays a key role in student retention and success.

All students are entitled to accessible and informed guidance and support to address their needs in terms of academic progress, personal development and career development.

As part of your college programme you will have a weekly session which will seek to raise awareness and develop your knowledge of key topics. Students will also be challenged to demonstrate key transferrable skills and exam/assessment ready techniques. These **compulsory** sessions are also opportunities for you to get an update on the opportunities arising at college. Within the tutorial programme, your personal tutor will also meet with you at least every 6 weeks to help offer individualised support and set and review targets.

**Student Experience and Pastoral Coaches**

Every full-time student has a Student Experience and Pastoral Coach who is responsible for the student experience within their allocated academies.

As well as monitoring student’s attendance and progress, the Student Experience and Pastoral Coach will coach individuals and small groups of students, covering, but not limited to:

* The links between being a student and the wider community
* Study skills support and development
* Social, emotional and behaviour support
* Review of the students’ study programme progress and intended destinations
* Coach students through developing their personal and social barriers to learning
* organising and delivering extra-curricular activities

link to page [Pastoral coaches](https://studentderbycollegeac.sharepoint.com/sites/JosephWrightCentre)

|  |
| --- |
| WORK EXPERIENCE |

**Work Experience/Placement**

Work Experience is a part of your Study Programme here at Derby College - that means that you are required to complete work experience in order to complete your course.

Work Experience is essential for students to gain a hands-on understanding of the world of work whilst developing valuable skills, knowledge, and behaviours required in the workplace. The Work Experience & Progression Team have Work Experience and Progression Mentors based at each campus; they are linked to each curriculum area and work closely with employers and curriculum to provide the best quality opportunities for all DCG students.

The number of hours that students are required to complete will vary from course to course, and students should engage with their Work Experience and Progression Mentor for advice on researching and securing a placement, information about the various employer-led activities available to students, and guidance on CV and interviews skills.

More information can be found on the

[Work Experience and Progression Hub (sharepoint.com)](https://studentderbycollegeac.sharepoint.com/sites/StudentHandbook/SitePages/Work-Experience.aspx)

|  |
| --- |
| LIBRARIES FOR LEARNING |

**Make your life easier!**

To make a real success at Derby College visit the library. Bring your existing skills and the Libraries for Learning team will help you do the rest.  Use the private study space to work on your assignments whilst making use of the extensive resources. There is IT help available to improve your skills to present your work with a professional finish and IT kit (laptops and PCs) for you to use on-site and then, print your work in the Library at no cost to you using your student print allowance.

**Get the help you need!**

Come into the Library or use the resources online and ask any one of our friendly team members for help.  All the Libraries for Learning Team are skilled researchers willing to help you find the information you need and guide you to resources you might not have considered to help you finish those assignments.  On the rare occasions that the library does not have exactly what you want, they will do their best to borrow it through another library.  They can also give you advice on study skills and digital skills via the Skills Hubs too (see Study Skills and Digital Skills sections below).

**Improve your grades!**

Research has established that the students who achieved the highest grades on their chosen course of study were those who took full advantage of all that the library offers by borrowing books and accessing electronic resources most frequently. In contrast, the students with the lowest marks were those who made the fewest visits to the library.  What are you waiting for?

**Boost your Personal Development!**

Embark on an exciting journey of discovery and growth by joining the Libraries for Learning Reading Challenge! This is more than just a chance to read – it's an opportunity to explore new worlds, ignite your imagination, and sharpen your mind. By diving into a variety of genres and authors, you'll enhance your critical thinking, expand your vocabulary, and gain a deeper understanding of different perspectives. Plus, completing the challenge can bolster your applications and CVs, showing your commitment to personal development and intellectual curiosity. So why not take on the challenge? It's your ticket to adventure, knowledge, and a brighter future!

Everything about the Libraries for Learning Service can be found on the [Libraries for Learning Moodle Page](https://pod.derby-college.ac.uk/course/view.php?id=36) including the [Library Catalogue](https://broomx.cirqahosting.com/cirqa-web-app/), and all the [contact details](https://pod.derby-college.ac.uk/course/view.php?id=36).

Specific resources and recommended reading lists to support your learning can be found below:

Applied Law Reading List please look [here](https://dclibrary.cirqahosting.com/HeritageScripts/Hapi.dll/retrieve2?SetID=4AE4027B-5746-40B6-B421-C2B01AEB747E&DataSetName=LIVEDATA), or [Reading Lists (derby-college.ac.uk)](https://pod.derby-college.ac.uk/mod/glossary/view.php?id=958) to select the reading list for your course, or contact [learningresources@derby-college.ac.uk](mailto:learningresources@derby-college.ac.uk) to send you the link.

|  |
| --- |
| SUPPORT FOR YOUR STUDY SKILLS AT DCG |

The [Study Skills Hub](https://pod.derby-college.ac.uk/course/view.php?id=266) course includes a wide-ranging selection of information and resources to support the continuing development of your study skills, (the stuff you can easily do to improve your college life and continued learning).  You can work through these short modules (see below for a detailed list) in any order and obtain a virtual badge in recognition of your participation.

On completion of any 6 modules, you will also be awarded a Bronze level certificate.  If you go on to complete a further 6 (12 in total) you will be awarded a Silver level certificate and a Gold certificate on completion of all modules.

For coursework – these modules will be a really useful guide to some of the skills that you need to evidence – which of these can you identify that would be useful for a coursework unit.

Links to the complete course and individual modules are listed below:

|  |  |  |
| --- | --- | --- |
|  | [**Study Skills Hub (complete course)**](https://pod.derby-college.ac.uk/course/view.php?id=266) | |
| [Better Learning](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22332) | [Note Taking](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22334) | [Managing your Time](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22336) |
| [Independent Learning](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22338) | [Better Thinking](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22340) | [Preparing for Assessments or Exams](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22342) |
| [Internet Search Strategies and using Google](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22344) | [Using Chatbots to Search the Internet](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22346) | [Starting Research](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22349) |
| [Referencing and Plagiarism](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22352) | [Using Artificial Intelligence (AI) as a Study Aid](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22354) | [Trusted Sources](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22356) |
| [Presentation Skills](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22358) | [Critical Thinking](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22360) | [Continuing Research](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22362) |
| [Primary and Secondary Sources](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22366) | [Copyright and Intellectual Property](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22370) | [Learning from Feedback and Reflective Practice](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22373) |

All modules are supported by the Libraries for Learning Team so please contact them at [learningresources@derby-college.ac.uk](mailto:learningresources@derby-college.ac.uk) if you would like any additional support or information – they are here to help!

|  |
| --- |
| SUPPORT FOR YOUR DIGITAL SKILLS AT DCG |

Each of the three Digital Skills Hub courses includes a wide-ranging selection of information and resources to support the continuing development of your Digital Skills from the time you start with us at DCG to the time you move on.  You can work through the modules and obtain a virtual badge in recognition of your participation.  On completion of the first 6 modules, you will also be awarded a Bronze level certificate.  If you go on to complete a further 6 (12 in total) you will be awarded a Silver level certificate and a Gold certificate on completion of all modules. The course and the modules for each one are listed below.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| [**Digital Skills Hub: Getting Started**](https://pod.derby-college.ac.uk/course/view.php?id=286) | [**Digital Skills Hub: Progressing**](https://pod.derby-college.ac.uk/course/view.php?id=260) | [**Digital Skills Hub: Moving on**](https://pod.derby-college.ac.uk/course/view.php?id=261) |
| [Acceptable Use Policy (AUP)](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23627) | [Plagiarism and Copyright](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21524) | [GDPR and Data Protection](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22237) |
| [Online Safety](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23631&forceview=1) | [Privacy and Cookies](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21611) | [Phishing and Scams](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21581) |
| [An Introduction to Mobile Devices](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23618) | [Essential Tech Skills](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21516) | [Setting up a Desktop PC](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21622) |
| [Introduction to MyDCG and your College Individual Learning Plan (MyILP)](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23651&forceview=1) | [Your Digital Footprint](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21614) | [LinkedIn and Professional Networks](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21557) |
| [College IT Troubleshooting](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23653&forceview=1) | [Maintaining a Device (Basic Troubleshooting)](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21616) | [Troubleshooting your Device](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21559) |
| [Logging In](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23674&forceview=1) | [Microsoft 365 Applications](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21618) | [Microsoft 365 Tips and Tricks](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21569) |
| [Microsoft OneDrive](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23675&forceview=1) | [Sharing on Microsoft OneDrive and Microsoft Teams](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21514) | [Collaborative Working](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=22299) |
| [Emailing and Using Microsoft Outlook](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23678&forceview=1) | [Organising your Inbox](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21530) | [Creating a Personal Email (Gmail) Account](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21555) |
| [Microsoft Teams](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23682&forceview=1) | [Microsoft Teams for Remote Learning](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21518) | [Google Meet and Zoom](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21571) |
| [Microsoft Word](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23683&forceview=1) | [Progressing with Microsoft Word](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21534) | [Document Basics (Google Docs and Pages)](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21561) |
| [Using Library e-Resources](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23684&forceview=1) | [Creating a Digital Portfolio and Submitting Assignments](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21520) | [Creating and Presenting an Academic Poster](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21624) |
| [Using the Internet](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23690&forceview=1) | [Searching the Internet and Using Chatbots](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21526) | [Internet Search Techniques](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21579) |
| [Microsoft PowerPoint](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23691&forceview=1) | [Video Creation in Microsoft PowerPoint](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21536) | [Presentation Basics (Google Slides, Keynote and Prezzi)](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21563) |
| [Microsoft Excel](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23692&forceview=1) | [Progressing with Microsoft Excel](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21538) | [Spreadsheet Basics (Google Sheets and Numbers)](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21565) |
| [Microsoft OneNote](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=23693&forceview=1) | [Accessibility Tools](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21620) | [Using External Applications and Websites](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21626) |
| [An Introduction to AI](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=24006) | [Using Artificial Intelligence](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21528) | [Using AI to Prepare for Interviews](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21575) |
| [CVs, Application Forms and UCAS](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=24007) | [Preparing for Interviews](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21544) | [Professional Image](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21567) |
| [Managing Your Money Online](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=24008) | [Digital Tools for Everyday Living](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21532) | [Social Intelligence and Communication Skills](https://pod.derby-college.ac.uk/mod/hvp/view.php?id=21577) |

All modules are supported by the Libraries for Learning Team, so please contact them at [learningresources@derby-college.ac.uk](mailto:learningresources@derby-college.ac.uk) if you would like any additional support or information – they are here to help!

|  |
| --- |
| STUDENT VOICE |

There is no bigger group of people than students in the classroom! Therefore, listening to students is essential.

Student Voice refers to listening to what YOU think and feel during your time in education at DCG. This is not just about the College listening, but also about acting upon, your feedback.

We want to know:

* Positives – what you enjoy and want to do again,
* Improvements – what and how we can change to improve,
* New Ideas – we are always looking for student-led initiatives.

We listen to students through...

* Cross College Surveys
* Focus Groups
* Student Voice Meetings
* And The Student Representative System.

**What is a Student Representative?**

Student Representatives or Student Reps are volunteers representing the opinions and suggestions of the students in their class. Student Reps gather the feedback from their class and pass that information to their Academy Representatives and leaders within the college. This is an outstanding experience to add to your CV, job application, or UCAS form.

**What are Academy Reps?**

This is a senior volunteer role and represents the views of students in the whole Academy, rather than just the class.  Academy reps present feedback from Student Reps in their Academy to the senior leadership team (the people who lead the whole college).

Want to learn more about Student Voice?

* The Student Voice Coordinator will be visiting YOU in tutorial sessions this October.
* Contact Pippa Lucas (She/Her), Student Voice Coordinator, with any questions you may have via the email below.

Email - [studentvoice@derby-college.ac.uk](mailto:studentvoice@derby-college.ac.uk)

|  |
| --- |
| GLOSSARY OF TECHNICAL TERMS |

The following list is a brief glossary of terms you will learn or be exposed to during your learning in order to develop your vocabulary.

|  |  |
| --- | --- |
| **Term** | **Definition** |
| **Pearson** | The organisation that awards the grades for the course.(Also known as the Awarding Organisation – AO) |
| **Coursework** | A type of assessment where you complete specific tasks independently to meet specific criteria. |
| **First Submission** | The first hand -in of your coursework. It will have specific criteria e.g. P1. P2 that you have to evidence. |
| **Resubmission** | You will have one opportunity to have another go at meeting the criteria for the coursework. This must be done within a certain time frame. |
| **Set Task** | This is a type of assessment that is like an exam. It is marked by Pearson (not your subject tutors) and forms your grade for a unit. |
| **Set task information** | This is a document provided by Pearson a week before the set task assessment with information you need to guide your preparation. |
| **Internal Verification (IV)** | This is part of our internal college system where we review the marking carried out by each other to ensure we are all marking to the same standard. Some of the students work has to be sampled for IV. That person will also initial your work to indicate they have looked at it. |
| **External verification (EV)** | Towards the end of the year an External Verifier – someone appointed by Pearson who does not work for the college will request a sample of learner work. They will then use this to check that we have been following procedures correctly. |
|  |  |

|  |
| --- |
| YOUR NEXT STEPS OPPORTUNITIES |

Upon successful completion of year 1 – the Certificate in Applied Law – you can continue to Year 2 – the Extended Certificate in Applied Law. This will then be the equivalent of a full A-Level.

You may then seek to continue studying in Higher Education – and go to university, or you may wish to seek employment or an apprenticeship. There is a lot of career support and guidance at college – you can self -refer or ask your personal tutor to make a referral for you. There are also opportunities to attend open days at universities as well as a progression fair towards the end of the spring term.

Throughout the course there will be enrichment opportunities such as a visit to the court, a trip to Parliament as well as the debate club and moot club. Participate in as many things as to can to maximise your experience and skills and give you ideas about future careers and courses to study at university.

**Your next steps opportunities when you successfully achieve your chosen study program / course.**

If you want to become a lawyer – there are a range of career options. However, most people start with a law degree. Law degrees are sometimes combined with other subjects – e.g. criminology. To be a lawyer it would need to be a qualifying law degree. The most common is the LLB.

This [link](https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/law-sector/how-to-become-a-lawyer) has information on common routes to becoming a solicitor or barrister. (or scan the QR code)

A qr code on a white background

Description automatically generated

Make notes below.

1. Sund 2022 [↑](#footnote-ref-2)
2. CILEx stands for the Chartered Institute of Legal Executives [↑](#footnote-ref-3)
3. Judicial – is a word relating to judges. ‘Judiciary’ is the collective term for judges. [↑](#footnote-ref-4)