|  |
| --- |
| Picture of DCG Logo. |
| **A-Level 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** | **OCR** |
| **Specification** | [OCR A Level Law Specification H418](https://www.ocr.org.uk/Images/587304-specification-accredited-a-level-gce-law-h418.pdf) |

|  |
| --- |
| 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 |

A-Level Law Coordinator - Sheridan Sund, Law Lecturer, F27 [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 A-Level Law (and Applied Law) and so can help you with any queries about the programme. You will be using S22 for revision sessions and any law enrichment you wish to get involved with (we would highly recommend Debate Club and Moot Club to refine the skills you will be developing during the course.

**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 A-Level 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 homework and Directed Independent Study (DIL) you complete. 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** – The A-Level Law course is assessed by three exams at the end of your two-year course. Each paper will contain the different modules you have studied, namely:

* Paper 1 is the English Legal System and Criminal Law
* Paper 2 is Law Making and the Law of Tort
* Paper 3 is The Nature of Law (the synoptic module where you are expected to draw on your knowledge from all three papers) and Contract Law

Each paper is worth 33.3% of your A-Level grade. More information about the law papers you can find on page 8 of this handbook.

**Homework** – We have created DIL resources for you so you are able to access these in one handy booklet. 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 exams. Throughout the course you will be expected to complete this DIL reading to deepen your knowledge and understanding of the topics and ensure you are getting as much out of the taught sessions as possible. 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

|  |
| --- |
| OVERVIEW OF UNITS/MODULES/TOPICS |

**Assessment overview.**

There are 3 exams taken at the end of the course of study – they will be delivered and assessed from the beginning – so it would be expected that over the course of the two years – your skills will improve (and subsequently grades). We try to cover the majority of Paper 1 and Paper 2 in Year 1 – and whilst there is some revision of the content in the second year it is vital that you regularly review content you have covered so that you do not forget it.

**Table

Description automatically generated**3 exam papers – 2 hours each at the end of two years. Each paper is worth 1/3 of the total qualification. For paper 3 – we will be studying Contract law.

|  |
| --- |
| YEAR PLAN OF STUDY |

You are expected to accompany your weekly studies with 5 hours of independent learning, see the section at the end of the handbook for information regarding this.

Year 1 A Level Law

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Session 1 and 2 | Session 3 | Independent study |
| 06/09/24 | Subject Induction  And Aptitude Test | Subject Induction | Identify times and places to study and establish routines.  Use workbook to compile and complete glossaries. |
| 16/09/24 | Subject Induction | Subject Induction and Baseline test | Review notes on common law and legislative process |
| 23/09/24 | Criminal Courts and Appeals | Parliamentary Law-making | Make flash cards for each court and its jurisdiction.  Access the Parliament website for further research and reading |
| 30/09/24 | Sentencing | The Legislative Process and Evaluation | Flash cards for types and aims of sentencing  Develop your evaluation points – P/DP/WDP for the Legislative Process |
| 07/10/24 | Magistrates | Delegated Legislation | Make flash cards on the role and selection process for magistrates  Flash cards for the types of Del leg with examples |
| 14/10/24 | Juries | Delegated Legislation | Make flash cards on the role and selection process for Juries  Flash cards for the controls of Del leg  Develop your evaluation points for juries and Del Leg (P/DP/WDP) |
| 21/10/24 | Solicitors and Barristers  FA1 | Statutory Interpretation – literal and Golden rule | Mind map and Flash cards on Legal Profession. Update glossaries.  Flash cards and evaluation points (P/DP/WDP) on literal and golden rule |
| 26/10/24 | Half term |  |  |
| 04/11/24 | Legal Profession – Complaints and the Judiciary | Purposive Approach and Mischief rule | Statutory Interpretation - Flash cards and P/DP/WDP Evaluation Points – create a table of rules and key cases with evaluation bullet points.  Create a leaflet about the legal profession – regulation and complaints.  Review cards from courts and appeals (hierarchy) |
| 11/11/24 | Judicial Independence | Precedent | Undertake further reading about judicial independence.  Flash cards on precedent key terminology |
| 18/11/24 | Revision and DIRT  Access to Justice – advice and methods of funding | Precedent | Create a table of different methods of funding a sources of advice – add an evaluation column |
| 25/11/24 | Civil Courts | EU law | Flash cards on courts and jurisdiction and Evaluation of civil court - P/DP/WDP  Flash cards on EU institutions |
| 04/12/24 | ADR Employment Tribunals and Arbitration | EU Law - sovereignty | Further research – ACAS website for tribunals and conciliation – look for interesting employment law cases.  Research on impact of BREXIT and sovereignty |
| 09/12/24 | FA2 Year 1  ADR Negotiation, mediation and conciliation | Law reform – the Law Commission and Influences on Parliament | Update glossary with key terminology (law Reform) Research – what projects are the Law Commission working on .  ADR – create a table comparing the key features of the different methods and the Adv and disadv of each. (P/DP/WDP) |
| 16/12/24 | Presentations  Revision and ELS Quiz | Law Reform – Influences on Parliament and revision | Think about British Values – how democratic are we – right to protest – Human Rights – what freedoms do we have and what are the limitations – watch some youtube videos. |
| 23/12/24 | Christmas holiday |  |  |
| 30/12/24 | Christmas holiday |  |  |
| 07/01/25 | DIRT -Intro to Criminal Law  Actus reus | Intro to tort | Now you will need to start learning the legal principles of cases – so you must test yourself every week. (There will be lots of cases so make sure you make regular time to create case cards- or use ones already made on quizlet) |
| 13/01/25 | Causation | Duty of care cafe | Case cards  Review key rules – a page/card per element (AR, Causation etc)  Flash cards for definitions |
| 20/01/25 | mens rea TM/Contemporaneity | Breach of duty RM and risk factors | Case cards  Review key rules – a page/card per element (MR, duty, Breach etc)  Flash cards for definitions |
| 27/01/25 | Strict liability  Attempts | Damage – factual causation and remoteness of damage | Case cards  Review key rules – a page/card per element (Strict liability, Attempts Damage)  Flash cards for definitions |
| 03/02/25 | NFO Assault and battery | FA3 and scenario practice | Case cards  Review key rules – a page/card per element (Assault, Battery etc)  Flash cards for definitions |
| 10/02/25 | NFO s47, s20 and s18 | Negligence Evaluation | Case cards  Review key rules – a page/card per element (ss47, 20,18 etc)  Flash cards for definitions  Create Evaluation Table – P/DP/WDP for each element of negligence (Duty, breach, damage) |
| 17/02/25 | Half term | Half term | Half term |
| 24/02/25 | NFO Evaluation and reform  Defences - insanity | Defences – contributory negligence and volenti | Create Evaluation Table – P/DP/WDP for each element of NFO – match reform to criticism  Flash cards – key terminology and requirements for defences  Case cards |
| 03/03/25 | Insanity and Automatism  DIRT | Remedies | Flash cards – key terminology and requirements for defences  Case cards |
| 10/03/25 | NFO and defences practice Q (Moot) | OLA 1957 | NFO – review and practice exam Qs and Mark schemes for problem scenarios  Flash cards and case cards for OLA |
| 17/03/25 | Defence – intoxication and consent | OLA 1957 | Defences – Case cards – create table for Evaluation of these defences (Intoxication, consent and self defence) – P/DP/WDP  OLA case cards and review exam Qs and MS |
| 24/03/25 | Defences self-defence and duress | FA4 | Add to evaluation table for self defence  Create case cards and review problem scenarios for defences |
| 31/03/25 | Defences practice and evaluation | OLA 1984 | Create case cards for OLA |
| 07/04/25 | Easter | Easter | Easter |
| 14/04/25 | Easter | Easter | Easter |
| 22/04/25 | Homicide – murder – actus reus and mens rea | OLA Eval | Homicide – case cards  Create Evaluation table for OLA – also identify key differences between the Acts |
| 28/04/25 | DIRT  Diminished Responsibility | Vicarious Liability | Dim Res – case cards  Read about the impact of alcohol/drugs on Mental Health  Research key cases in Vicarious Liability – make detailed accurate notes as this area has changed a lot recently |
| 06/05/25 | Loss of Control | Vicarious Liability and evaluation | LoC – case cards and mind map for murder DR and LoC  Create an evaluation table for Vic li |
| 12/05/25 | Progression Exams | Progression Exams | Revise and review flash cards |
| 19/05/25 | Progression Exams | Progression Exams | Revise and review flash cards |
| 26/05/25 | Half term | Half term | Half term – Have a rest!! Sheridan’s Birthday |
| 02/06/25 | Involuntary manslaughter | Nuisance | Case cards  Create a table comparing the different types of invol m/s |
| 09/06/25 | DIRT  Homicide Practice Qs - moot | Nuisance and eval | Revise Homicide flash/case cards  Create an evaluation table for Nuisance with AO1 on one side and a corresponding AO3 evaluation point – develop P/DP/WDP |
| 16/06/25 | Property - theft | Rylands v Fletcher and Evaluation | Create case cards for theft  Create an evaluation table for R v F with AO1 on one side and a corresponding AO3 evaluation point – develop P/DP/WDP |
| 23/06/25 | Robbery and Burglary | Revision and Practice Qs | Create case cards for robbery and Burglary |
| 30/06/25 | Practice Qs | Revision and Practice Qs | Review case cards and test yourself |
| 07/07/25 | Celebrate and Summer Task | Celebrate and Summer Task | Complete Paper 1 and Paper 2 exam booklet over summer |

**Year 2 A-Level Law**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Session 1 and 2 | Session 3 | Independent study |
| 06/09/24 | Welcome – classroom expectations –knowledge audit – overview of year | Welcome - negligence recap and AO3 key themes | Flip learning OLA – New booklet – complete activities and make flashcards of key legal principles |
| 16/09/24 | Theft | OLA 1957 | Create flash cards for theft  Practice Qs 1957  Read OLA 1984 – prepare for moot exercise on 1984 Act  Revise topic for FA1 |
| 23/09/24 | Robbery | OLA 1984 - moot | Case cards for Robbery and review exam Qs and MS  Create Evaluation table for OLA – also identify key differences between the Acts  Practice Qs on OLA  Revise for FA1 |
| 30/09/24 | Burglary  FA1 | Vicarious Liability | Case cards for Burglary and review exam Qs and MS  Complete Vicarious Liability evaluation exercise |
| 07/10/24 | Homicide recap | Nuisance | Homicide – case cards  Nuisance Case cards  Create an evaluation table for Nuisance with AO1 on one side and a corresponding AO3 evaluation point – develop P/DP/WDP |
| 14/10/24 | DIRT session and Criminal Law scenario practice | Rylands v fletcher and evaluation | Review Homicide Case cards  Create case cards and an evaluation table for RvF with AO1 on one side and a corresponding AO3 evaluation point – develop P/DP/WDP |
| 21/10/24 | Half term |  |  |
| 26/10/24 | Contract Overview and theory. Offer and ITT | Terms – types and pre contractual statements | Create case cards and flash cards for key terms – update glossary |
| 04/11/24 | Rules of offer and Acceptance | Implied terms (Common law) | Create case cards and flash cards for key terms – update glossary  Read articles from A Level Law review on this topic  Create evaluation table and add AO1 content for formation and Terms |
| 11/11/24 | Consideration | Implied terms – statute | Create case cards and flash cards for key terms – update glossary  Read articles from A Level Law review on this topic  Add to evaluation table and add AO1 content for formation and Terms |
| 18/11/24 | Intention to create legal relations and Privity | FA2 | Create case cards and flash cards for key terms – update glossary |
| 25/11/24 | Formation scenario practice | Terms – Exclusion - Incorporation | Create case cards and flash cards for key terms – update glossary  Review Exam Qs and MS on formation scenarios |
| 04/12/24 | Formation - evaluation | Regulation of exclusion clauses | Create case cards and flash cards for key sections of the Act  Read articles from A Level Law review on this topic  Create evaluation table and add AO3 content for formation and Terms |
| 09/12/24 | Contract Moot  DIRT | Terms – Practice Qs and Evaluation | Review exam Qs and MS  Add AO3 evaluation points to table |
| 16/12/24 | Revision – practice Qs and Quiz | Terms Evaluation  Christmas Law Quiz | Update table – revise case cards |
| 23/12/24 | Christmas holiday | Christmas holiday | Christmas holiday |
| 30/12/24 | Christmas holiday | Christmas holiday | Christmas holiday |
| 07/01/25 | Vitiating Factors – Economic Duress | Vitiating Factors - Misrepresentation | Case cards |
| 13/01/25 | Economic Duress – moot  FA3 | Misrepresentation | Review practice scenarios and MS |
| 20/01/25 | Discharge - performance | Misrepresentation - remedies | Case cards |
| 27/01/25 | Discharge - frustration | Remedies - damages | Case cards  Read article from A Level Law review on damages and remoteness – identify difficult areas and do some wider study. Identify Qs on areas you are unsure of. |
| 03/02/25 | Discharge - Breach | DIRT – Equitable remedies | Case cards and update glossary |
| 10/02/25 | Practice Qs | Remedies - statutory | Create table of key legislative sections  Flash cards of key remedies |
| 17/02/25 | Half term | Half term | Half term |
| 24/02/25 | FA4  Nature of Law Overview and Rule of Law | Justice - theories | Flash cards for key terms and theories  Undertake wider research of key justice theorists and reading (inc A Level Law review articles) – access Harvard justice course with Michael Sandel (MOOC) |
| 03/03/25 | Law and Morals | Justice – theories and types | Research 2 morally controversial topics (e.g. abortion, euthanasia, stem cell research and create arguments for and against)  Create a mind map of the different theories of justice |
| 10/03/25 | Hart Devlin debate and examples | Justice – ELS Examples | Write a summary of the Hart Devlin approaches and evaluate each side of the debate.  Create a table of examples and match to theory/type of justice |
| 17/03/25 | DIRT – Nature of Law exam technique and essay practice | Barriers to Justice | Justice - add to table of examples  Review exam Qs and MS  Write model answers for justice and morals |
| 24/03/25 | Law and Society | Law and Society – summary and group presentations | Create flash cards of key terms and review Exam Q and MS  Write a model answer  Wider research – speak to a friend who is studying sociology about it. |
| 31/03/25 | Easter | Easter | Easter |
| 07/04/25 | Easter | Easter | Easter |
| 14/04/25 | Criminal Law revision | ELS revision | Revise and be so glad you have made all of your flash cards and case cards already  Review some A Level Law articles on Paper 1 topics |
| 22/04/25 | Tort Revision | Law making revision | Revise and be so glad you have made all of your flash cards and case cards already  Review some A Level Law articles on Paper 2 topics |
| 28/04/25 | Contract Revision | Further Law revision | Revise and be so glad you have made all of your flash cards and case cards already  Review some A Level Law articles on Paper 3 topics |
| 06/05/25 | Paper 1 mock | revision | Breathing and meditation exercises |
| 12/05/25 | Paper 2 mock | revision | Eat healthily |
| 19/05/25 | Paper 3 mock | revision | Get enough exercise and sleep |
| 26/05/25 | Half Term | Half Term | Half Term |
| 02/06/25 | EXAMS | EXAMS | EXAMS |

|  |
| --- |
| KEY INFORMATION ABOUT YOUR COURSE |

**Key Information about your course**

|  |  |
| --- | --- |
| Length of Study | Five hours per week, (3 x 1 Hr 40m lessons) 31/35 weeks per year, 2 years. |
| Your classrooms | S22 - Law Base Room |
| Key skills you will be developing during the course to be successful | * Written and verbal communication skills * Debating and presentation of legal argument * (Improved confidence) * Team work and Collaboration * Accuracy and attention to detail * Relevancy and precision * Problem solving skills * Time management and Study Skills |
| Assessment Methods (Linked to Assessment Objectives) | (AO1) Lessons will start with a quick recall task of any prior learning. There is a lot of content to remember in law so you will need to regularly test yourself and develop recall skills and and ability to retrieve relevant information. There are regular case tests and quizzes and we will encourage different methods for revision, for example use of flash cards, case cards, quizlets and Giimkits for you to test your memory and assess your knowledge of the content.  (AO2) For the areas of substantive law, we will use activities such as law clinics, problem solving grids and flow charts, that focus on skills needed for application of the law and analysis. There are also challenging learning activities such as moots – court room role play where you can develop your confidence and skills and to be supported to step out of your comfort zone in a safe learning environment. There are group presentations of key information such as marketplace activities and pitches during topics such as law making and nature of law.  (AO3) For evaluation there are reading and comprehension exercises, regular debates and groupwork. You are expected and encouraged to share your ideas and take part in all tasks set and engage fully with the teaching and learning opportunities. |
| Equipment and Resources | Resources are provided in law with workbooks for each topic that you will be annotating – You will need to bring the relevant workbook to each lesson. (You will not necessarily need a separate notebook.) At the end of the topic there are workbook checks to ensure that you are taking suitable notes and engaging with the material and activities in them. The resources we have created and made available to you are:   |  |  | | --- | --- | | The Content Workbooks | These are to be brought with you every lesson as you will work through them in class, dependant on what topic you are covering. | | The Directed Independent Learning Booklet | This booklet has current articles and comprehension activities to complete to ensure you are completing your 5 hours of independent study per week. | | The Exam Workbooks | These are to be used as a supplement to your study to provide the opportunity to practice past exam questions, use mark schemes and read examiner’s reports. | | The Revision Workbooks | These are to be used after completing a topic to consolidate your content workbook into easy-to-memorise sections to ensure you are exam-ready! | |
| Health and Safety | Law often involves discussion of controversial subjects (for example when looking at law and morality – or issues that may affect individuals in relation to the criminal law). It is expected that students are sensitive to the fact that people may have had different experiences and whilst free to share their views – do so considerately and respectfully. |

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

# Assessment Objectives for A Level Law - OCR

Both Holly and Sheridan are OCR Examiners. Your lecturers will be able to help you understand the Assessment Objectives and how marks are awarded in the exams throughout your time on the course.

There are different strategies to use to further develop each skill. By completing your Directed Independent Learning Booklets and regular formative assessments – teacher feedback is vital to help you to identify which of the skills you need to develop and to signpost resources and strategies for success. This will take place during your **DIRT** sessions (**D**edication **I**mprovement and **R**eflection **T**ime) throughout the course of study.

|  |  |  |  |
| --- | --- | --- | --- |
| Half Term | Date (W/C) Year 1 | Date (W/C)  Year 2 | Formal Assessment (FA) Number |
| **Autumn 1** | 04/11/24  18/11/24 | 07/10/24  21/10/24 | FA1  DIRT |
| Autumn 2 | 06/01/25  20/01/25 | 25/11/24  09/12/24 | FA2  DIRT |
| **Spring 1** | 24/02/25  10/03/25 | 27/01/25  10/02/25 | FA3  DIRT |
| **Spring 2** | 21/04/25  05/05/25 | 10/03/25  24/03/25 | FA4  DIRT |
| Summer 1 | 02/06/25  16/06/25 | FINAL EXAMS | Progression Exam  DIRT (progression exam) |

This table shows the dates for when we are planning to hold Formal Assessments throughout the year. The DIRT sessions are to ensure you have received effective feedback from your formal assessments and have a clear understanding of your targets going forward to improve your grade.

Ensure you keep these dates secure so that you can plan your revision around this using the study hours planned into your timetable. The most successful students will always know the date of the next formal assessment because they will be preparing and revising for it well in advance!

A yellow folder with white and yellow pages

Description automatically generatedRemember to keep your completed assessments, feedback sheets and **DIRT** session work altogether in your homework folder (that will be given to you at the start of the year) to ensure that by the end of each half term you can view the progress you have made.

|  |
| --- |
| 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 A-Level 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 revise effectively alongside your lessons
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 formal assessments and feedback dates
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.

|  |
| --- |
| TUTORIALS |

**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 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:

* [Subject-reading List (with hyperlinks if e-resource)], please look here, [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.

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 subject specialist vocabulary.

|  |  |
| --- | --- |
| **Term** | **Definition** |
| **OCR** | The organisation that awards the grades for the course.(Also known as the Awarding Organisation – AO) |
| **Explain or Describe** | Demonstrate knowledge and understanding of the English legal system, legal rules, and principles. |
| **Discuss** | Examine legal rules, principles, concepts and issues and weigh up the strengths and weaknesses of them. |
| **Advise** | Demonstrate knowledge and understanding of legal rules and principles and apply them to given scenarios to present a legal argument using appropriate legal terminology. |
| **Analyse** | Compare and contrast the legal rules, principles or theorists. |
| **Evaluate** | Examine the strengths and weaknesses of legal rules, principles, concepts and issues. |
| **Discuss the extent to which** | Examine and weigh up the strengths and weaknesses of legal rules, principles, concepts and issues and come to a justified and appropriate conclusion. |

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

Throughout your two years of study of A-Level Law plus your other subjects, you will be looking to organise your next steps and intended destination after college.

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.

|  |
| --- |
| **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[[1]](#footnote-2) 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[[2]](#footnote-3) 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.

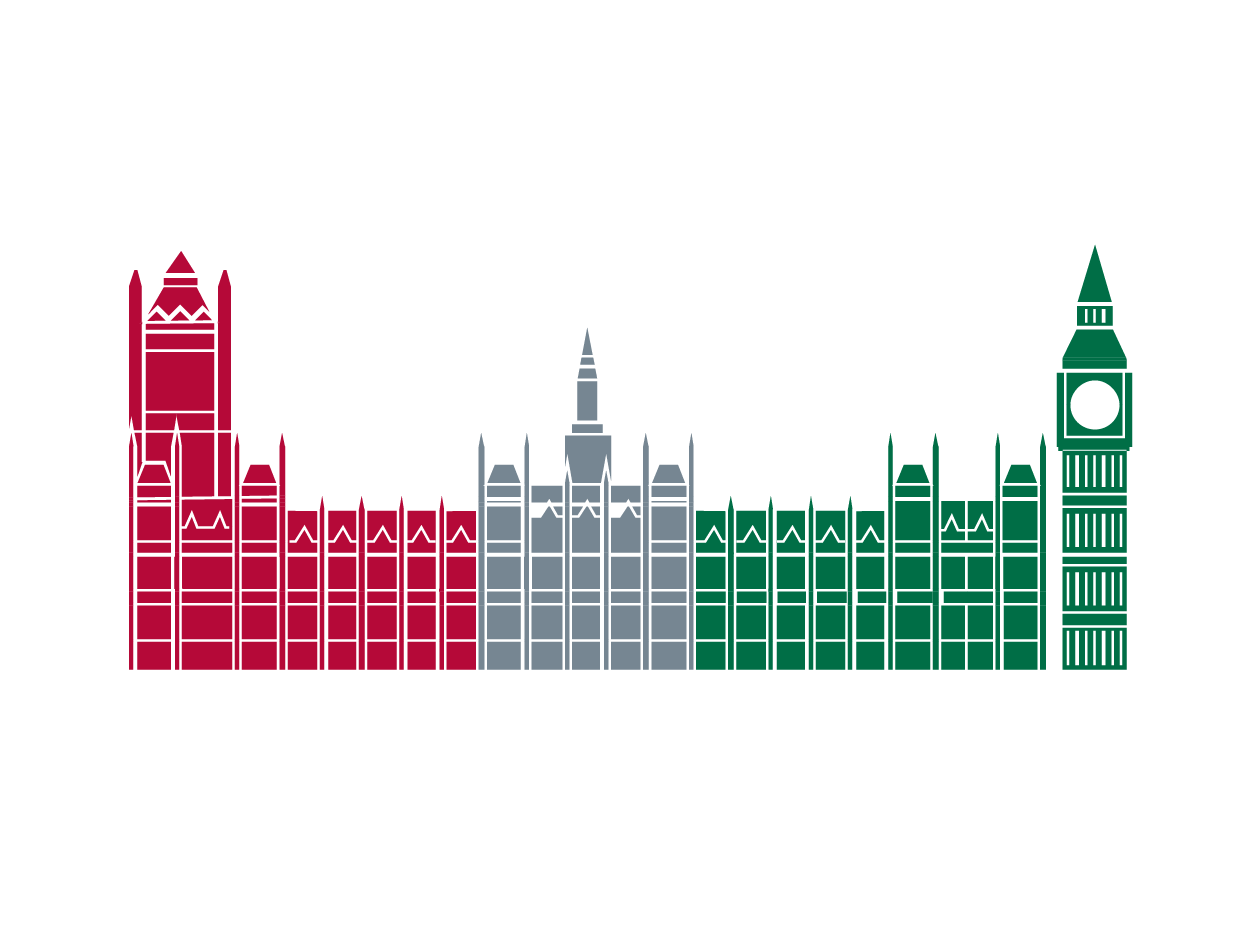
Does that principle apply in the following situations?

|  |  |
| --- | --- |
| 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 and slogans for a placard that can be used in a demonstration.
* **Law commission** – create a draft bill that will change the law – you will need headings and to split it into sections and subsections
* **Political groups** – plan a short speech for your MPS and government minsters to use to address the House on Commons 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**

|  |
| --- |
| COURSE SPECIFIC CONTENT |

**Paper 1 - The English Legal System and Criminal Law**

|  |  |
| --- | --- |
| Section A | Content |
| The English Legal System  AO1 and AO3 (20/80) | * Civil Courts and other forms of Dispute Resolution * Criminal Courts and Lay People * Legal personnel (Solicitors, Barristers and Legal Executives) * The Judiciary * Access to Justice |
| Section B | Content |
| Criminal Law  AO1 and AO2  AO1 and AO3  (60/80) | General elements of criminal liability (*actus reus, mens rea* and causation)  Strict Liability & Attempts  Non-Fatal Offences & Defences  Homicide & Property Offences  Critical evaluation of: non-fatal offences against the person, defences: self-defence, intoxication and consent and ideas for reform of these |

**Paper 2 – Law Making and Tort**

|  |  |
| --- | --- |
| Section A | Content |
| Law Making  AO1 and AO3 (20/80) | * Parliamentary Law Making and Influences on Parliament * Delegated Legislation * Statutory Interpretation * Precedent * European Union Law * Law Reform |
| Section B | Content |
| Tort  AO1 and AO2  AO1 and AO3  (60/80) | * Rules and Theory * Liability in Negligence * Occupiers Liability * Private Nuisance & The Rule in Rylands v Fletcher * Vicarious Liability & Defences * Remedies * Evaluation of negligence, occupier’s liability and vicarious liability |

**Paper 3 – Further Law and Contract**

|  |  |
| --- | --- |
| Section A | Content |
| Further Law  AO1 and AO3 (20/80) | * The Rule of Law * Law and Justice * Law and Morals * Law and Society |
| Section B | Content |
| Contract  AO1 and AO2  AO1 & AO3  (60/80) | * Rules and Theory & Formation of a contract * Terms * Vitiating Factors & Discharge of contract * Remedies * Evaluation of formation, terms and ideas for reform |

|  |
| --- |
| NOTES |

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