1. **Title of the module**

LAWS6380 (LW638) Mooting

1. **School or partner institution which will be responsible for management of the module**

Kent Law School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

3 credits, these are non-contributory

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

All single and joint honours Law programmes. Not available to first year students.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate detailed knowledge and understanding of the general principles underlying successful advocacy;
   2. Demonstrate detailed knowledge and understanding of the preparatory work required for successful advocacy and its purpose e.g. the production of skeleton arguments;
   3. Demonstrate detailed knowledge and understanding of the law, practice, techniques and etiquette of advocacy;
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Identify accurately the issue(s) that require research;
   2. Undertake relevant research which may or may not include research into an area of law covered by another law module;
   3. Write a short and concise skeleton argument;
   4. Prepare for and conduct advocacy effectively, persuasively and ethically;
3. **A synopsis of the curriculum**

This non-contributory module provides an introduction to and practical experience of mooting and the skills required to resolve legal disputes predominantly in the context of appellate litigation. This will include an introduction to the practice of mooting and the skills required to prepare for it, and to take part in a moot either in an internal or external mooting competition using moot problems provided. The Director of Mooting operates a selection process for the teams competing in the external moots, there will be several each year.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

The reading required will depend on the scenario each team works on; therefore it is not possible to provide an indicative reading list but all mooters are advised to read the 13,000 word document available on Moodle entitled ‘A Brief Guide to Mooting’.

Generic mooting books include:

E Baskind *Mooting the Definitive Guide* (Routledge 2017)

S Cooper and S McArdle *Preparing to Moot* (Routledge, 2017)

K Evans *Advocacy at the Bar* (Blackstone Press, 1992).

I Morley *The Devil’s Advocate* (Sweet & Maxwell, 2015)

D Pope *Mooting and Advocacy Skills* (Sweet & Maxwell, 2011)

1. **Learning and teaching methods**

Total study hours: 25

Contact hours: 5

Private study hours: 20

1. **Assessment methods.**

13.1 Main assessment methods

This module does not form part of the formal 240 credit diet at stages 2 & 3, therefore assessment does not formally ‘count’ for the degree. The module represents extra learning and an opportunity to gain transferable skills to enhance employability.

Students who attend and participate in the meetings and take part in either an internal or external competition will be deemed to have passed this module, unless the quality of an individual’s preparation for and participation in a mooting competition is deemed to be below 40%. Assessment of performance will be based on the criteria used where mooting is used as a formal assessment in a credited module.

13.2 Reassessment methods

This module does not form part of the formal 240 credit diet at stages 2 & 3, therefore assessment does not formally ‘count’ for the degree. The module represents extra learning and an opportunity to gain transferable skills to enhance employability. As such the module does not have a reassessment method.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |
| Meetings | x | x | x |  | x | x |  |
| In house competitions |  |  |  | x | x | x | x |
| Private Study |  |  |  | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |
| Attendance and participation deemed to be above 40% | x | x | x | x | x | x | x |

1. The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. Since there are no lectures, the KLS lecture recording policy does not apply.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

Internationalisation will be dependent on whether the problem scenario provided to the mooters has scope for international consideration. For example, a moot scenario may invite consideration of case law from other jurisdictions, particularly Commonwealth jurisdictions dealing with the points of law under appeal. Two mooting competitions (one internal and one external) are specifically dedicated to Canadian Law.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6 & 7 cover sheet) |
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