1. **Title of the module**

LAWS6570 (LW657): Mock Trial Advocacy

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

Law, Society and Social Justice: 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 or Spring

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

An understanding of Criminal Law is required. Therefore, either LAWS6130 or LAWS5080 is a pre-requisite. Otherwise, LAWS6010 will be required as a co-requisite.

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. Explain the purpose and elements of a Crown Court Trial and/or other applicable Courts of First Instance;
	2. Demonstrate an understanding of what a trial advocate does; how advocacy is managed and conducted in court;
	3. Demonstrate detailed knowledge and understanding of the techniques used in trial advocacy;
	4. Demonstrate skills in case preparation and analysis;
	5. Demonstrate the ways a trial advocate can persuade.
	6. Undertake the questioning of witnesses effectively and with confidence;
	7. Reflect on the relationship between the substantive law and how this applies in a trial situation;
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate skills in identifying and analysing issues;
	2. Accurately identify the issue(s) that require research;
	3. Demonstrate confident oral skills.
3. **A synopsis of the curriculum**

This non-contributory module provides an introduction to the Courts of First Instance and the skills required of an advocate to win their case. This will include an introduction to the purpose and structure of a trial, workshops on the skills required to prepare for trial, and participate as an advocate in a trial. This will lead to participation in an internal mock trial competition using a hypothetical case scenario. Other students (or members of the wider community) will take the roles of e.g. Court Clerk, Usher, Witness, Defendant and jury members. (Any student participating in these roles will be eligible for Employability Points).

Students will be expected, in their own time during the first 3 weeks of the module (or before), to visit a Crown Court or other Court of First Instance (as directed) and observe trial proceedings for at least half a day. They will need to submit a “News Report” on what they observed – see s.13 below. If a student has already been to Court on work experience or mini-pupillage, they may use that experience for the purpose of their news report. (Independent proof of the visit may be requested).

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

Richard Du Cann, The Art of the Advocate (Penguin, 1993)

D.Hill & D.Pope, Mooting and Advocacy Skills (Sweet & Maxwell, 2007)

Robert McPeake (Ed.) Advocacy (Oxford University Press, 2018)

Iain Morley QC, The Devil’s Advocate (Sweet & Maxwell, 2015)

1. **Learning and teaching methods**

Total study hours: 30

Contact hours: 14

Private study hours: 16

1. **Assessment methods.**

13.1 Main assessment methods

All elements are pass/fail and each element must be passed in order to pass the module. Assessments comprise:

* News report – 300-500 words (following Court observation visit – see s.10)
* Participation in seminar/workshops
* Internal mock trial competition

13.2 Reassessment methods

Given its format, the internal mock trial competition cannot be repeated in the standard University re-assessment period. Students who fail the module through non-submission or non-participation will have the module removed from their degree records. It cannot be repeated.

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 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |
| Seminar/Workshops | X | X | X | X | X | X | X | X | X | X |
| Private Study | X | X | X | X | X | X | X | X | X | X |
| Court Visit | X | X |  |  |  |  |  |  | X |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Participation in Seminar/Workshops | X | X | X | X | X | X | X | X | X | X |
| Mock Trial |  | X | X | X | X |  |  | X | X | X |
| News Report | 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. Seminar slides/outlines/handouts will be made available in electronic format in advance to allow all students to prepare (particularly students with note taking difficulties).
5. There are no lectures in this module, therefore the lecture capture 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**

We have many students who come from Common Law jurisdictions. All of these students would benefit from this module, as they would be learning transferable skills that are relevant in all Common Law jurisdictions.

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**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) |
| EAP | Major | September 2021 | 8, 10, 13 | No |