INTO University of Exeter

GRADUATE DIPLOMA IN LAW

PROGRAMME HANDBOOK

2013-14

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WELCOME TO INTO UNIVERSITY OF EXETER

Dear Student

We would like to welcome you to the city of Exeter, the University and INTO University of Exeter. We hope very much that you will find your stay with us enjoyable and useful and that you will see great improvements in your ability to read, write, speak and listen to the English language.

Our Graduate Diploma course has been designed with great care and based on many years' experience of teaching English to those who need it in order to communicate with the very large number of English speakers around the world. We are familiar with the differing needs of the many types of people who come to us for English tuition. At the same time we value your comments and suggestions as it is important that you keep us informed of your own particular needs.

You will find that the INTO University of Exeter is a busy place. The University has a growing number of international students, and as well as our own full-time students, students come to us for English tuition and support from other departments and schools in the University. Of course, there are several thousand British students on the campus too. So you will meet people from many cultures and contexts and we hope that you will benefit from the opportunity to practise your English in many different situations and with many different sorts of English speakers.

Devon is a very pleasant part of Britain in which to study. INTO University of Exeter organises a number of trips to interesting places during the year. In addition, the International Society on campus also arranges many events and trips for international students and you are strongly recommended to take advantage of these.

We understand that at first you may find life difficult, since living in a new country can be both exciting and strange. You will have to get used to the food, the people and, of course, the weather. But you will learn best if you are happy and comfortable. So do not stay silent if you are worried about something or if you have a problem. In this handbook you will find that there are many people who can help you.

We wish you a very happy stay in Exeter and look forward to working with you.

Nicky Davies & Andy Boyne
Programme Managers, *Graduate Diploma*

GRADUATE DIPLOMA 2013 - 14 TERM DATES

Term 1
Monday 16th September – Friday 13th December 2013

Term 2
Monday 13th January – Thursday 11th April 2014

Term 3
Monday 28th April – Friday 6th June 2014

Bank Holidays:
Monday 5th May 2014
Monday 26th May 2014

Students are expected to attend INTO University of Exeter during the term dates given above.

Examination Board: week commencing 2nd June 2014
Conditional offers for Masters' programmes will be confirmed **after** the Examination Board.

GRADUATE DIPLOMA LAW - PROGRAMME STAFF

Name	Role	Room No	Tel. number	Email
Carolyn Walker	Academic Director	2.22	72 4283	c.r.walker@ex.ac.uk
Nicky Davies	Programme Manager	2.02	725465	n.j.davies@exeter.ac.uk
Andy Boyne	Programme Manager / English Co-ordinator	2.02	725465	a.k.boyne@exeter.ac.uk
Dilys Thorp	Law Co-Ordinator	2.02	725465	d.a.thorp@exeter.ac.uk
Marion Fulcher	Academic Support Manager	2.05	72 2105	m.e.fulcher@exeter.ac.uk
Dr Ugochukwu Obibuaku	Law Lecturer	2.01	724299	uobibuaku@yahoo.com
Laura Allen	English tutor	2.01	724299	l.m.allen@ex.ac.uk
Felicia Heard	English tutor	2.01	724299	f.a.heard@ex.ac.uk
Chloe Sharpe	International liaison officer	2.25	726170	c.sharpe@exeter.ac.uk

OVERVIEW OF GRADUATE DIPLOMA IN LAW

The Graduate Diploma programme at INTO University of Exeter is is a 9-month full-time programme at National Qualification Framework (NQF) level 6 designed to provide you with the English, study skills, and business subject knowledge you need to progress to a master's level programme at the University of Exeter. This programme is designed for students who have completed a first degree in law or business or another relevant subject. It will give you experience of being a university student and allow you to take part in campus life, while at the same delivering benefits in the form of tuition and support. You will explore the academic content modules through studying and applying core concepts and principles, whilst developing the requisite technical and communication skills. You will be offered a favourable learning environment, designed to meet your specific needs, in which to develop English language competence, study skills and an understanding of academic subject content. Learning is appropriately paced and supported with a generous allocation of teaching time (typically 20 hours per week).

The programme is divided into units of study called modules which are assigned a number of credits. The credit rating of a module is proportional to the total workload, with 1 credit being nominally equivalent to 10 hours of work. The programme consists of 120 credits. There are three modules each of 30 credits at level 6, and one 30-credit module in Contract Law at level 4 (see table below).

The input for the English and subject content modules are in terms 1 and 2. In your third term the focus is on assessment, assignment writing and dissertation or project work. You will be assessed by a combination of coursework and examinations at the end of each module.

Entry to a Master's degree at Exeter is dependent on your achieving the required academic standards.

Graduate Diploma in Law: modules

CODE	TITLE	CREDITS
INT3611	*English Language & Communication Skills (Law)*	30
INT3612	*Law Based Dissertation*	30
INT3613	*English Law and the English Legal System*	30
Law1004	*Law of Contract*	*30*

Overview of taught time
- *English Language & Communication Skills – 10 hours per week terms 1 and 2*
- *English Law and the English Legal System – 5 hours per week terms 1 and 2*
- *Law of Contract – 2 hours per week for 25 weeks plus workshops*
- *Law Dissertation – 2 hours study skills term1, 1 hour dissertation writing term 2, tutorials term 3.*

English support tutorials for law assignments
Students will have a 30 minute one-to-one tutorial with an English teacher to support each law subject assignment.

TEACHING, LEARNING AND ASSESSMENT METHODS

The programme at INTO will be delivered using a range of learning opportunities and activities, including:

Lectures
Tutorials
Seminars and seminar discussions
Regular formative class work activities with feedback
Individual and group presentations
Online (e.g. ELE) activities
Library based resources for individual research
Directed private study

The programme in the Law School (Law of Contract module) will involve lectures and workshops.

STUDENT/STAFF EXPECTATIONS
As a student at INTO University of Exeter you are expected to:

1. attend punctually all the classes on your course.

2. inform the Centre of reasons for any absence from classes.

3. take an active part in classes.

4. complete and submit homework assignments at the time they are required by your teachers.

5. think about your own language learning needs and keep your teachers informed about them.

6. be aware and considerate of the language learning needs of other students in your classes.

7. be sensitive to cultures other than your own.

8. organise your time outside the classroom effectively and use opportunities to practise your spoken and written English.

9. discuss any problems connected with your classes directly with your teachers and/or course co-ordinators.

10. complete and submit evaluation questionnaires when asked to do so by your teachers.

11. abide by University regulations when using IT facilities, both in the Learning Resource Centre and elsewhere

You can expect the staff to provide you with: -

1. information on the aims of the course.

2. information on the content of your course.

3. information on the aims of each lesson you attend.

4. information on how your performance on your course will be assessed and reported.

5. help with becoming used to the University and its facilities.

6. advice on how to use the University's student support services.

7. advice and encouragement on how to study and practise your English outside class.

8. comment and feedback on your progress throughout your course.

9. help with your future study plans including applications for other courses.

10. opportunities to discuss study and other problems in tutorials and at other times.

SUPPORT FOR STUDENTS AND STUDENTS' LEARNING
Library, IT Services and Printing

At Exeter, the University Library maintains its principal collections in the main library buildings on the Streatham and St Luke's campuses, together with a number of specialist collections in certain Colleges. The total Library collection comprises over a million volumes and 3000 current periodical subscriptions. Information Technology (IT) Services provide a wide range of services throughout the Exeter campuses including open access computer rooms, some of which are available 24 hours, 7 days a week (including printing). Additionally, INTO has its own dedicated facilities in the Learning Resource Centre (Level 0). Helpdesks are maintained on the Streatham and St Luke's campuses, while study bedrooms in INTO and University accommodation are linked to the University's campus network.

Printing can be carried out in the INTO Learning Resource Centre. Photocopying, booklet binding, etc. is available in the Print Shop located on the first floor of the Forum (up the stairs by the Helpdesk).

Independent Learning

The Learning Resource Centre (LRC) provides facilities for INTO students and teachers to work independently on their learning. It is open Monday to Friday from 8.30am to 6.00pm.

Your programme will have a Guided Independent Learning programme for you to follow. The intention is to help you to find resources related to the class work you are doing and to deal with individual issues you may have that are not being taught in the main curriculum. For example, you may have particular pronunciation or grammar issues and one of your English teachers might ask you to go to the LRC for help. For example, it may be that you need some help understanding the new vocabulary in one of your subject modules.

Help and support is available from a teacher in the LRC. He/she can help with any learning challenge you may have and suggest a course of action to help you with it. The teacher on duty can also help you with any issues with regard to ELE (see below).

The Lending section has books you can borrow for pleasure and to improve your reading speed. There are also some books about Business, Economics, Finance, Law and Engineering.

The Reference Section has reference books, text books and work cards for:
- most subject areas
- grammar
- vocabulary
- reading comprehension
- writing
- study skills
- examination practice

The Computers
Some of the Computers in the LRC can be used to develop your grammar, reading and other language skills. There is also special software for preparing for the IELTS exam. There is an Internet bar which you can use to access your email and do other things on the Internet. There are also dictionaries and encyclopaedias on the Computers and in book form.

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Exeter Learning Environment (ELE)

The University and the INTO Centre use an online learning platform called **ELE** (vle.exeter.ac.uk) to support subject and language learning. You will be shown how to use it and you will be expected to use it as part of your course. The site is available throughout the University and can be accessed from your accommodation. There are separate areas for each of the programmes and modules. You will need your University login and password to enter the sites.

Resources include:

Timetables
Course programmes / schedules
Programme handbook
Coursework tasks, schedules and marking criteria
Supporting academic resources to assist your studies
Links to useful web sites
Language practice
Access to useful forms

Overview of Regulations for using Computing Facilities

This is just a simplified summary and you should also read the full regulations available at:
http://www.exeter.ac.uk/calendar/its/.

- To use systems managed by IT Services, you will need to register. You will receive instructions for how to do this when you receive your University ID card.
- Any user identification or password you are given is for you alone: don't tell anyone your password and don't try to use anyone else's.
- Computing facilities can only be used for authorised purposes and special permission is needed to use computers for personal, commercial or outside work.
- You must make sure you know how to use the equipment. You need permission to move anything, to borrow anything or to connect any new hardware.
- Follow instructions for starting and finishing time on the computers.
- While you are using University computers, use only authorised software.
- You must not damage, interfere with, or modify any hardware or software; if you do you may be charged for having it put right.
- You must not load any new software onto INTO or University computers.

If you break these rules you may be breaking the criminal or civil law and will certainly be liable to disciplinary action.

Tutoring

It is University policy that all Colleges should have in place a system of academic and personal tutors for their students. A University-wide statement on such provision is included in the University's TQA Manual.
http://admin.exeter.ac.uk/academic/tls/tqa/Part%206/6B(2010)Personal%20Tutor%20System%20CoP%20FINAL.pdf

Student Support Services

Additionally, the following units at Exeter between them provide a wide range of support services to all students:
- [University Wellbeing Service](#) - available free of charge, to provide confidential help and support.
- [Student Health Centre](#)
- [Study Skills Service](#) - can provide one-to-one guidance and information on all aspects of academic study and skills.
- [Family Centre (Streatham campus)](#) provides high quality care and education for early-years children of students and staff.
- [Student Advice Centre](#) (the Forum) is your first port of call for free, impartial and confidential advice on a range of issues: housing, finance, and academic matters.
- [Students' Guild](#) is the students' union of the University of Exeter.
- [Student complaints](#) procedure.
- [Chaplaincy](#) supports and encourages students all students.
- [The International Student Support Office](#) supports non UK students across all University of Exeter campuses.
- [AccessAbility](#) aims to provide advice, guidance, signposting to other services and, in some cases, face-to-face assistance for those in need. The University is committed to supporting disabled students, staff and visitors on all its campuses.

Careers advice

The University Careers Advisory service provides expert advice to all students to enable them to plan their futures, through guidance interviews, psychometric testing, employer presentations, skills events, practice job interviews and CV preparation. Towards the end of the programme you will be able to attend sessions designed to increase your employment skills. In addition, you can get information about jobs and careers from the Careerzone in the Forum.

Staff Student Liaison Committees

All Colleges are required to operate Student Staff Liaison Committees (SSLC), which allow students to contribute directly to the enhancement of educational and other provision at discipline level. At INTO we offer a Student Staff Liaison Committee for each programme with a student representative from each subject pathway, and a Subject Chair chosen from the representatives. This ensures that a very broad cross-section of the student body is represented.

Students are also represented through the Subject Chairs on the INTO Education Committee, INTO Boards of Studies and INTO Programme Meetings where their input into the development of current and new programmes is valued.

Welfare and Academic Support

INTO offers enhanced welfare and academic support. Student attendance is tracked very carefully and on a weekly basis so that if a student does not attend class, follow up is done in a timely fashion through resident tutors in INTO accommodation or by our student welfare support team. A buddy scheme is underway to support students before and when they arrive at Exeter.

Students have access to their Programme Managers on a regular basis for academic matters and have tutorials with their personal tutors each semester to review progress. The tutor responsible for Independent Learning in the Centre is available for consultation with

students and there is a dedicated PC cluster with language / skills development software and a more traditional study centre with book-based resources, video and taped materials.

One-to-one tutorial support for writing is a feature of all our English Language modules where tutors give feedback on specific assignments at draft stage.

There is also a dedicated social programme for INTO students which include visits to places of interest in the region but also events where students can develop their English.

ATTENDANCE AND PUNCTUALITY

We take your studies very seriously and we expect you to attend 100% of your classes during your time at INTO University of Exeter. We will record your attendance for every class in your timetable. Also, you are expected to attend all classes on time. Please note that if you arrive 10 minutes late or more for a class, you will be allowed in only at the teacher's discretion.

However we do understand there may be times when you cannot attend classes. If you are unable to attend class because you are unwell, as early on the day as possible you need to inform INTO University of Exeter Reception, who will inform your Programme Manager. You can contact Reception by email or phone:

E-mail: into@ex.ac.uk
Tel: 01392 724282

We are sympathetic to students who are genuinely ill, but it is very important that you report your absence. If you fail to report your illness, your absence will be deemed unauthorised.

When you return, you will need to complete a PERSONAL SICKNESS CERTIFICATE which can be found on the Programme Information page on ELE:
http://vle.exeter.ac.uk/course/view.php?id=1921

If you are unwell for longer than 5 teaching days, you will be expected to supply a doctor's note (available from the University Health Centre) as well as your Personal Sickness Certificate.

Sickness Certificates and doctor's notes must be given to Reception immediately you return.

If you know in advance that you have to be absent on particular days you will also need to complete a REQUEST FOR ABSENCE FORM to be authorized by your Programme Manager. This form can also be found on the Programme Information page on ELE:
http://vle.exeter.ac.uk/course/view.php?id=1921

Accepted reasons for absence and evidence you must provide

Reason	Evidence required
Illness and health appointments; absences will only be authorized due to illness for up to five teaching days without supporting documentation.	If you are sick for five or more days, you will need to submit an NHS medical note. Documents that are not from an NHS Centre will not be accepted.
Visa/Police appointments	Copy of appointment letter
Embassy visits	Copy of appointment letter
Interview with host/prospective University	Copy of all correspondence between the Centre, yourself and the university
Religious Observance	This is only for specific cases as agreed by sponsors and Regional Managers
Compassionate Leave	This will be assessed on a case by case basis by the welfare team and your programme manager

ATTENDANCE POLICY

If you fail to comply with the above policy without a proper explanation, you will be taken through the following warning stages. At each stage of the process you will meet with an appropriate member of academic staff to discuss why you have not been attending. The outcome of the meeting may result in you receiving a warning letter, a copy of which may be forwarded to your agent or sponsor. In addition, your attendance will then be monitored more closely. If you reach stage 4 of the warning process you will meet with the Centre Director who will decide whether you can continue with your studies or whether you will be withdrawn.

Stage 1:

If your attendance falls to **89%** you will receive a letter enquiring why you have missed classes and if you are experiencing any difficulty. Your attendance will then be monitored more closely.

Stage 2:

If your attendance still does not improve you will be asked to meet your Programme Manager to explain why you have not been attending. A plan for your return to 100% attendance will be discussed with you, and you may be placed on report. You will also receive **a first warning letter** from your Welfare Officer, **a copy of which will be forwarded to your parents/agent/sponsor.**

Stage 3:

If your attendance still does not improve, a letter will be sent to you requesting that you meet with the Head of Student services. At this meeting you will be issued with a final warning; **a copy of this letter will be forwarded to your parents/ agent/sponsor.**

Substantial improvement must be made from now on to avoid **your exclusion from INTO University of Exeter with no refund.**

Stage 4:

Any further unauthorised absences will result in a letter requesting that you meet with the Academic Director and requesting that **you withdraw from INTO University of Exeter**.

PLEASE NOTE: All correspondence will be sent to your University/INTO e-mail address. You **MUST** check this on a daily basis.

Attendance and Exams

It is a University requirement for all programmes that you attend examinations, so make sure you know when, and where, your examinations are to be held.

If you are ill, or experience serious problems that affect your exam performance, or you are absent during the exam period, you must submit a MITIGATION FORM together with medical or other evidence to the ***Programme Office***. Your case will then be considered at a Mitigation Committee, which will decide whether you should be allowed a further opportunity to take the exam. If you do not give good reason for absence from exams, it will be considered that you have withdrawn from the University.

It is therefore important that, if you have missed an examination for medical or any other reason, or you feel your performance was badly affected by external factors in any way, you should contact INTO immediately you become aware of the problem, and ensure that the appropriate mitigation documentation is submitted as soon as possible. (see below)

The **MITIGATION PROCESS** is as follows:
For *mitigation for exams or completed assignments*,
1**.**   You should complete an *Application for mitigation form* (available from the Programme Office or Reception) **no later than one day after your examination or assignment submission deadline.**
2.   Give the form to the Programme Office, together with written supporting evidence, such as a doctor's letter or appointment card. The evidence you supply must be verifiable.
3.   A Mitigation Committee will consider your application as soon as possible. The Committee will decide, first, whether you have grounds for mitigation and, second, and decide what the necessary course of action should be. You will be notified of the decision as soon as possible.

For an ***extension for an assignment***,
1.   Hand in the mitigation application to the programme office no later than one day **BEFORE** your assignment submission deadline together with your supporting evidence, such as a doctor's letter.
2.   Your Programme Manager will consider your application and you will be notified of the decision as soon as possible.

It is important to note the following:
1.   The mitigation process cannot take place after you have received your assessment results.
2.   If you have to apply for mitigation *later than one day* after your assessment takes place you must supply written evidence in support of your late application. Your application will not be considered without this evidence.
3.   Mitigation cannot be considered where there has been academic misconduct.
4.   You should note that handing in work after the deadline without permission will result in marks being deducted from your work.
5.   You can appeal against the decision of the Mitigation Committee on certain grounds only.

Please see your Programme Manager for more information.

ASSESSMENT INFORMATION
Assessment and Marking Conventions for Graduate Diploma in Management/Finance

The Graduate Diploma consists of 120 credits at level 3, with a division of 30 credits for English and 90 for Law.

The award of the Graduate Diploma normally requires that the candidate achieves 120 credits with marks of at least 40% in each module. To obtain a distinction, a candidate must achieve an average of 70% over all academic content modules and at least 70% in English.

Progression marks: students applying to Law Masters' programmes at Exeter are normally required to achieve an overall average of 65% in all modules, with at least 65% in the English Language and Communication Skills module, and at least 60% in the Law Dissertation.

Dean's Commendation: the student attaining the highest marks will receive the Dean's Commendation.

Most matters relating to referrals, deferrals, condonement, repeat study etc will be subject to 'Undergraduate Degrees and Awards: Assessment Procedures' in the TQA Manual on *http://admin.exeter.ac.uk/academic/tls/tqa/ugexams2.htm*. However, rules and provisions specific to the Graduate Diploma are given below.

Condonement

Condonement is the process that allows the graduate Diploma to be awarded despite the failure to achieve 120 credits, provided that the overall mark of 40% has been achieved over the 120 credits of assessment including the marks for any failed and condoned modules.

A maximum of 30 credits can be condoned. Where more than one condonable module is failed, the module with the highest mark will be condoned. You will not have the opportunity of reassessment in the condoned module. INT 3611 module cannot be condoned.

If you have any condoned modules you will not be able to progress to a master's degree at Exeter University.

Referral
This is the process whereby a further attempt at an individual examination, following an initial failure, is permitted without the requirement to repeat any attendance. Referral in any module will constitute a second formal examination – coursework may or may not be included in the re-assessment. See module descriptors for further details

You must complete all summative coursework before you are entitled to referral. The grade for the referred exam, and therefore the module grade, will be **capped at 40%.**

Referred and deferred exams will normally be taken during the next exam period.

Turnitin

All written assignments will be submitted via Turnitin as part of the assessment process.

External assessors

Please note: *'The contacting of external examiners by students regarding any aspect of their programmes of study is prohibited and will be treated as an offence under the University's Disciplinary Procedures. Externals are requested to inform the University's Examinations Office should such an occurrence take place.'*
*(*http://www.exeter.ac.uk/staff/policies/calendar/part2/examiners/*)*

This web link provides details about the external assessor for your programme.

ACADEMIC MISCONDUCT   (including plagiarism, collusion and cheating in assessment)

The University expects all of its students to behave in a manner which upholds the principles of academic honesty. All types of academic misconduct in assessed work are taken very seriously, whether this is for **formative** or **summative** assessment

1 Definitions

There are several types of academic misconduct, defined in the TQA manual
http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Lplag1.pdf

> **Plagiarism** is the act of representing another's work or ideas as one's own without appropriate acknowledgement or referencing. There are three main types of plagiarism, which could occur within all modes of assessment (including examination):

(i)   Direct copying of text from a book, article, fellow student's essay, handout, thesis, web page or other source without proper acknowledgement.

(ii) Claiming individual ideas derived from a book, article etc. as one's own, and incorporating them into one's work without acknowledging the source of these ideas.

(iii) Overly depending on the work of one or more others without proper acknowledgement of the source, by constructing an essay, project etc. by extracting large sections of text from another source, and merely linking these together with a few of one's own sentences.

> **Cheating** also includes:

(iv) use of unauthorised books, notes, electronic aids or other materials in an examination
(v) obtaining an examination paper ahead of its authorised release
(vi) **collusion**: presenting somebody else's work as your own with the knowledge of that person
(vii)Acting dishonestly in any way including fabrication of data, whether before, during or after an examination or other assessment so as to either obtain or offer to others an unfair advantage in that examination or assessment.

2 Categories

(from TQA Manual http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Lplag1.pdf

(a) Poor Academic Practice
Misconduct appears to have arisen from lack of understanding of academic protocols, most common in early stages of programme.

Examples:
- inadequate referencing
- inclusion of inadequate paraphrasing or of un-attributed or incorrectly attributed copying, based on the same point of misunderstanding.

Note that where this takes place a second time, or it is done with an intention to deceive, it will be classed as 'Academic misconduct'.

Poor academic practice cases are always handled at Centre level.

(b) Academic Misconduct

Misconduct involves behaviour which, if not detected, would have deceived those setting, administering and marking the assessment and/or would have obtained advantage on the part of the student.

Examples:

- An assignment includes text which is either inadequately paraphrased or directly quoted without speech marks and not referenced;
- An assignment fails to provide a reference in the text for ideas that are not the student's own;
- An assignment contains text, tables etc which are identical to that of another student;
- An assignment which is identical or closely related to one submitted by the student at an earlier point and for which a mark has been received.

Academic misconduct cases are normally handled at Centre level.

(c) Severe Academic Misconduct

Misconduct is a second offence or involves evidence of extensive plagiarism or cheating, clear evidence of behaviour which is designed to deceive those setting, administering and marking the assessment and/or to obtain advantage on the part of the student.

Examples:

- Taking notes into or using any unauthorised device in an examination;
- Impersonating another person during an examination or arranging for another person to impersonate you during an examination;
- An assignment includes extensive and significant quantities of un-attributed or incorrectly attributed copying which makes a significant contribution to the assignment;
- Any case where a student has previously been penalised for plagiarism;
- The use by a student of essay sites that involve a commercial transaction;

All cases of cheating in examinations should be classed as examples of *severe academic misconduct*, and must be referred to the Faculty Office

Suspected severe academic misconduct cases are normally referred by INTO University of Exeter directly to a Committee of Academic Enquiry.

Procedures for dealing with suspected academic misconduct

Where there is evidence of suspected cheating/plagiarism, the Centre will deal with the matter internally in the first instance. The Academic Director will write to the student (normally within 10 working days of the case being reported to the Academic Director) saying that one of the following procedures will apply:

(i) Application of a penalty without the need for a formal meeting. This happens where the case is considered to be *poor academic practice*
(ii) A formal meeting with the student will be convened and chaired by the Academic Director to discuss the case. This is used for cases of *Academic Misconduct*.
(iii) The case will be referred directly to the Faculty Office. This is used for *Severe Academic Misconduct*

In all cases the Faculty Office shall receive a copy of the Academic Director's letter.

<u>Penalties</u>

(a) Poor academic practice

Penalties may be:

A written warning, with no effect on the mark but a record is kept in case of future incidences.

The student may have to complete the Exeter Learning Environment (ELE) plagiarism module; the student will also receive individual support

The student may be required to apologise to those they have deceived, especially where e.g. a student has used another's work. The student may also be asked to apologise to academic staff.

The piece of work in question is revised to remove reference to plagiarism. There may be no effect on the mark or it may be capped at or above pass mark, or between the pass mark and 0.

The student may be asked to submit a new piece of work in its place with no effect on the mark.

(b) Academic misconduct

The student may have to complete the ELE plagiarism module; the student will also receive individual support

The student may be required to apologise to those they have deceived, especially where e.g. a student has used another's work. The student may also be asked to apologise to academic staff.

The piece of work in question may be revised to remove reference to plagiarism. The work is capped at or above pass mark, or it is capped between the pass mark and 0; or the module is capped at or above the pass mark, or it is capped between the pass mark and 0; there may or may not be a right of referral.

The student may be asked to submit a new piece of work in its place. There may be no effect on the mark, or the work is capped at or above pass mark, or it is capped between the pass mark and 0; or the module is capped at or above the pass mark, or it is capped between the pass mark and 0; there may or may not be a right of referral.

(c) Severe academic misconduct

The student must complete the ELE plagiarism module, and will also receive individual support. The student may be required to apologise to those they have deceived, especially where e.g. a student has used another's work. The student may also be asked to apologise to academic staff.

The piece of work in question may be revised to remove reference to plagiarism. The module is capped at or above the pass mark, or it is capped between the pass mark and 0 with a right of referral.

The student may be asked to submit a new piece of work. The module is capped at or above the pass mark, or between the pass mark and 0. There may or may not be a right of referral if the mark is non-condonable. In exam cheating, all exams taken at the same time may be capped at 0. In extreme cases the student will be expelled.

In all cases, guidance and rules on the definitions, categories, procedures and penalties are as laid down in the University's TQA Manual (See website above)

HOW TO BEHAVE IN EXAMS at INTO

At the beginning of the exam:
- Please arrive 15 minutes before your exam starts
- Stop talking when you enter the examination room
- Leave your bags, pencil cases, mobile phones (switched off) and coats etc at the front of the room
- Quietly find the desk which has a card with your name on it
- You should have nothing on the desk except your name card, your university I.D. card, a pen or pencil and eraser
- Do not take any unauthorised notes or papers into an exam

During the exam:
- Write your university student number and INTO student number in the appropriate place on the exam paper
- You must be silent. Do not communicate with any other candidate in any way (this includes sign language)
- Do not ask the invigilators any questions about the contents of an exam
- If you need to communicate with the invigilator in an emergency, you should raise your hand silently and the invigilator will come over to you
- Do not copy the work of any other candidate

At the end of the exam
- Stop writing when the invigilator tells you to do so
- Sit silently until all exam papers are collected in
- Do not talk until you have left the exam room

In all cases, guidance and rules on the definitions, categories, procedures and penalties are as laid down in the University's TQA Manual (See website above).

N.B. Remember to bring you university I.D. card with you to all examinations

ASSESSMENT OF ENGLISH MODULE INT 3611

Graduate Diploma INT 3611: Summative English assessment

Students are assessed in written language skills and spoken language skills. These skills are assessed by a combination of course work and written and spoken examinations. The English module is worth 30 out of 120 credits.

There will be one set of summative examinations. The five elements are: writing (30%), speaking (20%), reading (20%), listening (20%) and language (10%).

The assessment week will be at the end of Term 2.
The table below gives an overview of the English Assessment:

Module	Area for assessment	Contribution to Overall English assessment	Method	When
INT3600	**Language**	**10%**	60 minute exam (grammar and vocabulary)	English assessment weeks
	Writing	**15%**	assessment based on course work: two Key Texts KT1 Legal Problem KT2 Argument Essay	KT1- Term 1 KT2- Term 2
		15%	(iii) timed writing – one hour (a prepared topic - notes allowed)	English assessment week
	Reading	**20%**	a prepared reading exam	English assessment week
	Speaking	**20%**	a formal group discussion	English assessment week
	Listening	**20%**	a formal listening test	English assessment week

(See page 4 for term dates)

Marking Procedures

Some tests (such as language development and parts of reading) will have objective marking systems
Where assessments are 'subjective',

1. Detailed assessment criteria are used in all subjective assessments. These are available in the module handbooks.
2. Markers are 'trained' and marking is standardised before assessment takes place.
3. Marking co-ordination (moderation) meetings are held at an appropriate point in the process in order to ensure reliability of assessment.
4. 25% of all assessed written work will be double marked.
5. Any assessed written work which is felt to be a fail or 'borderline', receives a second marking.
6. All assessed group discussions are double marked and filmed.

ASSESSMENT OF LAW MODULES

English Law and the English Legal System: INT3613
Assessment of this module is by written assignment of 2000 words (excluding bibliography and appendices), presentation, course work, and written examination

Assignments are given to students between weeks 4 and 8 of the module and no later than 2 weeks before the end of the module. Students will be allowed a minimum of four weeks to complete the assignment and no more than 8 weeks. Assignments will be returned within 4 weeks of the official submission date. The following timetable is suggested:

Assessment	Date	Length/Format	Contribution to module mark
Presentation - Formative	Term 1 (w.b.19/11/13)	15 mins	
Presentation - Summative	Term 1 (w.b.26/11/13)	15 mins	20%
Written examination- Summative	Term 1 December 2013	2hrs 15 mins	50%
Assignment (Essay) - Formative	Term 2 Mid February 2014	2,000 words	
Assignment (Essay) - Summative	Term 2 Mid March 2014	2,000 words	30%

Law Based Dissertation

Assessment	Date	Length/Format	Contribution to module mark
Oral Presentation	Term 3	15 mins	30%
Dissertation	Term 3	6000 words	70%

Law of Contract

Assessment	Date	Length/Format	Contribution to module mark
Summative Essay	Term 2	1500 words	25%
Open note examination	Term 3	2¼ hours	75%

REGULATIONS FOR ASSIGNMENT SUBMISSION

English Law and the English Legal System Assignments
TWO copies of each assignment should be submitted in word-processed form, in a loose binder and containing a cover sheet (title page) on which is given the following:

- the name of the award
- the module
- the title of the assignment
- the name of the lecturer
- your university number
- your INTO number
- the date of submission of the assignment
- number of words
- **the digital receipt of the Turnitin report** – special information on this will be given to you later.

See the example given on the next page.
Please note, do **NOT** put your name on the assignment cover sheets.

Word limits
You will be given a word limit for your assignments. You may submit work up to 10% over the word limit but text exceeding this limit will not be marked.
The word limit does not include the front page, reference lists or appendices.

Handing in your work
You should hand in your work in person to **Marion Fulcher in room 2.05.** You will be asked to sign your name to confirm that the work **is your own work.**

Late submission
Students are expected to submit their work by the date and time given. Penalties for late submission are:

1 Work submitted after the deadline and up to two weeks late will receive a maximum of the module pass mark, i.e. 40% (without the opportunity for resubmission).
2 Assessed work submitted more than two weeks beyond a submission date will receive a mark of zero.

If there are special circumstances, extensions may be given by arrangement with the lecturer and the programme manager. If an extension is required, please collect and complete a form from **Marion Fulcher in room 2.05.**

English assignments
Instructions will be given to you by your tutor.
The penalties for late submission are as above.

Student Academic Appeals

INTO University of Exeter follows the rules on academic appeals set out in the *Teaching Quality Assurance Manual* of the University. The rules can be found here:
http://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/appeals/

You can appeal against your formal assessment results on certain grounds, as follows:

a) There were important circumstances affecting your performance of which a Board of Examiners had not been aware before reaching its decision, but *only if* you can present reasonable grounds why such circumstances had not been presented to a Mitigation Committee or the Examination Board in advance of its meeting; and/or
b) There were procedural irregularities in the formal conduct of an assessment or in reaching another academic decision; and/or
c) There is evidence of prejudice or of bias on the part of one or more examiners and/or markers.

Please note: you cannot appeal against a decision of an examination board, or the academic judgement of an internal or external assessor, unless you believe that this judgment was not made fairly or according to the correct University process. You cannot appeal because you are not happy with the academic judgment of the internal and/or external examiners. All marking and testing procedures follow certain guidelines. For example, a proportion of all work is second marked. This is usually enough to ensure that marking is fair.   Please see your Programme Manager if you would like more information on marking procedures.

If you wish to appeal against your assessment results, you must do so within 10 working days of being notified of an academic decision. Appeals lodged outside this period will not normally be considered unless there are fully justifiable reasons. You should use an Academic Appeals Form for your appeal, and this should be sent to the INTO University of Exeter Academic Director.
The Academic Director will carry out investigations to determine whether there are grounds for appeal. The findings of these investigations will be considered in an Appeals Panel, where a recommendation will be made. You will be notified of the decision once the Appeals Panel has taken place.

Finally students should be aware that anyone making unwarranted and unsubstantiated allegations concerning the reputation or conduct of members of staff may be subject to disciplinary proceedings

PROGRAMME EVALUATION AND REVIEW
The University and INTO draw on a range of data to review the quality of educational provision. The College documents the performance in each of its taught programmes, against a range of criteria on an annual basis through the Annual Programme Monitoring cycle:
• Admissions, progression and completion data
• In-year Analysis of data
• Previous monitoring report
• Monitoring of modules
• External examiner's reports and University and College responses (reported to SSLC)
• Any Professional, Statutory and Regulatory Body/accrediting body or other external reports
• Consultation with employers and former students
• Staff evaluation
• Student evaluation
• Programme aims

Subject areas are reviewed every five years through a periodic subject review scheme that includes external contributions.

INTO programmes are accredited by the British Accreditation Council

INTO UNIVERSITY OF EXETER

COVER SHEET

Graduate Diploma in Law

Assignment: **XXXXXX**
Module code: **INT36XX**

Assignment title: **XXXXXX**

Name of Lecturer: XXXXXX

University ID Number: XXXXXXXXXX

INTO ID Number: XXXXXXXXXX

Date of submission: (day) (month) 20XX

Number of words: XXXX

ASSIGNMENT SUBMISSION CHECKLIST
Make sure you allow yourself enough time to check your assignment fully before handing it in. Go through this checklist before you submit your assignment and make sure you can tick (√) **all the boxes.**

CONTENT

Have you checked that your work is within the word limit?	
Have you done a spell check on your work?	
Have you done a grammar check on your work?	
Have you checked that you have not plagiarised another writer's work?	
Have you included in-text references in your text?	
Have you checked that all your quotations, paraphrases and summaries are correctly referenced?	
Are all your references included in your bibliography?	
Is your bibliography laid out correctly and in alphabetical order?	
Have you numbered your pages?	

FRONT COVER

Have you included:

the name of the award? (e.g. Graduate Diploma)
the module code?
the title of the assignment?
the name of the lecturer?
your university number and INTO number?
the date of submission of the assignment?
the word count?
Have you included the digital receipt of your Turnitin report?
Have you made a second copy of the assignment to hand in to Marion Fulcher in room 2.05?

STUDENT DECLARATION

Please tick to indicate that you understand the following statements:

I declare that:

☐   This assignment is my own original work, except where I have **appropriately** cited the original source (Appropriate citation of original work will vary from discipline to discipline).

☐   This assignment has not previously been submitted for assessment in this or any other subject.

For the purposes of assessment, I give the assessor of this assignment the permission to:

☐ Reproduce this assignment and provide a copy to another member of staff; and
☐ Take steps to authenticate the assignment, including communicating a copy of this assignment to a checking service (which may retain a copy of the assignment on its database for future plagiarism checking).

Student signature _____ Date _____

Generic Criteria for Assessment at NQF Level 6 *(Bachelors Degree* with Honours.)

Marks Assessment categories	0-25 (Fail)	26-39 (Fail)	40-49 (3rd)	50-59 (2.2)	60-69 (2.1)	70-85 (1st)	86-100 (1st)
Knowledge & Understanding of Subject	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	**Threshold level.** Understanding of key aspects of field of study; coherent knowledge, at least in part informed by current research in the subject discipline.	Systematic understanding of field(s) of study, as indicated by relevant QAA subject benchmark statements for the degree programme.	Good understanding of the field(s) of study; coherent knowledge, in line with subject benchmark, at least in part informed by current research in the subject discipline.	Excellent knowledge and understanding of the main concepts and key theories/ concepts of the discipline(s). Clear awareness of the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts of the discipline(s), and an awareness of the ambiguities and limitations of knowledge.
Cognitive/ Intellectual Skills (e.g. analysis and synthesis; logic and argument; analytical reflection; organisation and communication of ideas and evidence)	Unsubstantiated generalizations, made without use of any credible evidence. Lack of logic, leading to unsupportable/ missing conclusions. Lack of any attempt to analyse, synthesise or evaluate. Poor communication of ideas.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Conclusions lack relevance.	**Threshold level.** Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions.	Thoroughly logical work, supported by judiciously selected and evaluated evidence. High quality analysis, developed independently or through effective collaboration.. Ability to investigate contradictory information and identify reasons for contradictions. Strong conclusions.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions.
Use of Research-informed Literature (including referencing, appropriate academic conventions and academic honesty)	Little evidence of reading. Views and findings unsupported and non-authoritative. Academic conventions largely ignored.	Evidence of little reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Academic conventions used inconsistently.	**Threshold level.** References to a range of relevant sources. Some omissions and minor errors. Academic conventions evident and largely consistent, with minor lapses.	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently. Academic skills consistently applied.	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently with accuracy and assurance. Good academic skills, consistently applied.	Excellent knowledge of research informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied.

Graduate Skills for Life and Employment (e.g. research-related skills; written, graphical and oral communication skills; group working; problem-solving; practical and professional skills) LEVEL 6 cont…	Little or no evidence of the required skills in any of the graduate skills identified in the programme specification at this level.	Limited evidence of the graduate skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not gained the skills necessary for graduate-level employment.	**Research skills**: Can competently undertake reasonably straightforward research tasks with minimum guidance, but with minor weaknesses. Can **communicate** in a range of formats, including orally, at a standard appropriate for graduate-level employment, and with limited weaknesses. Can generally **work effectively within a team,** negotiating in a professional manner and managing conflict. Is largely confident and effective in **identifying and defining complex problems** and applying knowledge and methods to their solution. Able to **recognise own strengths and weaknesses** in relation to graduate employment, with minor areas of weakness.	**Research skills**: Can competently undertake reasonably straightforward research tasks with minimum guidance Can **communicate** effectively in a range of formats, including orally, at a standard appropriate for graduate-level employment, and with limited weaknesses. Can consistently **work effectively within a team,** negotiating in a professional manner and managing conflict. Is confident and flexible in **identifying and defining complex problems** and applying knowledge and methods to their solution. Able to **evaluate own strengths and weaknesses** in relation to graduate employment.	**Research skills**: Can successfully complete a range of research-like tasks, including evaluation, with very limited external guidance. Can **communicate** well, confidently and consistently in a range of formats, including orally, at a standard appropriate for graduate-level employment. Can consistently **work very well within a team,** leading & negotiating in a professional manner and managing conflict. Is confident and flexible in **identifying and defining a range of complex problems** and applying knowledge and methods to their solution. Able to take initiative in **evaluating own strengths and weaknesses** in relation to graduate-level professional and practical skills, and act autonomously to develop new areas of skills as necessary.	**Research skills**: Can very successfully complete a range of research-like tasks, including evaluation, with a significant degree of autonomy. Can **communicate** professionally and confidently in a range of formats, at a high standard appropriate for graduate-level employment. Can **work professionally within a team,** showing leadership skills as appropriate, managing conflict and meeting obligations. Is professional and flexible in **autonomously identifying and defining a range of complex problems** and applying knowledge and methods to their solution. Able to show insight and autonomy in **evaluating own strengths and weaknesses** and developing professional and practical skills needed for graduate-level employment.	**Research skills**: Exceptionally successful in a wide range of research-like tasks, including evaluation, with a high degree of autonomy Can **communicate** with an exceptionally high level of professionalism, in a range of formats, including orally, appropriate for graduate-level employment. Can **work exceptionally well and professionally within a team,** showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is exceptionally professional and flexible in **autonomously defining and solving a range of complex problems** and applying knowledge and methods to their solution. Outstanding ability to **evaluate own strengths and weaknesses,** showing outstanding attributes for graduate-level employment.
Marks for Level 6	**0-25 (Fail)**	**26-39 (Fail)**	**40-49 (3rd)**	**50-59 (2.2)**	**60-69 (2.1)**	**70-85 (1st)**	**86-100 (1st)**

Individual: Dissertation

Grade	Content (complexity; descriptive vs analytical; sufficient, clear, relevant; researched)	Language (Syntax; vocabulary; pronunciation; discourse features; fluency eye contact)	Individual Communicative Effectiveness (overall clarity of message; pacing; coherence; voice/ eye contact; visual aids; dealing with questions)
70% and above	• Content is detailed, complex and confidently analytical/evaluative • Ideas relevant, sufficient, very well-developed and clarified • Ideas fully supported with appropriate evidence, examples or explanation. • Excellent research from relevant sources • Original & interesting	• Mostly error-free use of a wide range of complex structures and vocabulary. • Clear, easily intelligible pronunciation. • Fully confident and appropriate use of organisational patterns and cohesive devices • Fully fluent and natural speech • Voice quality is clear, loud enough and with varied pitch	• Presents a topic coherently and articulately, structuring, pacing and supporting the talk flexibly to meet the audience's needs • Visuals are clear and support the presentation well • Can depart spontaneously from prepared text without problem; questions dealt with fully • Good pace and timing • Fully engages with audience • Presents a topic coherently and articulately, structuring the talk flexibly to meet the audience's needs
60-69%	• Descriptive content is detailed, and reasonably analytical/evaluative. • Ideas generally relevant, adequately developed, and clarified; • Ideas supported adequately with evidence, examples or explanation. • Good research from relevant sources.	• Adequate, generally appropriate, and fairly wide range of structures and vocabulary, in which errors do not usually impede understanding. • Pronunciation may occasionally cause strain for listener. • Uses a variety of linking words/phrases to mark the relationship between ideas, though there may be some unevenness or inappropriate use. • Generally fluent • Voice is clear and loud enough	• Gives a clear, mostly well-structured, appropriately paced presentation which highlights significant points and generally satisfies the audience's needs. • Visuals are generally clear • Can respond to questions in a detailed way with a degree of fluency • Satisfactory pace and timing • Generally maintains eye contact • Gives a clear, mostly well-structured, appropriately paced presentation which highlights significant points and generally satisfies the audience's needs
50-59%	• Mainly descriptive/narrative though some attempt made at analysis/evaluation. • Content not always relevant or sufficiently well-developed and clarified. • Ideas not always supported with evidence, examples or explanation. • Research may be rather limited	• Reasonable range of structures and vocabulary; however, attempts at more complex language may lead to errors or misunderstanding. • Some systematic pronunciation errors may inhibit communication, causing strain for the listener. • Can link a series of elements into a connected sequence of points (such as through logic, priority, compare & contrast) though range of discourse markers may be fairly narrow. • Reasonably fluent • May over rely on notes or written text • Voice is reasonably clear though may be a little monotonous	• Gives a straightforward presentation which is coherent enough to be followed without difficulty most of the time; However, there may be some problems with structuring, support or delivery; may over-rely on notes or written text; • Visuals may not be ideal; may contain errors • Can respond simply and with some spontaneity to follow up questions • Irregular pace and timing • May not manage eye contact very well • Gives a straightforward presentation which is coherent enough to be followed without difficulty most of the time. However there may be some problems with structuring and support.

UNIVERSITY OF EXETER

MODULE TITLE	English Language and Communicative Skills				CREDIT VALUE		30
MODULE CODE	INT3611		MODULE CONVENER		Nicky Davis, Andy Boyne Dilys Thorp		
DURATION	TERM	1	2	3	Number Students Taking Module (anticipated)		60
	WEEKS	10	10	N/A			

DESCRIPTION – summary of the module content (100 words)

Our module is designed to support your studies on the Law modules on the Graduate Diploma as well as your studies on future Master's programmes. You will improve your ability to use English for the academic study of law. A variety of assessment methods are used and these prepare you for assessment methods commonly used in higher education in the UK.

This module is suitable for students with a minimum overall ability in English as a foreign language equivalent to British council IELTS 5.5, with a minimum of 5.5 in the discrete skills (reading, writing, speaking, and listening).

MODULE AIMS – intentions of the module

The module will provide students with essential skills for undertaking the academic study of law through the medium of English within the context of higher education. Students will increase their knowledge of English grammar, vocabulary and pronunciation and develop their reading, writing, speaking and listening skills relevant to the fields of law

INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)
On successful completion of this module *you should be able to*:

Module Specific Skills and Knowledge:

1	demonstrate an ability to use and understand the main language structures with ease and fluency
2	demonstrate productive and receptive use of the core of general academic vocabulary and an active vocabulary in your specific subject
3	demonstrate understanding of a wide range of demanding, longer texts (oral and / or written) and recognise implicit meaning in your field of specialisation
4	produce clear, well-structured, oral and / or written text on complex subjects, showing reasonably controlled use of organisational patterns, connectors and cohesive devices
5	express yourself with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party

Discipline Specific Skills and Knowledge:

6	communicate orally and in writing to follow a course of academic study at university level

Personal and Key Transferable/ Employment Skills and Knowledge:

7	collect appropriate data and information

SYLLABUS PLAN – summary of the structure and academic content of the module

Writing Skills + Language Development:

- Writing processes (*e.g.* generating ideas; planning and organisation; revision skills *etc.*)

- Language of academic texts (grammar and sentence structure, academic style and vocabulary); different genres of writing (*e.g.* description, argument)

- Use of source references in academic writing
- Analysis of students' needs with reference to a checklist of linguistic items appropriate to the academic study of law
- Systematic work on key areas of vocabulary, grammar

Reading + Study Skills:
- Comprehension skills and strategies
- Linguistic knowledge; text structure & purpose
- Intensive & extensive reading through a variety of text types
- Critical reading
- Academic study skills

Listening + Speaking Skills:
- Listening & note-taking
- Presentation and discussion skills
- Practice exercises in accuracy, appropriateness, fluency and intelligibility
- Vocabulary development

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning & Teaching activities	260 hours	Guided independent study	60 hours	Placement/study abroad	N/A

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Classes	260	Input and practice of language and study skills
Guided independent learning	40	Homework tasks; tasks on ELE

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Language exam	1 hour	1,2, 6	Written
Writing exam	1 hour	1,2,4, 6, 7	Written
Prepared reading exam	1 hour	1,2,3, 6	Written
Listening exam	1 hour	1,2,3, 6	Written
Group discussion 4-6 students	20 – 30 minutes	1,2,5,6,7	Written

SUMMATIVE ASSESSMENT (% of credit) – there will be one sets of summative assessment

Coursework	N/A	Written exams	80%	Practical exams	20%

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Language (Grammar) exam	10%	1 hour in term 3	1,2, 6	Written
Written course work: Key text	15%	800-1,000 words. The better of two key texts (one in term 1, one in term 2).	1,2,4, 6, 7	3 stages – peer/individual tutor/written
Writing exam	15%	1 hour in term 3	1,2,4, 6, 7	Written
Prepared reading exam	20%	1 hour in term 3	1,2,3,6	Written
Group discussion 5-6 students	20%	25-30 minutes in term 3	1,2,5, 6, 7	Written
Listening exam	20%	1 hour in term 3	1,2,3, 6	Written

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Students who fail the English module will be able to resit the failed elements (ie those elements with a mark of less than 40%). Any resit mark will be capped at 40%

RE-ASSESSMENT NOTES
Referral will constitute a second formal examination – coursework will not be included in the re-assessment.
The final module mark will be capped at 40%

Deferred exams will not be capped and will include summative coursework marks in the final module grade.

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading:

Dictionary *e.g.*:

- *Longman Dictionary of Contemporary English*. (New Ed.). Harlow: Pearson Education Ltd.

Academic skills textbooks such as:

Gillett, A; Hammond, A & Martala, M. (2009) *Successful Academic Writing*. Harlow. Pearson

Sowton, C. 2012. *50 steps to improving your academic writing*. Reading. Garnet

Campbell, C. & Smith, J. (2009). *English for Academic Study: Listening*. Reading: Garnet Publishing Ltd.

Cottrell, S. (2003). *Study Skills Handbook* (2nd Ed.). Basingstoke: Palgrave MacMillan.

McCormack, J. & Watkins, S. (2007). *English for Academic Study: Speaking*. Reading: Garnet Publishing Ltd.

Web based and electronic resources: ELE – http://vle.exeter.ac.uk/

Other resources: Study booklets provided by the Centre

CREDIT VALUE	30	ECTS VALUE	**15**
PRE-REQUISITE MODULES	None		
CO-REQUISITE MODULES	None		
NQF LEVEL (FHEQ)	6	**AVAILABLE AS DISTANCE LEARNING**	~~YES~~ / NO
ORIGIN DATE	**Sept 2007**	**LAST REVISION DATE**	**26/06/2013**
KEY WORDS SEARCH	**English language; study skills, grammar, vocabulary; academic purposes**		

Module Descriptor Template Revised October 2011

MODULE DESCRIPTION INT3613 English Law and the English Legal System			
MODULE CODE	INT3613	MODULE LEVEL	3
MODULE TITLE	English Law and the English Legal System		
LECTURER(S)	Ugochukwu Obibuaku		
CREDIT VALUE	30	ECTS VALUE	15
PRE-REQUISITES	None		
CO-REQUISITES			
DURATION OF MODULE	24 weeks		
TOTAL STUDENT STUDY TIME	300 hours made up of; 144 hours of lectures/seminars/presentations and tutorials 156 hours private study		
AIMS	This module aims to introduce students to the main themes of Masters Degreelevel study of law in UK universities, and to enable students to follow a LLM programme at Exeter University This module also aims to provide a foundation in English Law and the English Legal System for students wishing to follow any degree programme in Law at any university in England and Wales		

INTENDED LEARNING OUTCOMES

1: Module specific skills. At the end of this module students will be able to:
- i.   demonstrate a basic knowledge of the English legal system
- ii.   demonstrate an understanding of Common Law reasoning, including judicial precedent
- iii.   demonstrate a basic understanding of the following key areas of English Law - Criminal Law, Contract Law and some important elements of Tort Law.
- iv.   recognise how external societal and political factors have affected the development of English Law
- v.   develop legal arguments based on their own learning, both orally and on paper

2: Discipline specific skills. At the end of this module students will be able to:
- vi.   undertake directed research into particular topics
- vii.   within limits of knowledge, show a developing ability to analyse and evaluate the materials set for the module
- viii. within limits of knowledge, assemble the ideas and information necessary for both oral and written presentations

3: Personal and key skills. At the end of this module students will demonstrate an ability to:
- ix.   take responsibility for most of their own learning with appropriate support
- x.   work in groups, recognising their responsibilities to their peers and tutors to prepare effectively in order to contribute to their own learning and that of their colleagues
- xi.   reflect on their own learning processes and the effectiveness of their learning strategies
- xii.   communicate effectively in a format appropriate to this discipline

LEARNING/TEACHING METHODS

The contact teaching time will be divided into whole class sessions and seminars.
- The whole class sessions will normally be lectures, in which key themes and crucial information will be introduced using visual aids where appropriate.
- In the seminars students will be encouraged to investigate and discuss particular issues raised in the lectures in greater depth.
- Students will also be encouraged to develop communication skills by participating in informal debating.
- Suggested reading for private study and class handouts will assist preparation for seminar discussions.

ASSIGNMENTS

Students will be required to prepare for all seminars. In Semester 1 there a formative oral presentation and a compulsory formative exam of 2 hours. In Semester 2, students will write 1 compulsory formative essay (Semester 2).

ASSESSMENT

Summative oral presentation (semester 1): (maximum 15 minutes) (20%) - *to reflect the importance of communication skills in English law*
Written Summative Paper (semester 2) (2,000 words) (30%) - *to give the students the opportunity to develop research and learning skills*
Written examination (semester 2): 2 hours 15 minutes (50%) - *to test knowledge and understanding of English Law and the English Legal System as covered by the module and to assess students' basic understanding and evaluation of concepts and principles of English law and their ability to undertake legal reasoning and to produce a clear, persuasive and balanced argument.*

SYLLABUS PLAN

This module will cover the basic structure of English Law and its legal system, and the substantive law of Contract, Tort and Criminal Law

The topics will include

- The English legal system and its personnel
- The doctrine of precedent
- Criminal Law – including murder, manslaughter, theft and defences
- Topical Criminal Law: e.g. "When should provocation be a defence to a charge of murder?";
- Contract Law – including formation, performance, breach, frustration, misrepresentation and remedies
- Topical Contract Law: e.g. "The law should deal with undue influence exercised by supermarkets over their contractual suppliers"
- Law of Tort – including the law relating to negligence, rescuers, wrongful birth, wrongful life and defences to tortious claims.
- Topical Tort Law: e.g. "When, if ever, should compensation be paid to a criminal injured in the course of committing a crime?"
- General legal issues affecting society; e.g "In a democratic society unelected judges should not wield the power they do over crucial decisions affecting Human rights – discuss".

INDICATIVE BASIC READING LIST

Smith, K. & Keenan, D. *English Law*, (16th ed) 2010 Pearson
Remaining materials to be provided by course tutor

LAW1004 Law of Contract

Module Code	LAW 1004
Module Title	Law of Contract
Module Level	1/2/4
Lecturer(s)	Dr Naomi Hawkins Dr Onyeka Osuji, Craig Newbery-Jones, Prof James Devenney
Credit Value	30
ECTS Value	15
Pre-Requisites	None
Co-Requisites	None
Duration of Module	2 terms
Total Study Time	300 hours including lectures 3 hours x 25 weeks, workshops totalling 6 hours and 253 hours of independent study.

Aims

This module deals in depth with the English law of contract, drawing where relevant on materials from other jurisdictions. Attention will be paid to formation of contractual relations, the requirements for enforceability of contracts, the rights of third parties, interpretation of contracts, vitiating factors and remedies. In addition the law of contract will be set in its social, moral and commercial setting.

Intended Learning Outcomes

Module-specific skills. Good overall understanding of the English law of contract, plus familiarity with the practical, social and moral context in which it operates.

Discipline-specific skills. Ability to assimilate large amounts of raw legal data and put it in order: ability to apply that data to specific facts and to resolve uncertainties: ability to criticise the law on moral and other grounds.

Personal and key skills. Independent study, group work, group discussion. Ability to digest, select and organise material and produce coherent and convincing arguments.

Learning/Teaching Methods

Teaching is organised in lectures and in workshops; in the latter students are encouraged to learn from each other as well as from the tutor and to present what they have done orally in a suitably confident and coherent manner.

Assignments

Formative: One voluntary mid-sessional examination.

Assessment

Summative: Assessed essay of 1500 words, plus open-note examination of 2¼ hours. The former counts for 25% of the assessment, the latter 75%.

Syllabus Plan

Introduction: contract and its place in the law.
Formation of contract.
Consideration and enforceability of contracts.
Parties to a contract.
Terms of a contract.
Vitiating factors.
Social and moral background to contract
Remedies.

Indicative Reading List

The current edition of:
Cheshire, Fifoot & Furmston, Law of Contract (Butterworths)
Treitel, Law of Contract (Sweet and Maxwell)
Anson's Law of Contract (Oxford)
Beale, Bishop & Furmston, Cases and Materials on the Law of Contract (Butterworths)
Atiyah, Introduction to the Law of Contract (Oxford)
Cartwright, Unequal Bargaining (Oxford)
Burrows, Remedies for Torts and Breach of Contract (Butterworths)

MODULE CODE	INT3612	MODULE LEVEL	3
MODULE TITLE	Law Based Dissertation		
LECTURER(S)	Ugochukwu Obibuaku; Dilys Thorp		
CREDIT VALUE	30	ECTS VALUE	15
PRE-REQUISITES	None		
CO-REQUISITES	None		
DURATION OF MODULE		25 weeks	
TOTAL STUDENT STUDY TIME		300 hours consisting of: 30 hours classes/lectures over 20 weeks; 1.5 hours English one-to-one tutorials (3x30 minutes over 5 weeks); 2.5 hours dissertation tutorials (5x 30 minutes over five weeks); remaining hours independent study;	

AIMS	

The aim of this module is to pursue, under the guidance of an academic supervisor, an individual programme of research on a topic within the scope of the Graduate Diploma in Law, approved by the programme director, applying appropriate research methodologies and drawing on appropriate materials.

INTENDED LEARNING OUTCOMES	

Module Specific Skills: By the end of this module students will:

- Understand how to make correct use of source material for study.
- Develop study skills associated with assignment writing
- Have developed their skills in practical aspects of presentations;
- Have built on and developed technical skills of legal research
- Be able to apply these skills to a project generated on the student's own initiative
- Be able to make use of prior legal knowledge, legal research skills and theoretical perspectives acquired in the taught part of the programme in terms 1 and 2

Discipline Specific Skills: By the end of this module students will be able to:

- Produce a formal dissertation demonstrating the results of an independent project
- Show competence in written communication in an appropriate legal scholarly style
- Be able to select, analyse and compare appropriate materials
- Be able to communicate the results of research in a coherent, logical and perceptive manner.

Personal and Key Skills: By the end of this module students will have improved in the following areas:

- Autonomous and self-directed research, making full use of available resources including those of staff and other students;
- Use of information technology skills in the preparation and presentation of the work
- data collection, data analysis and management
- Personal organisation skills including the ability to meet deadlines.

LEARNING/TEACHING METHODS	

In term 1 students attend class sessions consisting of whole class, individual, pair and group based activities in which they interact with the teacher and each other. Students will participate in activities designed to increase their knowledge and understanding of the use of English in an academic context. Practical sessions will be organised in the University libraries. In term 2 the theoretical background to researching and writing a dissertation, as well as IT skills, will be taught by lecture, seminar and case study. The research and the writing of the dissertation will be covered by tutorials. Students will be required to do independent study for both the dissertation and its presentation. In term 3 students will carry out their research and write up their dissertation, supported by one-to-one tutorials for both content and language. The dissertation supervisor will read one complete draft of the dissertation prior to submission, on a chapter by chapter basis.

ASSIGNMENTS & ASSESSMENTS	

Formative Term 2: Production of a structure plan for the dissertation together with an indicative bibliography
Summative Term 3: Dissertation based on a case study. 6000 words excluding appendices etc. (70%). One 20 minute individual presentation of the dissertation to include 10 minutes for questions and discussion (30%)

SYLLABUS PLAN	

Term 1
Study Skills for writing assignments:
- note-taking
- using sources; reference lists
- paraphrasing, summarising, quotation
- presentation of written work

Term 2
Study Skills for dissertation writing:
- design and structure of a dissertation
- research methodology
- techniques of presentation and argument with the use of supporting authorities
- library and IT skills;

Term 3
- researching and writing the dissertation.

INDICATIVE BASIC READING LIST	

Becker, H. & Saul, H. (1986). *Writing for Social Scientists*. UCP
Shaw, K.E. (1994). *Writing up a dissertation*. Exeter RSU,
Watson, G. (1987). *Writing a thesis: a guide to long essays and dissertations*, London: Longman
(Subject-specific reading will vary according to research topic).

DATE OF LAST REVISION	N/a