QUALIFI Level 3 Diploma in Law (610/1282/8)

Qualification Specification

July 2022

Contents

About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres where applicable, to ensure rigor, validity, and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 3 Diploma in Law 610/1282/8

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 3 Diploma in Accounting and Finance

The aim of the QUALIFI Level 3 Diploma in Law is to provide learners with an introduction to law and the legal system as well as key academic, research, and communication skills to support learners in their development.

This qualification is intended to support your progression to higher education; the basic skills, learning and understanding that you will gain would be of use in various job roles in a legal firm, such as legal secretary or administrator etc.

Learning Outcomes of the QUALIFI Level 5 Diploma in Law.

The overall learning outcomes of the qualification are for learners to:

1. Understand key principles of EnglishLaw.

2. Understand contractual termsand exclusion clauses.

3. Understand thelegal issue of damages.

4. Understand the legal issues of misrepresentation and mistake.

The learning outcomes and assessment criteria for each unit are outlined in the Unit Specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

QUALIFI, unless otherwise agreed:

- sets all assessments;
- moderates' assessments prior to certification;
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved Centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that if applicable appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice, and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre, will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access, for this qualification applicants must be aged 16 or over.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI support its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 3 Diploma in Law** will enable learners to progress to:

- QUALIFI Level 4 Diploma in Law.
- Qualifi Level 4 Diplomas.
- Employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Diploma in Law is made up of 60 credits which equates to 600 hours of TQT.

Total Qualification Time (TQT): is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time include: guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH): are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 3 Diploma in Law

All Units are mandatory.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
T/650/3551	The English Legal System	3	15	90	150
Y/650/3552	Contract Law	3	15	90	150
A/650/3553	Legal Terminology and Communication	3	15	90	150
D/650/3554	Academic and Research Skills for Law	3	15	90	150
		Totals	60	360	600

Achievement Requirements

Learners must demonstrate they have met all assessment criteria for all units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is: **Pass/Fail**.

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide written assessment tasks for each Unit of this qualification. These tasks will address all Learning Outcomes and related Assessment Criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on 'work-related' information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor, see Assessment Guidance for further information.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

QUALIFI provide a Candidate Workbook for each unit that Learners should use to record their answers and/or cross-reference any supporting evidence relating to a practical task. Approved centres should request a copy of the assessment workbook.

Learner assessments will be internally marked by the Approved Centre and will be subject to external moderation by QUALIFI prior to certification.

Unit Specifications

Unit DL301: The English Legal System

Unit code: T/650/3551

RQF level: 3

Unit Aim

To provide an overview of the English Legal System to prepare learners for more substantive study in areas of English law.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand key principles of English Law.	1.1 Explain the different methods by which laws are made.
	1.2 Differentiate between criminal and civil law.
	1.3 Differentiate between public and private law.
2. Understand the rules of statutory interpretation.	2.1 Explain the traditional techniques of statutory interpretation and how they are used.
	2.2 Describe intrinsicand extrinsic aids.
3. Know the organisation and work of the English courts.	3.1 Describe the court hierarchy for both criminal and civil law.
	3.2 Explain the process of appeals
4. Understand the operation of judicial precedent.	4.1 Explain how the rules of 'stare decisis', 'ratio decidendi' and 'obiter dicta' are used.
	4.2 Differentiate between 'distinguishing', 'reversing', 'binding' and 'overruling', giving examples of how they have been used in specific cases.
	4.3 Describe how courts are bound by each other with reference to Young vs Bristol Aeroplane Co Ltd (1944) 2 All ER 293.
	4.4 Explain the impactof 'res judicata'

Suggested Resources

Slapper, G. and Kelly, D. (n.d.). The English legal system.

Elliott, C., Quinn, F., Allbon, E. and Sanmeet Kaur Dua (2018). English legal system. Upper Saddle River: Pearson.

Samuels, A. (2004). The English Tort System for Medical Mishaps. Medico-Legal Journal, 72(4), pp.147–147.

Martin, J. (2016). The English legal system. London: Hodder Education.

Unit DL302: Contract Law

Unit code: Y/650/3552

RQF level: 3

Unit Aim

To introduce learners to contract law.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Know the key principles of contract law.	1.1 Outline the key principles of contract law.
	1.2 Describe the different classifications of contracts.
2. Understand the key elements of a binding contract.	2.1 Distinguish between 'an offer' and an 'invitation to treat'.
	2.2 Explain the issues regarding 'the postal rule'.
	2.3 Explain 'consideration', the rules of consideration and 'the test of enforceability'.
3. Understand contractual terms and exclusion clauses.	3.1 Analyse the difference between a condition and a warranty, using cases to exemplify the analysis.
	3.2 Explain how terms are 'implied' within contracts.
	3.3 Explain the importance and methods of incorporation.
	3.4 Assess the importance of 'construction' for interpretation of the Contract.
4. Understand the legal issues of misrepresentation and mistake.	4.1 Distinguish a 'term of a contract' from a misrepresentation.
	4.2 Differentiate between the different types of misrepresentation.
	4.3 Explain the categories of 'mistake' (common, mutual and unilateral), and their impacts on contract.

5. Understand the legal issue of 'Frustration'.	5.1 Summarise the different ways in which a contract can be frustrated, providing examples of each.
6. Understand the legal issues of duress and undue influence.	6.1 Explain the concept of 'duress' and 'undue influence'.
7. Understand the legal issue of damages.	7.1 Explain the concept of 'the remoteness and measurement of damages.

Suggested Resources

Mckendrick, E. (2018). Contract Law.

Beale, H.G. and Tallon, D. (2002). Contract law. Oxford England; Portland, Or.: Hart Pub.

Grundmann, S. (2011). The Future of Contract Law. European Review of Contract Law, 7(4).

Willmott, L., Christensen, S., Butler, D.A. and Dixon, B. (2018). Contract law. South Melbourne, Victoria, Australia: Oxford University Press.

Unit DL303: Legal Terminology and Communication

Unit code: A/650/3553

RQF level: 3

Unit Aim

To introduce the learner to the communication skills required in a law environment.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Know how organisations working in the legal sector communicate.	1.1. Describe communication models and systems used in organisations working in the legal sector.
	1.2. Describe the methods used and benefits of both informal and formalcommunication systems.
	1.3. Outline the principles of effective communication.
	1.4. Explain how technology is used for different types of communication.
	1.5. Explain the barriers to effective communication.
2. Be able to present information in a legal context orally.	2.1 Use different styles and methods of oral communication for different audiences
	2.2 Present informationin a legal context orally in a formal situation using correct legal terminology.
	2.3 Respond to questions arising from presentation of information.
3. Be able to communicate legal information in writing.	3.1 Communicate legal information in writing using appropriate terminology, styles and methods.

Suggested Resources

Brown, G.W. and Kauffman, K.D. (2019). Legal terminology. Upper Saddle River, N.J.: Pearson.

Lewis, P. (2007). Assisted dying and legal change. Oxford; New York: Oxford University Press.

Ni, S., Cheng, L. and Sin, K.K. (2010). Terminology evolution and legal development: A case study of Chinese legal terminology. Terminology International Journal of Theoretical and Applied Issues in Specialized Communication, 16(2), pp.159–180.

Haigh, R. (2009). Legal English. Milton Park, Abingdon, Oxon; New York: Routledge-Cavendish.

Unit DL304: Academic and Research Skills for Law

Unit code: D/650/3554

RQF level: 3

Unit Aim

To develop academic research skills and the language skills needed to be able to formally present academic research in a legal context, both in writing and orally.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to assess own academic competence.	1.1 Assess own academic strengths and weaknesses including academic English language skills.
	1.2 Set targets for improvement using the self-assessment.
2. Know how to research information using primary and secondary methods.	2.1 Outline the process for carrying out primary research from different sources.
	2.2 Outline the process for carrying out secondary research for different sources.
	2.3 Explain the possible consequences of whistle blowing.
3. Be able to take effective notes from a variety of sources.	3.1 Note key points of information from a variety of sources using active listening skills and reading strategies.
	3.2 Paraphrase and summarise the information.
4. Be able to plan and draft a piece of research.	4.1 Create a plan for research on a chosen topic in Law.
	4.2 Draft a piece of research work using appropriate reference techniques.
5. Be able to produce academic work.	5.1 Produce academic work to a professional standard using the existing draft.
	6.1 Reflect on own academic progress including,

6. Be able to reflect on ow academic progress.	development of academic skills andacademic English language skills.
	6.2 Develop action plan for further improvement.

Suggested Resources

Powell, D. and Teare, E. (2010). Writing for law. Basingstoke England: Palgrave Macmillan.

Michael Hunter Schwartz (2008). Expert learning for law learners. Durham, Nc: Carolina Academic Press.

Venie, T.M. (2008). Essential Research Skills for New Attorneys: A Survey of Academic and Practitioner Law Librarians. SSRN Electronic Journal.

Vickers, M. (1983). Teaching Survival Skills Through Research Papers. Academic Therapy, 19(1), pp.17–24.

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