Module Guide

THE LAW PROJECT

LAW_6_LP2

SCHOOL OF LAW AND SOCIAL SCIENCES

Level 6

Table of Contents

1. MODULE DETAILS

Module Title:	The Law Project
Module Level:	6
Module Reference Number:	LAW_6_LP2
Credit Value:	20
Student Study Hours:	200
Contact Hours:	12
Private Study Hours:	188
Pre-requisite Learning (If applicable):	One Pool A option
Co-requisite Modules (If applicable):	None
Course(s):	LLB Law and related courses
Year and Semester	2019-20 semester 2
Module Coordinator:	Kim Silver
MC Contact Details (Tel, Email)	silverk@lsbu.ac.uk;
Teaching Team & Contact Details (If applicable):	The Law Department (see Moodle site for individual contact details)
Subject Area:	Law
Summary of Assessment Method:	CW1 Project proposal 15%; CW2 Project 85%
External Examiner appointed for module:	Dr Allan Moore, University of West of Scotland.

2. SHORT DESCRIPTION

The project gives you an opportunity to carry out extended, independent, research in an area of their choice relating to substantive English law. If a topic is chosen that has been taught earlier in the degree, the project work must demonstrate that treatment has been significantly deeper or more detailed than in earlier teaching and assessment. Normally, you will not be allowed to choose a topic which is taught in another level 6 module. There are two pieces of assessed work, which count towards the final project mark. A project supervisor is allocated to each student.

3. AIMS OF THE MODULE

• To allow students an opportunity to research a subject of their choice and to apply knowledge and skills that they have learned on the LLB.
• To promote self-determination and self-discipline by taking full responsibility for the process of research, from the choice of topic to the final presentation of results.
• To develop the intellectual skills that are required in researching, writing and presenting the project, under the guidance of a suitable supervisor.
• To produce a piece of scholarly writing.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

Students will acquire knowledge and understanding of:

• The fundamental doctrines, principles and values which underpin the law of England & Wales and of the European Union in relation to their chosen area. [A1]
• The specific application of the law of England & Wales and the European Union in particular areas of law chosen by the student in relation to their chosen area. [A2]
• The sources of English law in relation to their chosen project area and how it is created and developed. [A3]
• The function and limits of law in achieving individual and policy goals. [A5]
• The significance of law's social, political, economic and moral contexts in relation to their chosen project area. [A6]

4.2 Intellectual Skills

Students will acquire and develop practical skills so they can:

• Analyse and solve legal problems by selecting and applying primary sources of law and other legal materials to complex factual situations relevant to their project area. [B1]
• Analyse and evaluate conflicting interpretations of statutes and cases, applying the rules of statutory interpretation and the doctrine of precedent in relation to their project area. [B2]
• Analyse and evaluate the law and law reform proposals in their social, political, economic and moral contexts. [B3]
• Reason critically and argue effectively about legal issues, recognising alterative points of view and offering reasoned opinions supported by authority or evidence [B4]

4.3 Practical Skills

Students will acquire and develop practical skills so they can:

• Communicate ideas effectively and appropriately in writing. [C1]
• Read and understand complex legal materials [C2]
• Produce word-processed documents [C5]
• Use ICT to store, retrieve and communicate information [C6]
• Undertake research using electronic media [C7]
• Use the VLE including where required for the submission and/or completion of assessment [C8]
• Use, present and evaluate information provided in numerical or statistical form [C9]

4.4 Transferable Skills

Students will acquire and develop transferable skills and values so that they can:

• Identify research questions and carry out research using a variety of media. [D1]
• Plan their research, including setting priorities in terms of relevance and importance. [D2]

• Plan and manage their work, including setting priorities in terms of importance and deadlines. [D3]
• Work autonomously by completing an extended programme of independent study. [D4]
• Reflect and act upon their study and training needs recognising personal strengths and development needs. [D5]
• Comply with standards of scholarly practice. [D7]

5. ASSESSMENT OF THE MODULE

There are two pieces of coursework.

An oral presentation of the project proposal (with a word limit of between 750-1000 words) is worth 15% of the overall mark. The final project (with a word limit of 5,000 words) is worth 85% of the overall mark. The final project includes submission of a PDP self-evaluation document.

6. FEEDBACK

Feedback on the proposal will be available in the supervision session in the week after the project proposals (see project timetable for dates). Final project marks will be published and feedback provided through Moodle at the same time as the release of results in general.

7. INTRODUCTION TO THE LAW PROJECT

7.1 Overview

The project module is your opportunity to research and write on a subject of your own choice, within certain limits. You determine the topic for the project, under the guidance of your supervisor, research the project, prepare a project proposal and then write it up. There are five large group sessions during the semester, described below. Information and support is provided on the project Moodle site. Make yourself familiar with the Moodle site and refer to it regularly.

> Tip for success: check into the Moodle site regularly. It is organised by week, so that you can easily find what you should be doing, but you can access any week at any time, if you need that information.

7.2 Classes

In weeks 1-4 and week 8, there are group classes on Wednesday afternoons, which last about two hours. These are not classes on the law, as every student will be doing something slightly different.
Instead, these are practical classes to introduce the skills you will need for a successful project and offer an opportunity to share your questions and concerns.

> Skills for a successful project experience
> - Understanding the project process.
> - Time management.
> - Working effectively with your supervisor.
> - Legal research skills.
> - Library research skills.
> - Making the most of digital resources (OUP Law Trove, e-books, Westlaw, LexisNexis).
> - Finding and identifying a legal dispute.
> - Critical thinking.
> - Using your sources effectively.
> - Constructing an argument.
> - Writing a project proposal.
> - Oral presentation.
> - Academic writing.
> - Reflective writing.
> - Referencing.
> - Working independently.

7.3   Independent learning

Self-managed, independent, learning is crucially important in this module. Throughout the semester, you will be using the rest of the time available to prepare for the oral presentation of the project proposal, to engage in independent research and to write the project. This is done under the guidance of a project supervisor.

You will spend most of your time reading, reflecting, planning and writing. You should plan carefully at the beginning of the process to keep on track and record your activity so that you can reflect on it at the end of the process. See section 8.9 'PDP self-evaluation'.

> How much time should I spend on the project?
>
> Remember that the project is a 20-credit module, so devote the same amount of time to it as you do to the other two modules. Although the time commitment will vary over the semester, try to keep a steady pace rather than panicking before supervisions or assessments.

7.4   Employability

The aims and outcomes of this module contribute to the development of the legal knowledge and skills which are required for legal professional qualification and which are relevant to many other careers in law and related fields. In particular, the project enables you to demonstrate to future employers the ability to work independently.

8.   HOW TO SUCCEED ON THE PROJECT MODULE

8.1   Assessment

The project is a compulsory module on the LLB. See project timetable below for dates for this semester. There are two elements of assessment:
   a) CW1: The project proposal: oral presentation and a written proposal of 750-1000 words (15%).
   b) CW2: The project (5,000 words), plus a 500 word reflective account of ONE ASPECT of preparing for, researching or writing the project (85%). NB It is unlikely that a project of fewer than 4,500 words will meet the learning outcomes for the module.

8.2   Project area selection

You were asked to choose from the following broad subject areas at the end of your second year, unless you are on a specialist degree (eg LLB Crime) in which case, you will be doing a project in your specialist area. Otherwise, allocations are made based on student request and staff availability.
- Alternative dispute resolution
- Business law (including company law)
- Civil litigation/ procedure/justice
- Consumer law
- Contract
- Criminal justice: a wide topic which includes (but is not limited to) policing, deaths in custody, criminal litigation, criminal appeals and prison law.
- Criminal law
- Employment law
- English legal system
- EU law
- Evidence
- Family (including law relating to children)
- Gender and the law/ feminist legal theory/gender discrimination
- Housing law
- Human rights and civil liberties
- Immigration law
- Land law
- Legal theory, philosophy
- Media law
- Medical law and ethics

- Property, equity and trusts
- Public law/constitutional law /administrative law/judicial review
- Religion and the law
- Sexuality/pornography
- Social welfare law/access to justice/legal aid
- Tort
- Violence against women

8.3   Supervisors and supervisions

1. You are allocated and informed who your project supervisor is at the same time as you receive your project area allocation. Check on Moodle for an up to date list if you are not sure. If you are not on a specialist degree and have not yet chosen a broad subject area, contact Kim Silver on silverk@lsbu.ac.uk urgently.

2. Supervision gives you the opportunity to benefit from a one to one relationship with a member of the teaching team in the law division. The supervisor is available to provide help and advice, but you should not expect supervisors to make decisions for you. It is **YOUR** project.

3. The supervisor is only a facilitator. You should not expect your supervisor to direct their project.

4. It is your responsibility to **make and keep** appointments with your supervisor. Supervisors can be contacted by email or by making an appointment with them during their office hours, using the online booking system on the Law Division Office Hours site on Moodle (note: check your supervisor's preferred method of contact). Phoning your supervisor is the least efficient method of contacting them.

5. You can expect your supervisor to:

   - help refine the title including the dispute;
   - help refine the research questions;
   - provide critical feedback on work;
   - provide advice on research methods;
   - act in a general advisory capacity;
   - assist in focusing on issues relating to the project;
   - advise on time management issues;
   - help to realise the maximum potential of the project.

6. You cannot expect your supervisor to:
   - formulate your dispute or title;
   - 'write' your project;
   - direct the project;
   - give a provisional mark at any stage for the project;
   - edit or proof read the project;
   - read and give critical feedback on hand written notes. You should submit any written material to the supervisor 24 hours before the meeting.

7. You may submit one full draft of the project to your supervisor for comment. Please note that the supervisor will comment on matters such as structure,

topics included or omitted the quality of analysis and the quality of writing and presentation. They will not correct your work and the responsibility for the accuracy and quality of your work is yours and yours alone. The final deadline for drafts is given in the project timetable for each semester, although you may submit earlier if you and your supervisor agree this.

8. There are four available appointments to see supervisors during the semester. These have been timetabled as follows (see project timetable for dates).

(i)   Week 1-2 (it would be best to meet after the introductory project session on Wednesday afternoon of week 1 has taken place). Please arrange an initial meeting to discuss your broad ideas such as the general nature of the dispute that you intend to write about and where you will locate the relevant material. You should also agree a schedule of further meetings as follows.

(ii)   Week 3-4 – second meeting to discuss project title and research, in preparation for the project proposal in week 5.

(iii)   Week 6 – third meeting to return feedback on the proposal.

(iv)   Week 11 or 12 – final project meeting to give feedback on your draft.

These are the only available times to see your supervisor. It is your responsibility to make contact with your supervisor and agree the appointments in good time.

9. You should keep a written record of what was said and agreed at supervision meetings and agree this with your supervisor. Also agree the format of this record with your supervisor.

10. Project supervisors and other members of the Law Division will not normally be available to assist students with their projects during University vacations. You should bear this in mind when planning your project timetable.

8.4   Changes to supervisor/topic area/title

1. Changes to supervisor are not allowed.

2. In the early stages, if you and your supervisor can agree another broad topic area with which you are both confident, a change of topic area is permitted. That applies up to the project proposal.

3. Any substantive change of title by the student after the project proposal will be subject to written approval by the supervisor and the project co-ordinator. Minor refinements, particularly those resulting from feedback on the proposal, are likely to be signed off without much discussion but for more fundamental changes, the project supervisor and co-ordinator will conduct an interview. Without a copy of this approval, the project will not be accepted.

8.5   The dispute

1. Having chosen your broad project area your next task is to identify a specific issue within that area which you wish to write about. This is a very important part of your project and should be based on an academic or judicial dispute relevant to the legal issue that you have identified. You should avoid writing a general description of your chosen legal issue. Instead you should focus on the dispute that you have identified.

> What is a dispute?
>
> A legal issue with arguments on both sides.
>
> Why have I got to find a dispute?
>
> We ask you to identify a dispute – and allocate marks to it - because this is the first step to writing a coherent, targeted essay rather than "everything I know about the law of consent".
>
> How do I find a dispute?
>
> See week 3 of Moodle for ideas on how to get started.

2. Disputes may include but are not limited to considering judgments, journal articles, academic textbooks and Law Commission Reports which have taken different standpoints relating to your chosen topic. There is more guidance on disputes on Moodle, including a dispute worksheet (see week 3). Disputes are covered at the large group sessions.

> HELP! I have no idea how or where to find a dispute.
>
> Don't panic – we will cover disputes in the first three weeks of the group sessions. There is plenty of help on Moodle as well. Go to week 3 in particular ('All about disputes'). You will find more detailed advice and a useful worksheet, which will take you through the steps to finding your dispute and checking that it is suitable for purpose.

3. Disputes should be drawn from the law of England and Wales or the European Union. Comparison with other legal systems may be appropriate as one element of the analysis but should not be an essential part of the dispute.

4. The following example is taken from the law of contract.

   'Do the Court of Appeal and House of Lords decisions in *Shogun Finance Ltd v Hudson*[1] provide a satisfactory clarification of the law relating to mistakes of identity in contract law?'

   This would require a comparison of the judgments in the CA and HL in the case and a consideration of whether you think the arguments and reasoning of the majority are more rational than those of the minority. You would also be expected to use academic commentary (usually, but not always, found in journal articles) to support either side of the argument.

---

[1] *Shogun Finance Ltd v Hudson* [2003] UKHL 62; [2002] QB 834, CA

This is an example of the way you should frame your project title rather than as a general essay such as *'An analysis of the law of mistake as to identity in the law of contract'.*

5. If you choose an area that has already been covered on the degree, you must show that it is demonstrably more analytical, original, deep and sophisticated than the degree coverage.

8.6   The project proposal (CW1)

1. In week 5, you will present your project proposal orally, accompanied by a written project proposal of 750-1000 words. The purpose of this section is to explain what we are looking for and how you should structure the written proposal to meet these requirements. It assumes that you have identified a dispute, but to some extent the process is circular. By preparing the proposal, you may well see ways in which you could refine and improve your dispute.

2. You must have a title which reflects your dispute. The title should be in the form of a question. The project will be easier to research, plan and write if your question offers two alternative arguments. So, in the example above, the project will compare the majority argument with that of the minority.

3. The purpose of the project proposal is essentially to decide whether your project is feasible. To help us decide this, you must use the following headings when writing your proposal.

   a) <u>Essence of the dispute</u>

   You should explain the nature of your chosen dispute as concisely as possible.   Can your dispute be expressed in the following form?

   "The dispute concerns differences between parties X and Y about issue Z."

   Parties in this context does NOT mean the parties to a particular case but authoritative individuals or bodies (judges, courts, academics, Parliament, the Law Commission) who have expressed different opinions about the issue.

   Remember that you should be looking for a title which does not simply invite a general discussion but a judicial or academic dispute in which there are arguments for and against.

   b) <u>Legal context and further explanation of the dispute</u>

   An outline of the legal background should be given so as to provide a firm grounding for the investigation of the dispute and an indication to the reader that you understand the wider legal context of the dispute. This again would be expressed concisely (not in huge detail) for no more than a paragraph. With the above in mind, explain the dispute in more detail.
   - What is the precise nature of the dispute?
   - How has it developed?
   - Who is on either side of the dispute and why?
   - What is at stake for them and what more widely is at stake?
   - Which side do you prefer and why?
   - Which criteria will you use when reaching your conclusions?

Again, conciseness and focus are essential. You are not committing yourself to a final conclusion at this stage, but it may be helpful to examine any biases which you are bringing to the project. This stage aims to help you design the:

c)   <u>Research questions</u>

In the light of the issues what questions need to be posed to pursue them? These need to be focused, not too numerous, fit with each other coherently and most importantly 'fit' with the issues raised by the requirements of exploring the dispute. You will use the research questions to plan and carry out your research in a systematic way.

d)   <u>Structure of the project</u>

This heading invites you to explain how the project will be structured. The structure should reflect the research questions identified. However, just repeating the research questions is not enough and nor is a simple list of chapters or headings is likely to attract anything more than a basic mark.

The project is essentially an extended essay. When you are writing it, you should bear in mind the advice and feedback that you have received on essay writing earlier in the LLB. You will find a useful summary in Finch & Fafinski *Legal Skills* (see the chapters on essay writing and dissertations). We recommended this book in the first year and it continues to be a valuable resource. It is available on OUP Law Trove.

You will recall that an essay needs to have a line of argument. Unlike previous essays, however, in the project module you determine your own question (the title).

The introduction will unpack that title, explaining what it means, the background to it and the limitations of your question. It will introduce the research questions and the sources to be used. It will set criteria by which the dispute will be judged (this is explained further below).

The main body will then set out the arguments on the separate components of the dispute, supporting each point with evidence and critically evaluating that evidence. You will probably be aware of paragraphing techniques such as the use of a 'topic sentence' or 'point-evidence-evaluation/analysis'. If not, see Finch and Fafinski. There will be more advice on critical evaluation in the project sessions and on Moodle.

Finally, the essay will reach a reasoned conclusion based on the arguments and evidence presented in the essay and answering the question which you originally set yourself in the project title. There is more advice on conclusions below.

> Project structure section: dos and don'ts.
>
> Do:
> - Explain your expected line of argument
> - Give a tentative conclusion
>
> Don't:
> - Simply repeat the previous three paragraphs of this guide.
> - Write a mini-essay instead of a proposal.

This of course means that a successful proposal requires substantial advance reading, thought and planning.

e) Proposed sources and the contribution they will make to the project

This section, together with the bibliography (below) should demonstrate that you have carried out sufficient preliminary research to establish that your project is feasible and that you are choosing appropriate sources for a level 6 piece of work. Explain why you have chosen these particular sources.

> Tip: in the sources section, emphasise key sources and explain why they are important. Do not just list the sources or refer vaguely to 'cases', 'articles, 'the library' or 'Westlaw'. You are aiming for breadth (a range of sources) and depth (what the sources say and how they will be used).

f) Indicative bibliography of the cases, statutes and articles on which you intend to rely.

This is essential but is not included within the word limit. Follow the OSCOLA referencing format (see library talk slides)

> The bibliography should be arranged by cases, then legislation, then a list of all your secondary sources arranged alphabetically by the surname of the author.

4. The proposal marking grid and feedback sheet (see appendix) has more information on the marking criteria for the proposal. 40% of the marks are only available from the oral presentation (for quality of oral presentation) and 10% are only available from the written proposal (for the accuracy of written presentation and referencing). For the remaining 50% of the marks, evidence may be drawn from either the written proposal or oral presentation or both.

The <u>mark scheme</u> is as follows:
- Quality of oral presentation 40%
- Identification of an academic or judicial dispute 10% (evidence can be drawn from written or oral presentation)
- Understanding of the legal background to the dispute, and the key research questions to be answered 20% (evidence can be drawn from written or oral presentation)
- Proposed structure of the project 10% (evidence can be drawn from written or oral presentation)
- Proposed sources and the contribution they will make to the project 10% (evidence can be drawn from written or oral presentation)
- Written presentation and correct referencing 10% (can only be gained from the written proposal).

8.7   Presenting and submitting the project proposal (CW1)

1. You should submit your project proposal via Moodle before the oral presentation.

2. You are required to make an oral presentation of the project proposal to two members of staff, one of whom will be your project supervisor. When you make your presentation, you must hand in TWO COPIES of your proposal to the staff and keep a THIRD copy for yourself.

3. The oral presentation will last for a maximum of 10 minutes followed by up to five minutes of questions from the two members of staff. No visual aids such as PowerPoint may be used. However, you may have with you one sheet of notes or a small number of index cards as a prompt for the presentation. Ideally, you should present and explain your project proposal rather than simply reading it out - and you will be marked on your oral presentation skills. Your presentation will be recorded.

   <u>Presentations will take place during week 5. Wednesday is the main day for presentations and you should keep this day free, but some presentations will also take place on other days of that week.</u>

4. You will be advised about the time and room number for your presentation in Week 4 of the semester.

5. The word limit for the project proposal is between 750-1000 words. The **<u>exact</u>** number of words used must be stated at the end of the proposal. False word counts will be treated as academic misconduct. Material which exceeds the word limit will not be read or marked and will thus not be awarded any credit.

6. The 750 word limit is an absolute minimum and the 1000 word limit is an absolute maximum.

7. The word limit does not include footnotes, the bibliography and appendices. Footnotes should not be abused. They should only be used for referencing only. For example, they might be used to cross reference a page, for case citations or to indicate a section number in a statute. Footnotes should not be used to include substantive text or explanatory material.

8. If you fail the Project Proposal you will be required to make a further oral presentation and resubmit the written proposal for a maximum mark of **40%.**

> See week 5 of Moodle for advice on presentation skills!

8.8   The final project (CW2)

1. You will receive feedback on the proposal from your supervisor at the third project meeting (see timetable below). The mark sheet will also be posted on Moodle by the end of week 6. You should make sure that you understand the feedback and that you can see how to use it to improve the final project.

2. The marking criteria for the project are set out below. You can see the mark distribution in the marking grid reproduced at the end of the guide. It is essential that you familiarise yourself with these and their implications for writing the project.

Dispute formulation
Main legal dispute is clearly identified and explained
Underlying research questions are clearly identified, relevant and comprehensive

It should be clear from your proposal feedback whether your dispute formulation is on the right lines and whether you are asking the right questions. The introduction to your project should explain the dispute and set out the research questions. It is not enough just to set out the dispute as a title – you need to expand it further.   "The dispute concerns differences between parties X and Y about issue Z." "In order to examine these differences, this essay will consider the following further questions."

Range and use of sources
Effective use of library based and online research resources to identify a range of relevant and credible authorities and evidence
Clear and concise summary of relevant legal and academic authorities cited to explore the dispute.
Clear and concise explanation of relevant evidence cited to explore the dispute

At an early stage, probably in the introduction, you should explain the sources used. Note the advice given in project taught sessions and on Moodle about appropriate sources for a project of this nature. Remember also that effective use does not include simply quoting chunks from the sources. Effective use means using the sources to develop your argument.

Development of the main argument
Clear statement of the conceptual issues raised by the dispute and of the legal background
Clear statement of the criteria by which the issues raised by the dispute will be evaluated
All relevant issues considered
Awareness and consideration of alternative views
Objective analysis and evaluation of relevant legal and academic authorities cited
Objective analysis and evaluation of relevant evidence and statistics cited

Clear answers given to the research questions raised by the main legal dispute, with reasons, based on the authorities and evidence cited
No irrelevant arguments or issues considered

These criteria attract the most marks. The project must demonstrate analysis and critical evaluation, not simply description and a clear line of logical argument. Your argument must be grounded in a solid understanding of the legal background and the issues which the dispute raises. It is also important to establish the criteria by which the disputes will be judged. Criteria might include the coherence of arguments on either side of the dispute, the extent to which they correspond with the existing legal position, morality or economics. These are just examples – there will be more advice on Moodle about establishing criteria. Then move on to considering the evidence available to you in order to answer the research questions you set originally. It is essential to plan the project carefully. Really excellent students usually do a full plan in the proposal stage, and this is evident from the project structure section of the proposal (see 8.6.3.d above). However, a detailed plan is a quick and effective way of getting your work back on track after a disappointing proposal. There will be more advice on developing your argument and evaluation in the project taught sessions and on Moodle.

Conclusions and recommendations
Clear answer(s) given to the question(s) raised by the main legal dispute
Fully formulated conclusions consistent with the stated evaluation criteria and that reflect the body of the work
Conclusions supported by reasons based on the authorities and evidence cited

If you have stated the dispute and the legal background clearly, assessed your sources, identified appropriate criteria and examined the arguments in order to answer the research questions, then you are likely to reach a clear and appropriate conclusion. The conclusion should reflect the body of the work and be based entirely on authorities and evidence cited, with no new material.

Standard of presentation
Appropriate use of English for an academic essay
Correct grammar and spelling
Clarity of expression
Coherent structure with appropriate use of sections and subsections
Correct referencing and acknowledgment of sources relied on (as required by the University Academic Regulations)
A properly constructed bibliography

In a longer essay of this nature, it is expected that you will divide it into sections and sub-sections, using headings. You should write in the third person

If you do not yet understand OSCOLA and how to reference, book yourself onto a library session as soon as possible!

See the instructions in 8.6.f above about preparing the bibliography.

8.9   PDP self-evaluation: the reflective account

You are required to keep and submit with your final project a PDP self-evaluation document accounting for 5% of the final project mark.

You should submit as an appendix to your project (in the same document) a reflective account of ONE ASPECT of preparing for, researching or writing the project. You could choose, for example:

- Finding a dispute.
- Finding and using appropriate source materials.
- Working independently.
- The oral presentation
- Receiving and acting on feedback
- Structuring the final project to convey your argument
- Referencing.

There is a word limit of 500 words. For a reflective account, you can and should write in the first person ('I').

There will be more advice on reflection on Moodle and in the large group sessions, but your account should include consideration of the following points:

- Description: what happened?
- Feelings: what were you thinking and feeling?
- Evaluation:
- What was good and bad about the experience?
- What went well and what difficulties did you encounter?
- Analysis: what sense can you make of the situation?
- Conclusion: what else could you have done?
- Action plan: how would you apply this learning in future study or employment?

The reflective account assesses the following learning outcome: "[Students will be able to…] Reflect and act upon their study and training needs recognising personal strengths and development needs." It will be assessed against the following criteria:

- Does the account demonstrate understanding of the task described?
- Does the account critically analyse both the situation and your response?
- Where appropriate, is there external evidence to support the account, whether from supervisions or the final project? [You do not have to supply this evidence, but the supervisor will need to be convinced that events did happen as you describe. The best way to ensure this is to engage fully with the supervision process throughout the semester.]
- Does the account demonstrate constructive planning for the future?

Tips for a good reflective account.

- Start thinking about the reflection at an early stage.
- Keep a few notes to help you.
- Come along to the group session in week 8, when there will be a special section on reflective writing.
- Be honest.
- Don't forget to add it to the end of the final project!

8.10 Final project submission (CW2)

1. The project must be submitted via Moodle – this is the only official mode of submission. Do not submit a hard copy. Turnitin submission is integrated into Moodle. Please note that if you want to check your Turnitin score, you can do so on the LLB course site under the heading 'Check your coursework originality here'. However, you MUST make your final submission here by the deadline. You should allow at least 24 hours for the Turnitin checker to return a result. The Turnitin score is only an indication of originality and this facility is not a guarantee that plagiarism has not taken place. You should follow all University advice on ensuring that your work is original and properly referenced.

2. Don't forget to include the PDP self-evaluation (see 8.9 above).

3. The word limit for the project is 5,000 words plus 500 for the PDP self-evaluation. The exact number of words used must be stated at the end of the project. False word counts will be treated as academic misconduct. Material which exceeds the word limit, will not be read or marked and will thus not be awarded any credit. Work below 4,500 words is unlikely to meet the learning outcomes for the project.

4. The word limit does not include the contents list, footnotes, the bibliography and appendices. It does include the title and headings. Footnotes should not be abused. They should only be used for referencing only. For example, they might be used to cross reference a page, for case citations or to indicate a section number in a statute. Footnotes should not be used to include substantive text or explanatory material. Do not include any dedications. You should include a contents list, automated in Word.

5. The project must be word-processed in Arial 11 font, double spaced and paginated. The OSCOLA referencing system must be used (see below 8.11). Follow OSCOLA for in-text formatting of cases, statutes and other materials. ALL LLB PROJECTS MUST CONTAIN A BIBLIOGRAPHY.

6. Failure to hand in the project on time is potentially a very serious matter. Failure to submit on time will be referred to the examination board who will consider any mitigating circumstances that have been submitted. If the mitigating circumstances are deemed to be insufficient this may result in delay in graduation, pending resubmission of the project.

8.11 Referencing

As with all coursework during your law degree, the OSCOLA referencing system should be used in writing the proposal and the project. You must familiarise yourself with the system. You can find links to OSCOLA on the LSBU Library Law page https://my.lsbu.ac.uk/my/portal/Study-Support/Library/Subject-Resources/Law-and-Social-Sciences-resources/Law .This page also contains a link to the full system at http://www.law.ox.ac.uk/publications/oscola.php and the quick guide at https://www.law.ox.ac.uk/sites/files/oxlaw/oscola_4th_edn_hart_2012quickreferenceguide.pdf . The law librarians are very happy to help you.

A bibliography must also be included at the end of your project (see 8.6.3.f above).

8.12 Plagiarism

1. Attention is drawn to the University regulations on academic misconduct as well as the Academic Integrity Guidance contained in the LLB Course Guide. Please read them. If you do not understand the guidelines, please ask your project supervisor.

2. In addition to the penalties set out in the University regulations, any finding of plagiarism or academic misconduct will be notified to the professional bodies, such as the Law Society and the Bar Council. This may prevent you from pursuing your chosen career as a solicitor or barrister. It may also affect references for other courses and employment.

3. The latest Regulations of the Solicitors' Regulatory Authority deal with assessment offences in the following terms.

   "**4. Assessment offences**
   Unless there are exceptional circumstances *we* will refuse *your* application if *you* have committed and/or have been adjudged by an education establishment to have committed a deliberate assessment offence which amounts to plagiarism or cheating to gain an advantage for *yourself* or others.

   Guidance note
   Exceptional circumstances may include where the finding does not amount to cheating or dishonesty,
   e.g. incorrect referencing, or failure to attribute correctly, in an essay or paper."

4. When handing in the project proposal and the project, students will be asked to sign a declaration that they have read, understood and accepted the plagiarism guidelines.

8.13 Failing the project

Students who fail the project will normally have to resubmit another project on the same topic for a maximum mark of **40%**.

8.14 External examiners

As with other modules on the LLB, external examiners are appointed for the project to whom relevant issues are referred from time to time. See Section 1 of this guide for details of the current external examiner.

8.15 Viva voce

A student may be called for an oral examination on their project if the project module co-ordinator feels that for any reason this is necessary before a mark can be awarded.

8.16 Blind marking
Please note that because each student is individually supervised, blind marking is not possible on this module.

9. STUDENT EVALUATION

Students on the previous year's module appreciated the freedom to work on their own topic and the guidance given in lectures. However, it was clear that they did not necessarily understand the importance of independent study.

10. LEARNING RESOURCES

10.1 Core Materials
These will be determined by the requirements of the individual project topic. The Moodle site will contain literature guides about the different subject areas and starting points for your research. However, some general points can be made.
- Note that you will be assessed on the quality of your academic sources. At this stage, simple reliance on a first or second year textbook will not be sufficient (although you may well find that these books are a good place to look for initial ideas about disputes).
- As well as textbooks, you should be focusing on primary sources, particularly cases and authoritative secondary sources such as peer reviewed journal articles. It is unlikely that your project will be of a sufficiently high standard without reference to these.
- In some areas, online sources may be of value. Your supervisor can advise you further but websites such as Wikipedia are not appropriate at this level of study.

10.2 Useful Materials

Background reading on planning, writing and researching your project

Bradney A, *How to Study Law*, (7th ed, Sweet & Maxwell 2014)
Finch E and Fafinski S, *Legal Skills* (7th ed, Oxford University Press 2019).
Available as an e-book through OUP Law Trove.
Knowles J, *Effective Legal Research*, (4th ed, Thomson Reuters/Sweet & Maxwell 2016)
Salter, Michael and Mason, Julia, *Writing Law Dissertations: An Introduction and Guide to the Conduct of Legal Research* (Longman 2007) Available as an e-book through the library.

11. PROJECT TIMETABLE

Check online timetable for rooms

Week	Date	Activity/Event
1	w/c 27 January 2020 29 January 2020	Semester begins Group lecture: project planning 3-5pm Keyworth Lecture Theatre B Organise first supervision meeting.
2	w/c 3 February 2020 5 February 2020	Complete first supervision meeting. Group lecture: research skills, 3-5pm Keyworth Lecture Theatre B
3	w/c 10 February 2020 12 February 2019	Second supervision meeting Group lecture: finding a dispute and developing an argument, 3-5pm Keyworth Lecture Theatre B
4	w/c 17 February 2020 19 February 2020	Group lecture: the proposal, 3-5pm Keyworth Lecture Theatre B
5	w/c 24 February 2020	Proposal week (most proposals will be on Tuesday 25, Wednesday 26 and Thursday 27 February and you should leave these days free)
6	w/c 2 March 2020	Third supervision meeting
7	w/c 9 March 2020	Writing up
8	w/c 16 March 2020 18 March 2020	Group lecture: writing the project K307 Keyworth Lecture Theatre B
9	w/c 23 March 2020	Writing up
10	w/c 30 March 2020	Writing up
EASTER	w/c 6 April 2020	
EASTER	w/c 13 April 2020	
EASTER	w/c 20 April 2020	
11	w/c 27 April 2020	Draft submitted (deadline)
12	w/c 4 May 2020	Final supervision meeting (Bank Holiday on Friday 8 May)

13	w/c 11 May 2020 Tuesday 12 May 2020	Coursework due Project submitted
	18 May 2020	Exams start

12. APPENDICES: MARKING GRIDS FOR PROPOSAL AND FINAL PROJECT

See over for marking grids for the proposal and final project.

PROPOSAL MARKING GRID AND FEEDBACK SHEET

Candidate name	Candidate number	Marker

Split between oral and written proposal: 40% of the marks are only available from the oral presentation (for quality of oral presentation) and 10% are only available from the written proposal (for the accuracy of written presentation and referencing). For the remaining 50% of the marks, evidence may be drawn from either the written proposal or oral presentation or both.

Assessment Criteria	
1. Quality of the oral presentation. [40 Marks] May only be gained from the oral presentation • Audible • Appropriate use of notes (does not read from notes) • Clear and structured • Use of legal language • Handling of questions • Balanced coverage of the proposal.	Excellent= 32-40 Very good=28-31 Good=24-27 Sound = 20-23 Pass=16-19 Poor= 0-15 Mark awarded:
2. The identification of the academic/judicial dispute. [10 Marks] Evidence may be drawn from written or oral presentation • Is the title clear? • Has a dispute been identified or does the title suggest a descriptive account of the topic?	Excellent= 8-10 Good/Very good=6-7 Sound/Good= 5-6 Pass=4 Poor=0-3 Mark awarded:
3. Understanding of the legal background to the dispute and the key research questions to be answered [20 marks] Evidence may be drawn from written or oral presentation • Is there an understanding of the wider legal context? • Does the proposal show how the project will tackle the dispute? • Are the research questions clearly identified? • Are the research questions feasible? • Are they appropriate given the word limit? • Do they demonstrate sufficient analysis, criticism or are they likely to lead to a descriptive account of the chosen topic? • Do they suggest duplication of degree coverage or is there evidence of more original, deeper and sophisticated treatment?	Excellent= 16-20 Very good=14-15 Good=12-13 Sound = 10-11 Pass= 8-09 Poor=0-7 Mark awarded:
4. Proposed structure of the project. [10 marks] Evidence may be drawn from written or oral presentation • Is there evidence of a clear and appropriate structure? • Is the structure based on argument rather than description? • Does structure go beyond a mere contents list?	Excellent= 8-10 Good/Very good=6-7 Sound/Good= 5-6 Pass=4 Poor=0-3 Mark awarded:
5.Proposed sources and the contribution they will make to the project [10 marks]. Evidence may be drawn from written or oral presentation	Excellent= 8-10 Good/Very good=6-7 Sound/Good= 5-6

• Evidence of preliminary, independent, research • Suitability of the range of sources used including academic journal articles but not over reliance on internet or news sources. • Is the contribution the sources will make to the project clear?	Pass=4 Poor=0-3 Mark awarded:
*6.***Written presentation and correct referencing [10 marks]** May only be gained from the written proposal • Accurate spelling and grammar • Appropriate academic tone • Correct referencing, complying with OSCOLA • Correctly formatted bibliography	Excellent= 8-10 Good/Very good=6-7 Sound/Good= 5-6 Pass=4 Poor=0-3 Mark awarded:
Agreed Percentage:	
DDS: Yes/No:	
Online submission:	

PROJECT MARKING GRID AND FEEDBACK FORM

Student number: **1St & 2nd Initials MARKER**

Criteria	**Dispute formulation:** Main legal dispute is clearly identified and explained Underlying research questions are clearly identified, relevant and comprehensive	
Total (out of 10) Excellent (8-10); Very good (7); Good (6); Sound (5); Pass (4); Poor (0-3)		
Criteria	**Range and use of sources:** Effective use of library based and online research resources to identify a range of relevant and credible authorities and evidence Clear and concise summary of relevant legal and academic authorities cited to explore the dispute. Clear and concise explanation of relevant evidence cited to explore the dispute	
Total (out of 15) Excellent (12-15); Very good (11); Good (9-10); Sound (7-8); Pass (6); Poor (0-5)		
Criteria	**Development of the main argument:** Clear statement of the conceptual issues raised by the dispute and of the legal background Clear statement of the criteria by which the issues raised by the dispute will be evaluated All relevant issues considered Awareness and consideration of alternative views Objective analysis and evaluation of relevant legal and academic authorities cited Objective analysis and evaluation of relevant evidence and statistics cited Clear answers given to the research questions raised by the main legal dispute, with reasons, based on the authorities and evidence cited No irrelevant arguments or issues considered	
Total (out of 40) Excellent (32-40); Very good (28-31); Good (24-27); Sound (20-23); Pass (16-19); Poor (0-15]		
Criteria	**Conclusions and recommendations:** Clear answer(s) given to the question(s) raised by the main legal dispute Fully formulated conclusions consistent with the stated evaluation criteria and that reflect the body of the work Conclusions supported by reasons based on the authorities and evidence cited	
Total (out of 15) Excellent (12-15); Very good (11); Good (9-10); Sound (7-8); Pass (6); Poor (0-5)		
Criteria	**Standard of presentation:** Appropriate use of English for an academic essay Correct grammar and spelling Clarity of expression Coherent structure with appropriate use of sections and subsections Correct referencing and acknowledgment of sources relied on (as required by the University Academic Regulations) A properly constructed bibliography – **PLEASE NOTE THAT THIS IS A REQUIREMENT FOR ALL PROJECTS**	
Total (out of 15) Excellent (12-15); Very good (11); Good (9-10); Sound (7-8); Pass (6); Poor (0-5)		

Criteria	**PDP** Does the account demonstrate understanding of the task described? Does the account critically analyse both the situation and the student's response? Where appropriate, is there external evidence to support the account, whether from supervisions or the final project? Does the account demonstrate constructive planning for the future?	
Total (out of 5) Excellent (5); Very good (4); Sound/Good (3); Pass (2); Poor (0-1)		
Agreed Percentage:		
DDS Checked & Comment Yes/No:		
Turnitin Checked-any issues:		