

# T LEVEL

*Technical Qualification in  
Legal Services*

## Specification

First teaching from September 2023

Version 1 Issue 3 April 2024

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# **T Level Technical Qualification in Legal Services**

## **Specification**

First teaching September 2023

Version 1 Issue 3 April 2024



**Pearson**

## **About Pearson**

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

This specification is Version 1 Issue 3. We will inform providers of any changes to this version through bulletins and provider updates. The latest version can be found on our website

All information in this specification is correct at time of publication.

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# Welcome to career-ready education

T Levels are new two-year, Level 3 study programmes that will follow the study of GCSEs and Technical Awards at Key Stage 4 and offer an attractive alternative to A Levels and Apprenticeships. T Levels will combine classroom theory, practical learning and a minimum 315 hours of industry placement with an employer to make sure students have real experience of the workplace.

The Technical Qualification (TQ) is the main classroom-based element of the T Level and students will learn from a curriculum that has been shaped by industry experts. During the two-year programme, students will learn the core knowledge that underpins each industry, and they will develop occupationally specific skills that will allow them to enter skilled employment within a specific occupation.

The T Level programmes have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares students for work. They provide the knowledge and experience needed to open the door to highly skilled employment, an Apprenticeship or higher-level study, including university.

## Technical Qualification and collaboration

The Outline Content for the *T Level Technical Qualification in Legal Services* has been produced by T Level panels of employers, professional bodies, and providers, based on the same standards as those used for Apprenticeships. Employers involved in designing the Outline Content include CPS, Bank House Chambers, Brown Jacobson LLP and the Council for Licensed Conveyancers.

Pearson has used the Outline Content to form the basis of the Technical Qualification specification. This includes:

- elaboration of the Outline Content to produce a specification that gives Providers an accurate interpretation of what needs to be taught and assessed
- enabling students to achieve threshold competence in relation to each Occupational Specialist Component
- the integration of English, maths and digital competencies.

Students who complete a *T Level Technical Qualification in Legal Services* will be able to choose between moving into a skilled occupation or further study, including higher education; for example a higher or degree level Apprenticeship, or higher-level technical study. Therefore, it was essential that the qualification was developed in close collaboration with experts from professional bodies, businesses, and universities, and with the Providers who will be delivering the qualification.

Our engagement with experts during the development of the qualification ensures the content will meet your needs and give students quality preparation to help them progress. We are grateful to all university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop the new qualification.

Employers and professional bodies who have worked with us, including:

- Allinson Law
- APCC
- Beyond Compliance
- Brendan Fleming
- Chartered Institute of Housing
- CILEX
- Clifford Chance
- Damar Training
- Everything Services Group
- The Family Law Company
- Fielden Marshall Glover Strutt
- Greater Manchester Adult Bench
- Helen Tinkler Limited
- London Pensions Funding Authority
- Maidstone Borough Council
- Nokia
- Owen Solicitors
- Regulatory Body Council for Licenced Conveyancers
- Sheldon Davidson Solicitors
- Shoosmiths

<b>Summary of changes: Version 1 Issue 3</b>		
<b>Change</b>	<b>Section</b>	<b>Page No.</b>
Information updated	Student assessment entry	103
Copyright updated	Back cover	–

<b>Summary of changes: Version 1 Issue 2</b>		
<b>Change</b>	<b>Section</b>	<b>Page No.</b>
Text removed 'Students will also need to achieve a minimum standard of English and maths; either GCSE grade 4 or above, or Level 2 Functional Skills'.	Welcome to career-ready education	Pre-contents
Paper titles added. Information on administration of the assessment of each paper has been added.	Scheme of Assessment – Core Component	42-43
Content overview wording updated for clarity. Information on administration of the assessment of the Employer Set Project has been added.	Scheme of Assessment – Employer Set Project	44
Information on administration of the assessment of each occupational specialism has been added.	Scheme of Assessment – all Occupational specialisms	70, 94
Information updated.	Student assessment entry	103
Text has been updated.	Live assessment monitoring	112





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# 1. Qualification summary and key information

T Level Technical Qualification in Legal Services							
Total Guided Learning Hours (GLH)		1135 GLH					
Total Qualification Time (TQT)		1450 TQT					
First registration:	September 2023	Recommended age range:				16–19	
Core Component:	535 GLH 750 TQT	Grade:	A*–E and unclassified				
Assessment component	Assessment method	Duration	Marks	Weighting	Timetable	Availability	Marking approach
Core Paper 1 – Business Principles for Legal Services	Written examination	2.5 hours	90	33.3%	Set date/time	June November	Externally marked
Core Paper 2 – Application of Law	Written examination	2.5 hours	90	33.3%	Set date/time	June November	Externally marked
Employer Set Project	Externally-set project	14 hours	90	33.3%	Windowed	May November	Externally marked
Occupational Specialist Component:	600 GLH 700 TQT	Grade:	Unclassified, P, M and D				
Legal Services Assistant: Business, Finance and Employment	Externally-set project	16.5 hours	183	100%	Task – specific window/set date and time	April/May	Externally marked
Legal Services Assistant: Crime, Criminal Justice and Social Welfare	Externally-set project	16.5 hours	189	100%	Task – specific window/set date and time	April/May	Externally marked

T Level Technical Qualification in Legal Services			
<b>Qualification Number (QN)</b>	610/2226/3		
<b>First Registration Date</b>	September 2023		
<b>Approved Age Range</b>	16–19		
<b>Total Guided Learning Hours (GLH)</b>	1135 GLH*		
<b>Total Qualification Time (TQT)</b>	1450 TQT*		
<b>Assessment</b>	All assessments are externally set and marked by Pearson.		
<b>Grading Overview</b>	<b>Core</b>	<b>Occupational Specialism</b>	<b>Overall</b>
	All grades for this component will be on a scale of A*–E and unclassified.	All grades for this component will be on a scale of Unclassified, Pass, Merit, Distinction.	The overall grade will be on a scale of Unclassified, Pass, Merit, Distinction, Distinction*#

\* See Section 2 for further information about GLH and TQT.

# Pearson does not award the overall grade for the Technical Qualification. The overall grade is awarded by the Institute for Apprenticeships and Technical Education (IfATE). See *Section 6 Technical Qualification grading, T Level grading and results reporting* for further information. If a student completes the assessments but is not successful in reaching the minimum threshold for the Core and/or Occupational Specialism Component, they will be issued with a U grade.

## 2. Introduction to the Technical Qualification in Legal Services

This specification contains all the information you need to deliver the *T Level Technical Qualification in Legal Services*.

This qualification forms the substantive part of the T Level in Legal Services, which includes other elements that need to be successfully completed for students to be awarded the T Level from the Institute for Apprenticeships and Technical Education (IfATE).

In addition to the Technical Qualification, the T Level in Legal Services will include:

- a 315-hour industry placement that is related to legal services.

## Qualification structure

The *T Level Technical Qualification in Legal Services* has two mandatory components.

### 1. Core Component

This component covers the underpinning knowledge, concepts and skills that support threshold competence in the legal services industry. It has 535 GLH and is assessed by two externally-set Core Examinations and an Employer Set Project.

The content and detail of each of these assessments is provided in *Section 3 Core Component*.

### 2. Occupational Specialist Component

There are two Occupational Specialist Components in this Technical Qualification, which are 600 GLH. Students undertaking the *T Level Technical Qualification in Legal Services* will complete the Legal Services Assistant: Business, Finance and Employment or the Legal Services Assistant: Crime, Criminal Justice and Social Welfare occupational specialisms.

These components cover the occupational specialist knowledge and skills required to demonstrate threshold competence for the specialism. Each Occupational Specialism is assessed by a skills-related project that synoptically assesses the performance outcome skills and associated underpinning knowledge.

The content and detail of the assessment for the Occupational Specialist Component is provided in *Section 4 Occupational Specialist Component*.

The TQT and GLH for this qualification and the two components are shown below:

**TQT:**

- The *T Level Technical Qualification in Legal Services* has a TQT value of 1450.
- The Core Component has a TQT value of 750.
- The Occupational Specialist Component has a TQT value of 700.

**GLH:**

- The *T Level Technical Qualification in Legal Services* has a GLH value of 1135.
- The Core Component has a GLH value of 535.
- The Occupational Specialist Component has a GLH value of 600.

T Level Technical Qualification in Legal Services			
Total Guided Learning Hours (GLH)		Total Qualification Time (TQT)	
1135 GLH		1450 TQT	
Core Component		Occupational Specialist Component	
GLH	TQT	GLH	TQT
535 GLH	750 TQT	600 GLH	700 TQT

## Technical Qualification aims and purpose

This Technical Qualification is for T Level students who are undertaking the T Level in Legal Services. It is intended for students who want to progress to a career in the legal sector.

The purpose of the *T Level Technical Qualification in Legal Services* is to ensure students have the knowledge and skills needed to progress into highly skilled employment, an Apprenticeship or higher-level study, including university, within the specialist area of legal services.

At the end of the Technical Qualification, students are expected to demonstrate threshold competence, which means that they have gained the core knowledge and skills related to legal services and are well placed to develop full occupational competence with additional development and support once in employment in the legal services sector.

## Student profile and progression

Students undertaking this Technical Qualification will be 16–19 years old and in full-time education. They will have chosen a T Level as an alternative to A Levels, Applied Generals, or an Apprenticeship.

The typical student will likely have:

- a clear idea as to the industry sector they wish to pursue a career in
- an idea of the type of job role they'd like to explore as a career
- taken an active choice not to pursue an Apprenticeship or needs a Level 3 qualification to pursue a higher apprenticeship.

This Technical Qualification aligns to the Paralegal Level 3 Apprenticeships and, therefore, supports progression to entry-level job opportunities in legal services.

Job roles could include:

- paralegal
- legal secretary
- usher.



Alternatively, students could progress to the Level 3 Paralegal Apprenticeship to develop and gain certification of their occupational competence, or they could progress to higher-level Apprenticeships such as the Level 4 Conveyancing Technician or Probate Technician Apprenticeship depending on their skills or experience.

Where students may not have access to an Apprenticeship or would prefer a more academic route, they could progress to relevant Higher National Certificate (HNC) or Higher National Diploma (HND) programmes or degree programmes.

Students should always check the entry requirements for each degree programme with the relevant higher education provider.

## **Prior learning requirements**

There are no formal prior learning requirements for the *T Level Technical Qualification in Legal Services*.

However, it is the Provider's responsibility to ensure the students recruited have a reasonable expectation of success on the programme. Formal entry requirements are not set by Pearson, but we expect students to have qualifications at or equivalent to Level 2.

Students are most likely to succeed if they have:

- five GCSEs/International GCSEs at grade 4 or above, including English, Maths and Science, and/or
- Vocational Tech Award qualification(s) at Level 2 at Pass and above in a relevant subject, e.g. BTEC Tech Award in Enterprise.

Students may demonstrate the ability to succeed in various ways. For example, they may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

## What does the qualification cover?

The Technical Qualification content has been designed from the Outline Content created by the Institute for Apprenticeships and Technical Education (IfATE) and the Legal T Level Panel.

We have used the Outline Content to create the Technical Qualification specification and assessment, which has been validated by our own panel of accounting employers and education providers to ensure it is appropriate for the progression routes identified in the section above.

Students will learn about the following topics:

- the business environment
- careers within the legal professions
- regulation
- professionalism and ethics/equality, diversity and inclusion
- security and risk
- professional services
- fundamentals of law (1)
- fundamentals of financial accounting
- technology
- data driven innovation/analytics and design thinking
- research skills
- project/change management and administration
- fundamentals of law (2) (pathway content)
- the legal services sector (pathway content).

### 3. Core Component

The content of the Core Component has the Core Skills mapped to where there are opportunities to develop them (Appendix 1). The competencies and skills are not expected to be developed at every point where they are mapped; but by using this guidance tutors will be able to embed them into teaching to prepare students for the assessments in the Core Component.

The Core Skills are assessed through the Employer Set Project. The Core Skills for this Core Component are:

- Research and analyse an area of law and legal principles and apply to a legal situation
- Convey information clearly to lay and professional people
- Work collaboratively as a member of a team
- Apply an ethical approach to your work
- Demonstrate compliance with appropriate professional regulations.

#### Detailed content

The terms 'business' and 'business organisations' are used throughout the content and are intended to be inclusive and encompass various types of establishment, such as those in the private, public, and not-for-profit sectors, sole traders, partnerships and private/public limited companies, global businesses, start-ups, and franchises.

The term 'legal services' is used throughout the content and is intended to be inclusive and encompass various types of legal establishment, such as legal firms, legal workplaces, legal departments and legal practices.

## Element 1: The business environment

1.1

### ***The fundamentals and principles of business and how they are applied***

- 1.1.1 The role of business in society:
  - provide goods and services to meet consumer needs and wants at a price they are willing to pay
  - provide employment and associated training opportunities
  - contribute towards the government's economic and social priorities
  - pay taxes, which can be used to pay for improvements to the infrastructure and contribute towards social welfare including education and health services
  - enhance the economic security of the country in the face of overseas competition from imported foreign goods.
- 1.1.2 A basic understanding of how legal frameworks promote the development of business activity including the role and interaction of case law.
- 1.1.3 The contribution of legal services to supporting the role of business in society including:
  - providing advice to businesses on the implementation and monitoring of legislation relating to their activities in areas such as employment, health and safety and data protection, which ensures that businesses operate within the law and reduces the risk of costly legal claims made against a business which could result in falling profits or insolvency
  - the legal services sector making a significant contribution to the government's economic policy objectives by being a major source of employment and supporting the needs of the business community
  - advising businesses engaged in contract negotiations thereby enhancing confidence in business relationships and promoting the production of goods and services to satisfy consumer needs and wants
  - advising clients on legal matters relating to mergers and acquisitions, which can contribute to effective strategic decisions being made by business leaders
  - ensuring clients operate in line with the requirements of company law so that businesses can meet the needs of their stakeholders
  - representing clients involved in legal disputes, which can reduce business risks, reduce potential costs and maintain profits
  - advising clients on the possible outcomes and risks of a legal dispute or liability claim made against the business, which can result in potential savings in business costs
  - providing advice to those businesses facing financial difficulties, which may result in the continuation of the business instead of it being declared insolvent
  - the use of in-house/employed lawyers in business.
- 1.1.4 Fundamentals of business:
  - the purpose of business activity: to supply goods and services to meet the demands of the consumer: to make a profit

	<ul style="list-style-type: none"> <li>○ the factors of production: labour, capital, raw materials (land) and entrepreneurship</li> <li>○ the role and importance of entrepreneurship to a business: identifying gaps in the market, innovating and creating new products, creating a competitive edge for a business and promoting business growth, identifying and addressing business risks</li> <li>○ the characteristics of a competitive market economy and the implications for business: many buyers and sellers, the profit motive, limited government intervention, private ownership of the factors of production, similar products</li> <li>○ the interrelationship between manufacturing, wholesalers and retailers: production (manufacturing); bulk purchasing from manufacturers (wholesalers); divided into smaller quantities for sale to the end consumer (retailers)</li> <li>○ the characteristics of and differences between private and public sector organisations: aims, ownership and control, finance.</li> <li>● 1.1.5 Principles of business: <ul style="list-style-type: none"> <li>○ compliance – operate ethically within the legal framework and provide constructive feedback on any proposed changes to the regulatory framework</li> <li>○ management and control – the function of management to control the factors of production and business processes within the available resources in order to contribute to the aims and objectives of the business</li> <li>○ financial prudence – including budget setting, monitoring and control; monitoring cash flow; efficient procurement practices</li> <li>○ market conduct – including pricing policies; marketing strategies; response to competitors</li> <li>○ customer interests – including price, quality, customer service, safe and reliable products.</li> </ul> </li> <li>● 1.1.6 Business aims and objectives: <ul style="list-style-type: none"> <li>○ private: profit, growth, diversification, competitiveness, efficiency, cover costs (break-even), survival, market leadership</li> <li>○ public: service provision, cost control, value for money, service quality, meeting government standards</li> <li>○ not-for-profit: raise funds and accept donations in order to generate surpluses; invest in social, environmental or cultural initiatives.</li> </ul> </li> <li>● 1.1.7 Business priorities: long-term strategic plans, medium-term operational plans, short-term business tactics.</li> <li>● 1.1.8 Business contexts, drivers for change and their challenges: <ul style="list-style-type: none"> <li>○ organisational context: ownership and management accountability – the competing interests of internal and external stakeholders and how they can be managed. The need for confidentiality when dealing with stakeholders in specific contexts including contract negotiations with customers and suppliers; merger negotiations</li> <li>○ legal context: changes in business law and associated regulations; liability claims</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ financial context: revenue, profit, shareholder value, investors, raising business finance; the factors to take into account when raising business finance, costs; returns on investment and the impact on revenue and cash flow</li> <li>○ market context: meeting the needs of consumers, the influence of competitors; identifying consumer needs and trying to reconcile the relationship between price, quality and costs when responding to competitive market pressures</li> <li>○ human resource context: skills shortages, recruitment, remuneration, contracts, incentives, promotion, training, development, unions, industrial action, workforce motivation and working practices</li> <li>○ business growth context: internal and external growth; rationale for mergers and acquisitions including efficiency savings, economies of scale, competitive advantage, increased market share, diversification, technology transfer.</li> <li>● 1.1.9 Global business environment: features and challenges of globalisation and the role and influence of financial markets in the economy: <ul style="list-style-type: none"> <li>○ features of globalisation: the growing interdependence of the world's economies, cultures, and populations, and the spread of products, technology, information and jobs across national borders, international trade regulations including laws concerning the import/export of products</li> <li>○ global economy opportunities: consumer (retail), business to business (B2B) and business to government (B2G) (local, national, European and international), opening access to borrowing, lending and investing worldwide</li> <li>○ challenges of globalisation: increased competition; influence of multinational corporations; mobility of labour and capital.</li> </ul> </li> <li>● 1.1.10 The concept and application of opportunity cost.</li> </ul>
1.2	<p><b><i>Common business models and organisational structures</i></b></p> <ul style="list-style-type: none"> <li>● 1.2.1 Common business models, their features, advantages and disadvantages and liability implications: sole trader, partnerships and private/public limited companies; corporations as entities that can sue and be sued.</li> <li>● 1.2.2 Franchises: features, advantages and disadvantages for franchisors and franchisees, the implications for consumers.</li> <li>● 1.2.3 Organisational structures, their features, advantages and disadvantages: <ul style="list-style-type: none"> <li>○ functional, flat, hierarchical, divisional and matrix structures.</li> </ul> </li> <li>● 1.2.4 Influence of legislative, regulatory and operational frameworks on organisational structures: <ul style="list-style-type: none"> <li>○ legal: the legal basis of sole traders, partnerships and partnership agreements, limited liability partnerships and limited liability companies: legislation impacting on business including employment law, health and safety and data protection</li> <li>○ financial: the ability of sole traders, partnerships and limited companies to raise business finance given their legal status</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ reputational: ethical behaviour of stakeholders in business and the impact on consumer behaviour</li> <li>○ management: the size of the business and its relationship to organisational structure and management specialisation</li> <li>○ procurement and supply: the size of the business and the potential economies to be obtained in the procurement process</li> <li>○ taxation-related issues: different taxation requirements for sole traders and partnerships and limited companies</li> <li>○ market, profit and growth-related implications: business strategy and its implications for operational priorities in legal services.</li> </ul>
1.3	<p><b><i>The responsibilities of corporate governance within an organisation</i></b></p> <ul style="list-style-type: none"> <li>● 1.3.1 The role of the Board of Directors including looking after shareholder interests, determining business strategy, performance monitoring, compliance.</li> <li>● 1.3.2 The concept of incorporation and the rights of direct and indirect shareholders.</li> <li>● 1.3.3 The Companies Act 2006: <ul style="list-style-type: none"> <li>○ purpose of the Companies Act 2006</li> <li>○ formation of a company: key elements of the Articles and Memorandum of Association</li> <li>○ company directors' duties: <ul style="list-style-type: none"> <li>– obligation to promote the success of the company, to consider the community and the environment, the interests of employees, and to be fair to shareholders</li> <li>– requirement to submit audited accounts to Companies House including a directors' report</li> <li>– penalties and other implications of non-compliance.</li> </ul> </li> </ul> </li> <li>● 1.3.4 The principles of corporate governance in relation to: <ul style="list-style-type: none"> <li>○ leadership and company values</li> <li>○ executive and non-executive director responsibilities</li> <li>○ financial audits</li> <li>○ risk and internal control</li> <li>○ role of agency theory in relation to the separation of ownership and control applied to limited companies.</li> </ul> </li> </ul>
1.4	<p><b><i>UK tax laws and how they are applied</i></b></p> <ul style="list-style-type: none"> <li>● 1.4.1 UK tax legislation for Value Added Tax (VAT), Corporation Tax and payroll including National Insurance (NI) and Income Tax.</li> <li>● 1.4.2 Tax laws regarding pensions: <ul style="list-style-type: none"> <li>○ the difference between private and occupational pension schemes</li> <li>○ contributory and non-contributory pension schemes</li> <li>○ tax liabilities on lump sum pensions payouts and draw downs</li> <li>○ tax liabilities on regular pension payments taking into account personal allowances.</li> </ul> </li> <li>● 1.4.3 Types of UK taxation: direct tax: Income Tax, Corporation Tax; indirect tax: Value Added Tax (VAT), customs and excise.</li> </ul>

	<ul style="list-style-type: none"> <li>• 1.4.4 Features of the main personal and business-related taxes: <ul style="list-style-type: none"> <li>○ Income Tax: how it is collected, Pay As You Earn (PAYE), personal allowances, tax bands</li> <li>○ Corporation Tax: how it is collected, businesses liable to pay</li> <li>○ Corporation Tax, impact on retained and distributed profits</li> <li>○ Value Added Tax (VAT): how it is collected; tax on purchase, exempt and zero-rated goods</li> <li>○ National Insurance: tax on employment; employer and employee contributions</li> <li>○ Capital Gains Tax: a tax on the profit made from the sale of assets such as share investments</li> <li>○ devolved taxes: devolving tax raising powers to the Scottish and Welsh Parliaments and the Northern Ireland Assembly including Income Tax bands, stamp duty on property sales and air passenger duty, regional and local taxes</li> <li>○ progressive tax: investments, Income Tax, tax on earned interest from savings and bonds</li> <li>○ regressive tax: property tax.</li> </ul> </li> <li>• 1.4.5 VAT tax rates in the UK: zero-rated, domestic or reduced rate, standard rate and exempt.</li> <li>• 1.4.6 The role of lawyers in tax advisory work.</li> </ul>
1.5	<p><b><i>The role of the government in controlling and directing the economy</i></b></p> <ul style="list-style-type: none"> <li>• 1.5.1 Government economic objectives including control of inflation, economic growth, employment and the promotion of international trade.</li> <li>• 1.5.2 Government policies that may impact on the economy including taxation, interest rates, grants and subsidies.</li> <li>• 1.5.3 The role of government in market failures: the banking crisis, monopoly power.</li> <li>• 1.5.4 Public sector organisational structure and culture: <ul style="list-style-type: none"> <li>○ the role of the public sector in delivering services</li> <li>○ the similarities and differences between the public and private sectors</li> <li>○ public accountability, public administration and public management services</li> <li>○ funding and financial management aspects of the public sector including central and local government, the NHS and other relevant bodies.</li> </ul> </li> </ul>



1.6	<p><b><i>Solutions-based approaches to decision making in business</i></b></p> <ul style="list-style-type: none"> <li>● 1.6.1 The different types of decision that occur in organisations and the features of a solutions-based approach to decision making. <ul style="list-style-type: none"> <li>○ types of decision: <ul style="list-style-type: none"> <li>– tactical: immediate decisions</li> <li>– rational: short-term decisions</li> <li>– strategic: long-term decisions.</li> </ul> </li> </ul> </li> <li>● 1.6.2 Decision-making models: <ul style="list-style-type: none"> <li>○ rational decision model: a series of logical steps: useful in formulating long-term business strategy: <ul style="list-style-type: none"> <li>– identify the need for a decision</li> <li>– gather relevant information</li> <li>– identify the alternatives</li> <li>– weigh the evidence</li> <li>– choose among alternatives</li> <li>– implement actions</li> <li>– review the decision and its impact</li> </ul> </li> <li>○ bounded-rationality decision model: used when decision-makers have insufficient time or management information: can be applied for short-term operational decisions</li> <li>○ intuitive decision-making model: using instinct to make immediate/tactical decisions</li> <li>○ solutions-based approach to decision making: <ul style="list-style-type: none"> <li>– searching for solutions rather than problems</li> <li>– future-focused</li> <li>– goal-directed</li> <li>– need for change</li> </ul> </li> <li>○ triple-bottom line decision-making model: in addition to identifying the financial benefits, business decision-makers identify the environmental and social impacts.</li> </ul> </li> <li>● 1.6.3 Costs v financial and non-financial benefits (including public benefit) of business decisions: <ul style="list-style-type: none"> <li>○ financial costs to the business: labour, capital, raw materials</li> <li>○ financial benefits to the business: profits and profit margins, efficiency gains</li> <li>○ non-financial benefits to the business: productivity, increased market share, lower labour turnover, quality improvements, customer loyalty and retention</li> <li>○ public benefit resulting from business decisions: <ul style="list-style-type: none"> <li>– environmental impact of business decisions including carbon emissions, waste reduction, use and promotion of renewable energy</li> <li>– social and legal impacts of business decisions including employment, social welfare (health and mental health), standard of living, equality and diversity implications.</li> </ul> </li> </ul> </li> </ul>
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1.7	<p><b><i>The factors influencing the quality and effectiveness of business decisions</i></b></p> <ul style="list-style-type: none"> <li>• 1.7.1 'What-if?' analysis and scenario planning, and their importance.</li> <li>• 1.7.2 Determining the financial and non-financial benefits of business decisions.</li> <li>• 1.7.3 Ethics of decision making.</li> <li>• 1.7.4 Practical implications of decision making in a legal services context including: <ul style="list-style-type: none"> <li>○ needs of the legal practice or client requirements</li> <li>○ adherence to the law</li> <li>○ time</li> <li>○ skills, knowledge and understanding of the decision-makers</li> <li>○ costs</li> <li>○ personal/organisational bias: ignoring information that does not fit with personal beliefs or organisational culture.</li> </ul> </li> </ul>
1.8	<p><b><i>Analysis of the internal and external business environments</i></b></p> <ul style="list-style-type: none"> <li>• 1.8.1 Influences within the internal business environment: mission, values, objectives, leadership styles, organisational structure, culture and stakeholder engagement.</li> <li>• 1.8.2 Influences within the external business environment including government policies, indirect stakeholders, competitive pressures, globalisation.</li> <li>• 1.8.3 Situational analysis and its use in determining key influences: <ul style="list-style-type: none"> <li>○ SWOT analysis (strengths, weaknesses, opportunities and threats) its contribution and application to the internal and external business environment</li> <li>○ STEEPLE analysis (social, technological, economic, environmental, political, legal and ethical) its contribution and application to the external business environment.</li> </ul> </li> </ul>
<b>Element 2: Careers within the legal professions</b>	
2.1	<p><b><i>The roles and responsibilities of legal professionals</i></b></p> <ul style="list-style-type: none"> <li>• 2.1.1 Specialist job roles for legal professionals: <ul style="list-style-type: none"> <li>○ authorised legal practitioners (conduct reserved legal work): <ul style="list-style-type: none"> <li>– Solicitors</li> <li>– Barristers</li> <li>– Solicitor advocate</li> <li>– Chartered legal executives</li> <li>– Licenced conveyancers</li> <li>– Licenced probate practitioners</li> </ul> </li> <li>○ legal support staff: <ul style="list-style-type: none"> <li>– Paralegals</li> <li>– Conveyancing technicians</li> <li>– Probate technicians</li> </ul> </li> <li>○ legal academics.</li> </ul> </li> <li>• 2.1.2 How these roles support the needs of private individuals and businesses.</li> </ul>

2.2	<p><b><i>The different aspects of professional legal services</i></b></p> <ul style="list-style-type: none"> <li>• 2.2.1 An overview of the main differences between civil and criminal law: <ul style="list-style-type: none"> <li>○ standard and burden of proof in civil and criminal cases.</li> </ul> </li> <li>• 2.2.2 The different aspects of professional legal services: <ul style="list-style-type: none"> <li>○ private practice law firms: owned by equity partners with employed staff, a limited liability partnership (a law practice where the partners have limited liability), a sole practitioner who works independently, sometimes with non-lawyer support personnel; multidisciplinary partnership (MDP) where professionals from different disciplines work together; alternative business structures, where traditional law firms include non-lawyer expertise on the board</li> <li>○ public sectors departments in County Councils, NHS, Crown Prosecution Service, Government Legal Department (GLD) and other legal services within government departments, Her Majesty's Court and Tribunal Services (HMCTS)</li> <li>○ commercial bodies: telecommunication companies, banks, E-commerce companies, tech companies</li> <li>○ voluntary and not-for-profit organisations, charities to include universities.</li> </ul> </li> </ul>
2.3	<p><b><i>Role of legal specialists within organisations</i></b></p> <ul style="list-style-type: none"> <li>• 2.3.1 Supporting business systems, processes and procedures: <ul style="list-style-type: none"> <li>○ human resources</li> <li>○ financial systems including commercial contracts and tendering</li> <li>○ business insurances including public liability</li> <li>○ health and safety</li> <li>○ data protection</li> <li>○ customer protection.</li> </ul> </li> <li>• 2.3.2 The advantages and disadvantages for a business of outsourcing legal services.</li> </ul>
2.4	<p><b><i>The need for qualifications and competencies in the legal services</i></b></p> <ul style="list-style-type: none"> <li>• 2.4.1 Professional characteristics: <ul style="list-style-type: none"> <li>○ autonomy</li> <li>○ accountability</li> <li>○ ethical behaviour</li> <li>○ specialised knowledge</li> <li>○ adheres to codes of professional conduct</li> <li>○ qualified/licensed to practice</li> <li>○ represented by professional bodies.</li> </ul> </li> <li>• 2.4.2 Professional competencies: <ul style="list-style-type: none"> <li>○ the traits/technical and personal skills</li> <li>○ knowledge and attributes expected to do the job</li> <li>○ use of reflective practice to understand how to improve own work and skills</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ adherence to the Solicitors Regulation Authority (SRA) code/Bar code of conduct.</li> <li>● 2.4.3 Ways to maintain professional competence including continuous professional development (continuing competence), gaining additional qualifications, and updating skills.</li> <li>● 2.4.4 Main routes into legal professions and their advantages and disadvantages: <ul style="list-style-type: none"> <li>○ university degrees (including conversion courses): costs of learning; may not offer qualifying work experience; exemptions from some professional qualifications; loss of potential income while studying full-time</li> <li>○ higher apprenticeships: costs of learning, studied part-time alongside work-based learning</li> <li>○ vocational component of training (including Bar Professional Training Course (BPTC) and Bar Training Course (BTC) and the Solicitors Qualifying Examination (SQE) from 2022, Legal Practice Course (LPC) prior to 2022): may be expensive; some employers will pay the fees on behalf of employees, CILEX accreditation</li> <li>○ professional body examinations: may be expensive; study in own time; gain membership of professional bodies and in some instances international recognition of the qualification; some employers may contribute to costs of the examinations; may open up additional career opportunities and progression pathways</li> <li>○ continuous professional development (continuing competence): professional and skill updating, keeping up to date with current legislation, regulations and case law, identification of development needs</li> <li>○ pupillage: two six-month training periods for those wishing to become a barrister, guaranteed short-term salary, competitive to secure a placement</li> <li>○ period of qualifying work-based learning/training contracts for solicitors: opportunity to gain overview of practice in several sectors, competitive to secure placement</li> <li>○ government initiatives/apprenticeships: high quality work placements; financial support to employers; employees may be paid the National Minimum Wage/National Living Wage only.</li> </ul> </li> <li>● 2.4.5 The challenges arising for private individuals and organisations of engaging legal professionals: <ul style="list-style-type: none"> <li>○ skill shortages may result in difficulties obtaining up-to-date legal services</li> <li>○ roll-out of developments in technology that improve the provision of legal services is hampered by costs and skill shortages</li> <li>○ the global economy provides the opportunity for UK legal professionals to obtain employment outside the UK resulting in skills shortages in the UK</li> <li>○ accessing specialist legal advice can be costly and may involve the client weighing up the costs, risks and chances of success of any proposed legal action.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>2.4.6 The advantages and disadvantages for the business and the individual of professional competence and accreditation being obtained via off-the job or on-the-job training schemes and accreditation routes.</li> </ul>
2.5	<p><b><i>Building and maintaining long-term relationships with customers and clients</i></b></p> <ul style="list-style-type: none"> <li>2.5.1 Building and maintaining long-term relationships with customers and clients: <ul style="list-style-type: none"> <li>having professional, competent and qualified staff</li> <li>understanding customer and client needs</li> <li>understanding products</li> <li>providing high levels of customer and client service</li> <li>gaining referrals from trusted sources.</li> </ul> </li> <li>2.5.2 Customer and client needs analysis and its importance: <ul style="list-style-type: none"> <li>determining legal needs of a customer and a client</li> <li>sourcing customer and client information</li> <li>reviewing customer and client needs on a regular basis.</li> </ul> </li> </ul>
<b>Element 3: Regulation</b>	
3.1	<p><b><i>Impact of events on global markets and financial services</i></b></p> <ul style="list-style-type: none"> <li>3.1.1 Political and environmental events that cause instability in global markets including financial crises, political instability in major trading nations and climate change.</li> <li>3.1.2 Overview of the financial factors that may cause a financial crisis including lack of regulation and speculation.</li> </ul>
3.2	<p><b><i>The impact of regulatory change on the legal professions</i></b></p> <ul style="list-style-type: none"> <li>3.2.1 Regulatory change including: <ul style="list-style-type: none"> <li>confidentiality clauses including non-disclosure agreements (NDA)</li> <li>data protection</li> <li>cyber security</li> <li>money laundering.</li> </ul> </li> <li>3.2.2 Current government regulations to oversee audit, reporting and governance.</li> </ul>
3.3	<p><b><i>The role of regulators and their purpose and authority as licensing bodies</i></b></p> <ul style="list-style-type: none"> <li>3.3.1 Function, role, purpose, responsibilities and influence of: <ul style="list-style-type: none"> <li>The Law Society</li> <li>Solicitors Regulation Authority (SRA) and the deregulation agenda: the influence of "Looking to the Future"</li> <li>Bar Standards Board (BSB)</li> <li>Chartered Institute of Legal Executives (CILEX)</li> <li>Council for Licenced Conveyancers (CLC):</li> <li>Legal Services Board (LSB); The Office for Legal Complaints (OLC) including the Legal Ombudsman</li> <li>Financial Conduct Authority (FCA)</li> <li>Financial Services Compensation Scheme (FSCS)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Financial Ombudsman Service (FOS)</li> <li>○ Financial Reporting Council (FRC)</li> <li>○ Prudential Regulation Authority (PRA)</li> <li>○ The Pensions Regulator (TPR).</li> </ul>
3.4	<p><b><i>The types of regulatory requirement that govern professional services and customer/client engagement</i></b></p> <ul style="list-style-type: none"> <li>● 3.4.1 Regulated versus non-regulated products and services: <ul style="list-style-type: none"> <li>○ regulated products: legal services, consultation, ADR, preparation of documents, representation of clients</li> <li>○ non-regulated products: legal services offered by unregulated legal service providers</li> <li>○ regulatory safeguards to protect the interests of users of legal and other services.</li> </ul> </li> <li>● 3.4.2 The difference between information and advice.</li> <li>● 3.4.3 Protection for the consumer against mis-selling of financial products: <ul style="list-style-type: none"> <li>○ Payment Protection Insurance (PPI) including the basis of mis-selling PPI; sanctions and compensation.</li> </ul> </li> </ul>
3.5	<p><b><i>Criminal law and its purpose in a business context relating to criminal activities, money laundering and terrorist funding</i></b></p> <ul style="list-style-type: none"> <li>● 3.5.1 Proceeds of Crime Act 2002.</li> <li>● 3.5.2 Criminal Finances Act 2017.</li> <li>● 3.5.3 The Money Laundering and Terrorist Financing (Amendment) Regulations 2022.</li> <li>● 3.5.4 The Money Laundering, Terrorist Financing and Transfer of Funds (Information on the Payer) Regulations 2017.</li> <li>● 3.5.5 The Terrorism Act 2000 and 2006.</li> </ul>
<b>Element 4: Professionalism and ethics/equality, diversity and inclusion</b>	
4.1	<p><b><i>Professional and ethical conduct that governs behaviour in the workplace</i></b></p> <ul style="list-style-type: none"> <li>● 4.1.1 The code of ethics that professionals should consider: <ul style="list-style-type: none"> <li>○ adherence with the law</li> <li>○ adherence with the requirements of the regulators/professional associations</li> <li>○ acting with integrity</li> <li>○ treating suppliers, customers, partners and employees fairly and with respect at all times</li> <li>○ contributing to a healthy and safe workplace</li> <li>○ respecting equality and diversity of the workforce</li> <li>○ maintaining high standards.</li> </ul> </li> <li>● 4.1.2 Expectations of professional conduct, behaviours and attitudes, their purpose and value: <ul style="list-style-type: none"> <li>○ acting in the best interests of the client</li> <li>○ respectful behaviour</li> <li>○ ethical decision making</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ personal agency</li> <li>○ appropriate social interaction in different contexts</li> <li>○ sanctions for misconduct: warnings, fines and other financial penalties, suspension from practice and disbarment/striking off.</li> <li>● 4.1.3 Personal ethical behaviour in the workplace: doing the right thing, acting as whistleblower, showing respect to all, treating everyone in an inclusive way, recognising success of others.</li> <li>● 4.1.4 Professional conduct and responsibilities in the workplace: understanding organisational structure, roles, relationship to others, accountabilities and interdependencies, professional conduct and reputation.</li> <li>● 4.1.5 Professional code of conduct and its impact: the rules and regulations relating to employee behaviour.</li> <li>● 4.1.6 Impact of the regulatory frameworks and standards on the codes of conduct for the individual and the organisation.</li> <li>● 4.1.7 Client confidentiality and its importance: <ul style="list-style-type: none"> <li>○ rules of confidentiality and consistency in its interpretation</li> <li>○ the need to prevent the unauthorised disclosure of privileged information acquired from clients</li> <li>○ the obligation to protect the privacy and integrity of information from clients</li> <li>○ the need to ensure that information from clients is not used inappropriately</li> <li>○ duty of confidentiality versus duty of disclosure.</li> </ul> </li> </ul>
4.2	<p><b><i>Ethical dilemmas in the workplace</i></b></p> <ul style="list-style-type: none"> <li>● 4.2.1 Ethical dilemmas in a business context for the individual, organisation and professionals: <ul style="list-style-type: none"> <li>○ reputational risk: the good name or reputation of a business is put at risk because of the actions it does or does not take in relation to its activity</li> <li>○ process risk: failure to comply with internal controls</li> <li>○ people risk: failure to obtain information about new employees such as knowledge, experience and qualifications</li> <li>○ systems risk: failure to back up the computer systems, failure to put controls into access of the computer system</li> <li>○ legal risk: failure to comply with the obligations of a contract or not enforcing a contract, not enforcing compliance with regulations or changes in legislation</li> <li>○ event risks: external to the company and can include physical event risks such as fire or flood, social event risks such as not paying a living wage, political event risks such as a new political act introducing additional compliance, and economic event risks such as rising interest rates on borrowing</li> <li>○ risk of unethical behaviour: this can be reduced by ensuring a good code of ethics or code of conduct</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ individual employee risk: interpersonal relationships with co-workers may be impacted following a whistleblowing disclosure of unethical behaviour; the conflict between meeting challenging individual financial targets and client requirements.</li> </ul>
4.3	<p><b><i>The importance of maintaining professional scepticism in legal services</i></b></p> <ul style="list-style-type: none"> <li>● 4.3.1 Professional scepticism and its application: <ul style="list-style-type: none"> <li>○ being alert to any possible misstatement of factual information due to error or fraud</li> <li>○ maintaining a questioning mind</li> <li>○ remaining professionally sceptical of information and explanations provided by clients</li> <li>○ remaining alert to the principal fraud risks and continuing to assess the incentives, pressures, and opportunities to commit fraud</li> <li>○ being available to critically evaluate evidence provided as part of the legal process.</li> </ul> </li> </ul>
4.4	<p><b><i>The concept of legal professional privilege</i></b></p> <ul style="list-style-type: none"> <li>● 4.4.1 Legal professional privilege: <ul style="list-style-type: none"> <li>○ the difference between legal advice privilege and litigation privilege</li> <li>○ waiving legal privilege: rights attached to the client not the lawyer and therefore it is only the client who can waive privilege.</li> </ul> </li> <li>● 4.4.2 Protected information: <ul style="list-style-type: none"> <li>○ types of protected information, including written or oral</li> <li>○ dominant purpose test.</li> </ul> </li> <li>● 4.4.3 Duty of confidentiality when handling past, current and prospective client affairs.</li> </ul>
4.5	<p><b><i>Corporate responsibility and social purpose</i></b></p> <ul style="list-style-type: none"> <li>● 4.5.1 The scope and purpose of environmental, social and governance (ESG) policies.</li> <li>● 4.5.2 Corporate Social Responsibility (CSR) policies: <ul style="list-style-type: none"> <li>○ paying a fair wage</li> <li>○ producing and adopting a modern slavery statement</li> <li>○ ethical and fair business practices</li> <li>○ promoting sustainability: public interest, promoting an ethics-based culture, championing sustainability, promoting sustainable practices, raising awareness of social responsibility</li> <li>○ offering pro bono legal services.</li> </ul> </li> <li>● 4.5.3 Advantages for businesses of acting responsibly: <ul style="list-style-type: none"> <li>○ improved public opinion, brand image and reputation, increased levels of trust, continuing customer loyalty, ability to apply premium pricing, enhanced staff motivation.</li> </ul> </li> <li>● 4.5.4 Implications for businesses of acting responsibly: <ul style="list-style-type: none"> <li>○ potential impacts on costs, profitability.</li> </ul> </li> </ul>



4.6	<p><b><i>The equality, diversity and inclusion requirements and their implementation in all areas of a business</i></b></p> <ul style="list-style-type: none"> <li>• 4.6.1 Equality, diversity and inclusion in the workplace: <ul style="list-style-type: none"> <li>○ employees and customers from a variety of backgrounds are actively welcomed and supported</li> <li>○ compliance with equality, diversity and inclusion legislation, policies and codes of practice in attitudes, actions and behaviours</li> <li>○ making reasonable adjustments to support any individual needs</li> <li>○ supporting vulnerable clients</li> <li>○ protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation</li> <li>○ avoiding unconscious bias.</li> </ul> </li> <li>• 4.6.2 A general understanding of the current legislative areas: <ul style="list-style-type: none"> <li>○ Equality Act 2010: who is protected, types of discrimination, actions to address discrimination</li> <li>○ The European Convention of Human Rights: an overview of absolute, qualified and limited rights provided by the convention</li> <li>○ Human Rights Act 1998: who is protected, who must comply, actions to address human rights violations.</li> </ul> </li> <li>• 4.6.3 Professional responsibilities and their value relating to equality, access and inclusion: <ul style="list-style-type: none"> <li>○ fairness, respect and dignity</li> <li>○ the value of cooperative practices and empathy</li> <li>○ personal and collective responsibilities</li> <li>○ personal needs and requirements and the needs and requirements of others</li> <li>○ the general principles of good practice in equality, access and inclusion, and their value, as well as obligations.</li> </ul> </li> </ul>
<b>Element 5: Security and risk</b>	
5.1	<p><b><i>The legislation for and the importance of good data management</i></b></p> <ul style="list-style-type: none"> <li>• 5.1.1 The advantages of good data management including speed of data transmission and access, business planning, monitoring key performance indicators, budget setting and monitoring and business decision making.</li> <li>• 5.1.2 The importance of maintaining privacy and confidentiality of business, client and colleague information: <ul style="list-style-type: none"> <li>○ the difficulties that may arise if these conflict with a duty of disclosure including legal responsibilities of disclosure, relationship with clients and corporate image.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• 5.1.3 Personal data governance and protection and its impact on data management: <ul style="list-style-type: none"> <li>○ the principles of storing personal data (fair and lawful; specific for its purposes; adequate and only for what is needed; accurate and up to date; not kept longer than needed; consider subject's legal rights; kept safe and secure)</li> <li>○ the roles and responsibilities of a Data Protection Officer.</li> </ul> </li> <li>• 5.1.4 The implications for businesses of current data protection legislation and its impact on data management including data storage; access to data; timescales for maintaining data; lawful use of data; accuracy of data: <ul style="list-style-type: none"> <li>○ UK General Data Protection Regulation (UK GDPR) 2016</li> <li>○ Data Protection Act 2018.</li> <li>○ The Payment Services Directive 2 (PSD2) 2015.</li> </ul> </li> </ul>
5.2	<p><b><i>The issues, challenges and impact of using IT systems for storing and transmitting information in digital form</i></b></p> <ul style="list-style-type: none"> <li>• 5.2.1 Issues and challenges of storing data: <ul style="list-style-type: none"> <li>○ legal and regulatory requirements concerning the collection, storage and distribution of data</li> <li>○ accidental and malicious threats to security of data: network threats, viruses and other malware, ransomware, hackers, phishing, accidental damage.</li> </ul> </li> <li>• 5.2.2 Impact of cyber-attacks on the business: financial, legal, reputational.</li> <li>• 5.2.3 The purpose of cyber and data insurance and its importance.</li> </ul>
5.3	<p><b><i>How processes and protocols are used to ensure internet security and to protect the access and transmission of data</i></b></p> <ul style="list-style-type: none"> <li>• 5.3.1 Processes and protocols: <ul style="list-style-type: none"> <li>○ use of external servers</li> <li>○ backup and recovery procedures</li> <li>○ keeping protection software up to date</li> <li>○ firewalls</li> <li>○ file permissions</li> <li>○ access levels</li> <li>○ passwords</li> <li>○ physical access control</li> <li>○ digital certificates</li> <li>○ encryption of files and emails</li> <li>○ dealing with suspicious emails and attachments</li> <li>○ avoiding the use of insecure internet connections.</li> </ul> </li> <li>• 5.3.2 The advantages and disadvantages of outsourcing data collection, data storage, management information and IT systems.</li> </ul>

5.4	<p><b><i>The management of risk in a business</i></b></p> <ul style="list-style-type: none"> <li>● 5.4.1 Risk areas: legal, governance, reputation, compliance, financial crime including fraud, operational, conduct.</li> <li>● 5.4.2 Risk reduction strategies: <ul style="list-style-type: none"> <li>○ ensure efficient processes</li> <li>○ determine service failures</li> <li>○ ensure adequate risk assessment is conducted across all processes</li> <li>○ document and communicate processes</li> <li>○ update processes regularly.</li> </ul> </li> <li>● 5.4.3 Risk management and using a risk matrix: identifying, analysing impact, evaluating and ranking, responding, monitoring and reviewing.</li> <li>● 5.4.4 Risk management strategies: <ul style="list-style-type: none"> <li>○ avoidance: applying safeguards</li> <li>○ transference: transfer the risk</li> <li>○ mitigation: reduce the impact</li> <li>○ acceptance: accept the risk.</li> </ul> </li> <li>● 5.4.5 Threats to compliance in a business: <ul style="list-style-type: none"> <li>○ self-interest: financial or other interests may inappropriately influence a member's judgement or behaviour</li> <li>○ self-review: the threat that a re-evaluation of actions will not be undertaken</li> <li>○ advocacy: supporting the customer or client's point of view publicly</li> <li>○ familiarity: being sympathetic because of a close or familiar relationship with a customer or client</li> <li>○ intimidation: deterring someone from acting objectively by issuing threats (actual or perceived).</li> </ul> </li> <li>● 5.4.6 Fraud prevention strategy: <ul style="list-style-type: none"> <li>○ formulate a fraud risk operating model including a fraud prevention model with identified personnel responsible for monitoring its implementation</li> <li>○ implementation processes and controls to detect, prevent and respond to fraud risks</li> <li>○ ensure all employees are aware of the fraud prevention model and policy, fraud risks in operating practices and reporting procedures</li> <li>○ make use of technology and analytics to capture and analyse potential fraudulent practices.</li> </ul> </li> </ul>
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Element 6: Professional services	
6.1	<p><b><i>The role of third-party professionals and professional services</i></b></p> <ul style="list-style-type: none"> <li>• 6.1.1 Professional services providers: independent specialist contractors that offer customised, knowledge-based services to clients.</li> <li>• 6.1.2 Role of third-party professionals: <ul style="list-style-type: none"> <li>○ insurers – including insurance brokers; claims analysts and risk management specialists</li> <li>○ lenders – including mortgage advisers, financial advisers</li> <li>○ experts – including medical and finance specialists, external auditors.</li> </ul> </li> <li>• 6.1.3 Risks associated with engaging third parties including professional conduct and ethical behaviour, relevant experience, disclosure of sensitive information, costs, profitability, privacy, compliance, reputational and strategic risks.</li> <li>• 6.1.4 Professional indemnity: <ul style="list-style-type: none"> <li>○ Professional Indemnity Insurance (PII), reasons for purchase and its limitations</li> <li>○ insurance claims record and the impact of a poor claims record on PII premiums</li> <li>○ requirements of professional indemnity insurers/providers.</li> </ul> </li> <li>• 6.1.5 Importance of Service Level Agreements (SLAs): <ul style="list-style-type: none"> <li>○ contractual obligations</li> <li>○ working within the scope of engagement</li> <li>○ clear standards of service/delivery requirements</li> <li>○ customer service</li> <li>○ internal SLAs in the provision of services provided to departments and the management team (internal stakeholders) within the same organisation.</li> </ul> </li> </ul>
Element 7: Fundamentals of law (1)	
7.1	<p><b><i>An introduction to the principles and practice of law and their purpose</i></b></p> <ul style="list-style-type: none"> <li>• 7.1.1 The difference between legislation and common law.</li> <li>• 7.1.2 The development of the law. <ul style="list-style-type: none"> <li>○ how a law in the UK is created by parliament</li> <li>○ the UK constitution and parliamentary sovereignty</li> <li>○ the organs of government including the separation of powers</li> <li>○ the role of courts and tribunals in interpreting and developing the law</li> <li>○ the influence of international law including human rights and EU law.</li> </ul> </li> <li>• 7.1.3 The framework of business law and its purpose: <ul style="list-style-type: none"> <li>○ health and safety in the workplace including published policy, health and safety officer, display screen equipment, employee training, risk assessments, regular fire drills</li> <li>○ protecting personal data including secure storage, confidentiality, rules regarding disclosure, access arrangements</li> <li>○ consumer rights including unfair contract terms, faulty goods; redress to consumers; unfair competitive practices</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ consumer credit including rules relating to calculation of interest charges (APR), hire purchase and credit purchase agreements; termination; credit advertising</li> <li>○ employment rights including employment contracts, pay, holiday entitlement, working hours, unfair dismissal, parental leave, redundancy, grievances); discrimination in the workplace, bullying, harassment; whistleblowing</li> <li>○ copyright, patents rights including trademarks, design rights, intellectual property</li> <li>○ international quality and safety standards</li> <li>○ corporate criminal liability, tax evasion and the Criminal Finance Act 2017.</li> <li>● 7.1.4 The fundamentals of contract law: <ul style="list-style-type: none"> <li>○ the purpose of a contract in relation to the supply of products/ goods/services, employment, starting and ending business relationships and property transactions</li> <li>○ methods of enforcement for a contract including court proceedings and out of court settlements or Alternative Dispute Resolution.</li> </ul> </li> <li>● 7.1.5 An awareness of the areas of law that are impacted by international sources: <ul style="list-style-type: none"> <li>○ business and trade</li> <li>○ human rights</li> <li>○ political relationships.</li> </ul> </li> </ul>
<b>Element 8: Fundamentals of financial accounting</b>	
8.1	<p><b><i>Financial principles, concepts and practices</i></b></p> <ul style="list-style-type: none"> <li>● 8.1.1 The importance of finance and the management of money in business: <ul style="list-style-type: none"> <li>○ reasons for maintaining accurate financial records</li> <li>○ the functions of bookkeeping and its contribution to business</li> <li>○ the preparation, interpretation and contribution of cash flow forecasts for planning and monitoring revenue</li> <li>○ the role and outcome of internal and external (financial) audits.</li> </ul> </li> <li>● 8.1.2 Internal and external sources of finance available to businesses, their advantages and disadvantages: <ul style="list-style-type: none"> <li>○ internal: retained profits, net current assets, sale of assets</li> <li>○ external: owner's capital, bank overdraft, hire purchase, leasing, trade credit, mortgages, shares, loans, debt factoring, grants, donations, invoice discounting, venture capitalists</li> <li>○ alternative investment opportunities: <ul style="list-style-type: none"> <li>– crowdfunding: investing in small fast-growing businesses for equity, rewards or recognition</li> <li>– peer-to-peer lending: lending to businesses or individuals with interest and repayment</li> <li>– angel investor: individual backing for entrepreneurs in exchange for company equity.</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• 8.1.3 Financial terminology: <ul style="list-style-type: none"> <li>○ the difference between assets and liabilities; the difference between solvency and liquidity</li> <li>○ the purpose of the main financial statements: the income statement; the statement of financial position.</li> </ul> </li> <li>• 8.1.4 Elements within a set of financial statements: <ul style="list-style-type: none"> <li>○ assets, liabilities, expenses, revenue, depreciation, capital, equity, gross and profit for the year</li> <li>○ calculation and interpretation of gross profit, profit for the year, profit margins, net current assets</li> <li>○ analysis of financial statements to identify business performance, potential issues, challenges, risks and opportunities</li> <li>○ depreciation: calculations involving reducing balance and straight-line methods of depreciation.</li> </ul> </li> <li>• 8.1.5 Business planning in a legal services context: <ul style="list-style-type: none"> <li>○ commercial opportunities and risks for a legal services practice</li> <li>○ the advantages and disadvantages of the sources of finance applicable to different types of legal service business organisation</li> <li>○ business performance and reduce business risks.</li> </ul> </li> </ul>
<b>Element 9: Technology</b>	
9.1	<p><b><i>The contribution of digital tools and software to promoting business efficiencies</i></b></p> <ul style="list-style-type: none"> <li>• 9.1.1 Contemporary digital tools and software and their impact: <ul style="list-style-type: none"> <li>○ automated case management including processing service requests from existing and potential customers</li> <li>○ electronic transfer and filing of documentation including electronic tax returns</li> <li>○ digital document/management systems, procedure and compliance</li> <li>○ Management Information Systems (MIS) including electronic storage of business data, analysis of business data as part of the planning process including identification and monitoring of business risks</li> <li>○ digital firms: do not have traditional bricks-and-mortar offices, operating instead from the homes or satellite offices of professionals, usually delivering services to clients at a distance using technological means of communication, emails, social media, videoconferencing.</li> </ul> </li> <li>• 9.1.2 The implications for service providers of service delivery and costs arising from digital transformation: <ul style="list-style-type: none"> <li>○ service delivery: <ul style="list-style-type: none"> <li>– law practice management software</li> <li>– transactional and chat bots, digital assistants, robo-advisers</li> <li>– videoconferencing, virtual notaries, digital documents</li> <li>– payment gateways for merchant sites</li> <li>– e-signatures and e-filing</li> <li>– online dispute resolution</li> <li>– Customer Relationship Management software (CRM)</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ impacts: <ul style="list-style-type: none"> <li>– enhanced customer service to meet customer expectations</li> <li>– contract analysis</li> <li>– client risk profiling and risk assessment</li> <li>– cloud banking and Fintech developments</li> <li>– efficiency savings in service delivery</li> <li>– virtual legal firms</li> <li>– block chain and speedy credit scoring</li> </ul> </li> <li>○ potential costs: <ul style="list-style-type: none"> <li>– hardware</li> <li>– software</li> <li>– staff training</li> <li>– specialist in-house personal teams</li> <li>– depreciation</li> <li>– replacement</li> <li>– ongoing system upgrading</li> <li>– system security.</li> </ul> </li> </ul>
9.2	<p><b><i>The impact of technology on financial processes and systems, process automation and organisational roles</i></b></p> <ul style="list-style-type: none"> <li>● 9.2.1 Financial processes and systems, their impact and implications: <ul style="list-style-type: none"> <li>○ automation of accounts payable and receivable processing, supplier onboarding, procurement and audits</li> <li>○ automation of process: use of commercial accounting software, Robotic Processes Automation (RPA), sensors/tools to enable process automation and reduce human labour required to process financial transactions; automation of filling financial statements to Companies House and filing taxes such as mandatory payroll deductions and VAT to HMRC.</li> </ul> </li> <li>● 9.2.2 The impact of process automation and digital transformation on: <ul style="list-style-type: none"> <li>○ job roles, capabilities and skill requirements. working practices, labour costs and productivity</li> <li>○ consumer reach, quality of service delivery, customer expectations, feedback and satisfaction</li> <li>○ financial performance in relation to investment costs and profitability</li> <li>○ the growth of online services and reduced high street presence</li> <li>○ the use of cloud computing and cloud storage.</li> </ul> </li> <li>● 9.2.3 Automation of processes: <ul style="list-style-type: none"> <li>○ business process management (BPM) and its application</li> <li>○ intelligent automation machine learning for stock market analysis, algorithm-driven investment services</li> <li>○ robotics and sensors: Robotic Processes Automation (RPA), conversational artificial intelligence (AI), digital legal agents, chatbots, robo-legal advisers.</li> </ul> </li> </ul>

9.3	<p><b><i>An understanding of how to use online tools and standalone applications consistent with the duties of lawyers</i></b></p> <ul style="list-style-type: none"> <li>● 9.3.1 An understanding of the online and virtual court system in relation to civil and criminal matters from inception to completion: <ul style="list-style-type: none"> <li>○ principles of open justice</li> <li>○ media access to proceedings</li> <li>○ live streaming of court hearings, purpose and methods</li> <li>○ teleconferencing and videoconferencing, using video and audio technology in courts</li> <li>○ technology such as Cloud Video Platform Hearings (CVPH); Criminal Justice Secure eMail (CJSM); Money Claim Online (MCOL).</li> </ul> </li> <li>● 9.3.2 An understanding of the advantages and disadvantages of case management systems and how they are commonly used by the providers of legal services: <ul style="list-style-type: none"> <li>○ tracking, storing and sharing information</li> <li>○ use of case management software including client portals</li> <li>○ role and importance of case management systems in: <ul style="list-style-type: none"> <li>– ensuring client confidentiality</li> <li>– preventing conflict</li> <li>– keeping client money safe</li> <li>– managing data protection</li> <li>– ensuring efficiency.</li> </ul> </li> </ul> </li> </ul>
<b>Element 10: Data driven innovation/analytics and design thinking</b>	
10.1	<p><b><i>Data architecture and data governance</i></b></p> <ul style="list-style-type: none"> <li>● 10.1.1 Principles of data architecture: the set of rules that surround data collection, input, access and movement: <ul style="list-style-type: none"> <li>○ allow for the efficient flow of data across the functional areas within organisations</li> <li>○ establish security systems to protect sensitive and confidential data from internal and external threats</li> <li>○ establish protocols for operational practices relating to data collection, input, access and movement</li> <li>○ ensure rules regarding data collection, input and access are communicated across the business</li> <li>○ set clear goals to meet the requirements of the end users including decision-makers</li> <li>○ ensure the validity of the data, map costs against benefits and maintain up-to-date data sets.</li> </ul> </li> <li>● 10.1.2 Developments in reporting: <ul style="list-style-type: none"> <li>○ the history of reporting and the influence of data driven innovation on the volume and value of management information provided to decision-makers; the use of data visualisation techniques to aid decision making including charts, diagrams, maps and dashboards</li> <li>○ the different types of analytics: descriptive, diagnostic, predictive and prescriptive tools used to analyse data and their advantages and disadvantages</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ quantitative analysis through surveys and modelling; qualitative analysis through interviews and observations): <ul style="list-style-type: none"> <li>– surveys: questionnaires; internet surveys; customer feedback scores for online purchases</li> <li>– observations: study of individual/group behaviour</li> <li>– modelling: methods of sampling; probability; correlation; measures of central tendency; forecasting and extrapolation (NOTE: calculations will not be required)</li> <li>– interviews: individual; focus groups; telephone interviews; online interviews</li> </ul> </li> <li>○ contribution of data analysis to business decision making: <ul style="list-style-type: none"> <li>– identifying relationships between variables</li> <li>– determining trends</li> <li>– forecasting outcomes</li> <li>– evaluating risks.</li> </ul> </li> <li>● 10.1.3 The key requirements of a data governance framework: rules, policies, standards and models to govern and define the type of data collected and how it is used, stored, managed and integrated within an organisation and its database systems.</li> </ul>
10.2	<p><b><i>Use of Big Data and digital management tools</i></b></p> <ul style="list-style-type: none"> <li>● 10.2.1 Management Information (MI) and its importance for measuring performance, analysing trends, and in the decision-making process: <ul style="list-style-type: none"> <li>○ the influence of developments and improvements in technology over time on the efficiency and effectiveness in reporting systems to ensure that the operating and financial data used by decision-makers in a business is accurate, relevant and up to date.</li> </ul> </li> <li>● 10.2.2 Customer Relationship Management (CRM) and its importance.</li> <li>● 10.2.3 Big Data characteristics: <ul style="list-style-type: none"> <li>○ Volume: large data sets</li> <li>○ Variety: unstructured data from a variety of sources</li> <li>○ Velocity: extracting relevant data at high speed</li> <li>○ Veracity: the quality and accuracy of data.</li> </ul> </li> <li>● 10.2.4 Big Data: <ul style="list-style-type: none"> <li>○ its application in customer engagement analytics and CRM</li> <li>○ advantages including identifying trends to inform business planning and strategy, improving productivity and innovation</li> <li>○ challenges and limitations including costs, security, training and skills required.</li> </ul> </li> </ul>
10.3	<p><b><i>Principles of data analytics and its use to support business decision making</i></b></p> <ul style="list-style-type: none"> <li>● 10.3.1 Methods/tools used to analyse finance and accounting data: <ul style="list-style-type: none"> <li>○ horizontal and vertical analysis of data</li> <li>○ trend percentages</li> <li>○ ratio analysis</li> <li>○ benchmarking.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• 10.3.2 Visualisation tools for presenting and reporting on data: <ul style="list-style-type: none"> <li>○ bar charts, histograms, pie charts and scatter graphs</li> <li>○ the identification of positive and negative correlation between two variables</li> <li>○ Google Charts, Tableau, Infogram, Datawrapper, real-time dashboards for investment portfolios, comparing year on year lending practices, annual reports.</li> </ul> </li> <li>• 10.3.3 Different types of analytics to enhance the quality of business decisions: <ul style="list-style-type: none"> <li>○ predictive analytics: interpolation, extrapolation, forecasting; trend analysis</li> <li>○ risk identification and evaluation</li> <li>○ identifying patterns between variables and the influence of outliers.</li> </ul> </li> <li>• 10.3.4 Business intelligence (BI) software and its impact on retrieving, analysing, transforming and reporting data for business intelligence.</li> <li>• 10.3.5 Advantages and disadvantages/risks of outsourcing data analytics.</li> </ul>
10.4	<p><b><i>Design thinking and its use as a tool to address challenges</i></b></p> <ul style="list-style-type: none"> <li>• 10.4.1 Design thinking ethos: understanding customer needs and putting these needs at the heart of every project, creating space and platforms where project teams and clients interact.</li> </ul>
<b>Element 11: Research skills</b>	
11.1	<p><b><i>The stages and skills involved in producing a project</i></b></p> <ul style="list-style-type: none"> <li>• 11.1.1 The stages involved: <ul style="list-style-type: none"> <li>○ establish a project team</li> <li>○ identify and plan the research</li> <li>○ undertake research</li> <li>○ interpret evidence</li> <li>○ draw conclusions</li> <li>○ present findings.</li> </ul> </li> <li>• 11.1.2 Skills required to research ethically: <ul style="list-style-type: none"> <li>○ ability to work independently</li> <li>○ time management</li> <li>○ set SMART (specific, measurable, achievable, realistic, time bound) objectives</li> <li>○ ability to distinguish between facts, speculation and subjective opinion</li> <li>○ ability to extract relevant information from a diverse range of research sources</li> <li>○ ability to present a logically consistent argument and justify conclusions and recommendations</li> <li>○ presentational skills</li> <li>○ communication skills.</li> </ul> </li> </ul>

11.2	<p><b><i>Produce research plans in a business context</i></b></p> <ul style="list-style-type: none"> <li>• 11.2.1 Purpose and context of legal research: <ul style="list-style-type: none"> <li>◦ laws and regulations, changes to standards.</li> </ul> </li> <li>• 11.2.2 Planning research: aims, planned outcomes, task dates/milestones, review dates, monitoring.</li> </ul>
11.3	<p><b><i>The different sources used to collect research, and how this information is analysed</i></b></p> <ul style="list-style-type: none"> <li>• 11.3.1 Advantages and disadvantages of research using different sources: <ul style="list-style-type: none"> <li>◦ primary research: information gathered first-hand directly at the source: questionnaires, surveys, polls and interviews (face-to-face, online, telephone and postal), direct observation and visits, focus groups and digital communities</li> <li>◦ secondary research: summary, collation and/or synthesis of existing research: media sources, government reports and official statistics, company accounts and annual reports, industry, sector and market reports, trade associations and professional bodies, university research, data companies</li> <li>◦ qualitative research: provides a measure of how people feel, what they think and why they make certain choices through using interviews and observations</li> <li>◦ quantitative research: provides a measure of what people think using statistical and numerical data through surveys and modelling.</li> </ul> </li> <li>• 11.3.2 Ethics: the moral principles that govern how researchers should carry out their work.</li> <li>• 11.3.3 Reliability and validity of information sources: fact versus opinion, objectivity versus bias/subjectivity, relevance, currency and sufficiency of information.</li> <li>• 11.3.4 Analysis of research: comparisons, trends and anomalies.</li> </ul>
11.4	<p><b><i>Presentation of research results in business contexts</i></b></p> <ul style="list-style-type: none"> <li>• 11.4.1 Method: written, verbal, formal, informal.</li> <li>• 11.4.2 Medium: report, online, presentation, use of handouts and summary sheets.</li> <li>• 11.4.3 Appropriate use of information: data analysis, paraphrasing and summarising, making convincing arguments, developing evaluative conclusions.</li> <li>• 11.4.4 Appropriate presentation of data using diagrammatic and tabular formats.</li> <li>• 11.4.5 Avoiding plagiarism.</li> <li>• 11.4.6 Compilation of bibliographies, citing and referencing in an appropriate format.</li> <li>• 11.4.7 Feedback: suggestions and recommendations.</li> <li>• 11.4.8 Awareness of audience type: <ul style="list-style-type: none"> <li>◦ technical, non-technical, clients, colleagues, stakeholders and hierarchy.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• 11.4.9 Presenting to an audience, preparation, tone of voice, speed of delivery, knowing the audience, use of speaker notes.</li> </ul>
<b>11.5</b>	<p><b>Understand the research skills needed for working in a legal firm and their importance</b></p> <ul style="list-style-type: none"> <li>• 11.5.1 Understanding the need for legal research.</li> <li>• 11.5.2 Identifying relevant law and an understanding of: <ul style="list-style-type: none"> <li>○ how to gather critical information about a legal issue</li> <li>○ how to locate and use a statute</li> <li>○ the relevant precedent from law reports.</li> </ul> </li> <li>• 11.5.3 Differentiating types of legal sources: <ul style="list-style-type: none"> <li>○ primary sources such as legislation and cases</li> <li>○ secondary sources such as textbooks, articles and journals.</li> </ul> </li> <li>• 11.5.4 Citation: <ul style="list-style-type: none"> <li>○ online legal research software including LexisNexis and British and Irish Legal Information Institute (BAILII), Westlaw</li> <li>○ recognised methods to accurately reference primary and secondary sources.</li> </ul> </li> </ul>
<b>Element 12: Project/change management and administration</b>	
<b>12.1</b>	<p><b><i>The features of project management approaches in business contexts</i></b></p> <ul style="list-style-type: none"> <li>• 12.1.1 Formulating a business case: identifying the problem, options, advantages, timescales, costs, return on investment (ROI) and risks of the project.</li> <li>• 12.1.2 The project management triangle and its implications: scope, cost and time and how changes in these factors impact on quality.</li> <li>• 12.1.3 Project life cycle: <ul style="list-style-type: none"> <li>○ initiation: set out scope, purpose, and SMART objectives of project</li> <li>○ planning: create a project plan that includes resources, contingencies, finance, quality, key performance indicators (KPIs), communication and evaluation mechanisms</li> <li>○ execution: implement project plan, create tasks, organise workflows, brief team members</li> <li>○ closure: complete paperwork, release resources and report to key stakeholders</li> <li>○ evaluate: identify how far the project met objectives and expectations and identify how to improve future projects by supporting evidence and research.</li> </ul> </li> <li>• 12.1.4 Project management tools and how they are used: Gantt charts, networking and critical path analysis.</li> <li>• 12.1.5 Methods of communication to meet the needs and interests of different stakeholder groups: project team, other employees, customers/users, suppliers, investors, community, government agencies.</li> <li>• 12.1.6 Project management approaches in a legal services context.</li> </ul>

12.2	<p><b><i>The structure and responsibilities within a project team</i></b></p> <ul style="list-style-type: none"> <li>• 12.2.1 Project team roles: project manager, project team member, project sponsor.</li> <li>• 12.2.2 Responsibilities within projects: <ul style="list-style-type: none"> <li>○ evaluating finance options in line with organisational context</li> <li>○ budget-setting and monitoring, budgetary responsibilities and reporting systems, variance analysis</li> <li>○ establishing procurement systems and processes</li> <li>○ tendering</li> <li>○ writing reports for project managers and relevant stakeholders</li> <li>○ evaluating project risks</li> <li>○ risk management.</li> </ul> </li> </ul>
12.3	<p><b><i>The drivers of change in a legal context</i></b></p> <ul style="list-style-type: none"> <li>• 12.3.1 The business case for change including response to changing market conditions; need to reduce costs; response to government policies and regulations; upskilling the workforce; technological developments; response to stakeholder feedback/demands; product and service innovation.</li> <li>• 12.3.2 How changes in internal and external business environments can influence business objectives and organisational change in legal services businesses: <ul style="list-style-type: none"> <li>○ political: budget and tax changes, changes to legal standards and regulations, regulations including Financial Conduct Authority (FCA), strengthening of regulatory frameworks</li> <li>○ ethical: conduct, ethical objectives, risk management, accountability, ethical advice, professional behaviour, professional competence and due care, honesty, integrity, confidentiality and transparency</li> <li>○ social/demographic: ageing workforce, employment practices, diversity and inclusion</li> <li>○ technological: digitalisation of technology; remote working; data mining and predictive analytics; cloud computing</li> <li>○ legal/regulatory: The Law Society; The Bar Council; Solicitors Regulatory Authority (SRA)</li> <li>○ environmental: 3Ps in sustainability: People/Profit/Planet; Corporate Social Responsibility (CSR).</li> </ul> </li> <li>• 12.3.3 The contribution of SMART objectives/target setting to the improvement of business performance.</li> <li>• 12.3.4 The barriers to organisational change in legal services businesses and how they might be addressed including: <ul style="list-style-type: none"> <li>○ costs, finance and risks</li> <li>○ workforce resistance</li> <li>○ shortages of specialist staff within existing workforce and associated recruitment difficulties</li> <li>○ lack of management skills</li> <li>○ lack of finance</li> <li>○ leadership inertia.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• 12.3.5 How to support and improve projects through research, evidence and evaluation methods.</li> </ul>
12.4	<p><b><i>The principles of managing change in a business context</i></b></p> <ul style="list-style-type: none"> <li>• 12.4.1 Need for change – internal factors: <ul style="list-style-type: none"> <li>○ demand for new skills and up-to-date legal knowledge and practice</li> <li>○ technology changes</li> <li>○ consumer habits</li> <li>○ cash flow management</li> <li>○ poor leadership and management</li> <li>○ growth or decline of the business.</li> </ul> </li> <li>• 12.4.2 Need for change – external factors: <ul style="list-style-type: none"> <li>○ changes in legislation</li> <li>○ action from pressure groups</li> <li>○ interest rate changes</li> <li>○ competition and demand</li> <li>○ changes in current and prospective clients' lifestyles</li> <li>○ technological advances.</li> </ul> </li> <li>• 12.4.3 Consequences of not implementing change.</li> <li>• 12.4.4 Effective leadership of change.</li> <li>• 12.4.5 Barriers to change.</li> </ul>
<b>Element 13: Fundamentals of law (2)- there is an expectation for learners to be familiar with current relevant statute and common law.</b>	
13.1	<p><b><i>The English legal system and how it is applied</i></b></p> <ul style="list-style-type: none"> <li>• 13.1.1 The differences between common law and civil law systems.</li> <li>• 13.1.2 Classifying English and Welsh law: <ul style="list-style-type: none"> <li>○ civil and criminal law</li> <li>○ public and private law</li> <li>○ common law and equity.</li> </ul> </li> <li>• 13.1.3 The hierarchy and constitution of the courts of England and Wales <ul style="list-style-type: none"> <li>○ courts of first instance – civil and criminal</li> <li>○ appellate courts – civil and criminal</li> <li>○ role of the UK Supreme Court.</li> </ul> </li> <li>• 13.1.4 Sources of law – precedent and its strengths and weaknesses: <ul style="list-style-type: none"> <li>○ precedent – operation of stare decisions through court hierarchy</li> <li>○ binding, original and persuasive precedents</li> <li>○ following, overruling, reversing and distinguishing</li> <li>○ precedent in the Supreme Court and Court of Appeal.</li> </ul> </li> <li>• 13.1.5 Sources of law – legislation and its strengths and weaknesses: <ul style="list-style-type: none"> <li>○ the legislative process – role of House of Lords, Royal Assent</li> <li>○ statutory interpretation: literal, golden and mischief rules; purposive approach.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• 13.1.6 Sources of law – delegated legislation and its strengths and weaknesses: <ul style="list-style-type: none"> <li>○ statutory instruments</li> <li>○ bylaws</li> <li>○ orders in council.</li> </ul> </li> </ul>
13.2	<p><b><i>Judicial review</i></b></p> <ul style="list-style-type: none"> <li>• 13.2.1 Introduction to judicial review: <ul style="list-style-type: none"> <li>○ scope – what decisions can be reviewed and where</li> <li>○ limitation – who can bring a case (standing) and time limits</li> <li>○ grounds of ultra vires – illegality, procedural unfairness, and irrationality</li> <li>○ process – pre-action protocol, permission to proceed, substantive stage, judgment, appeal</li> <li>○ remedies – quashing, prohibiting, mandatory orders, declarations and damages.</li> </ul> </li> </ul>
13.3	<p><b><i>The basic principles of criminal law and how it is applied</i></b></p> <ul style="list-style-type: none"> <li>• 13.3.1 An introduction to the criminal process: <ul style="list-style-type: none"> <li>○ the hierarchy and constitution of the criminal courts</li> <li>○ the life of a criminal case from arrest to appeal.</li> </ul> </li> <li>• 13.3.2 The foundations of a criminal offence: <ul style="list-style-type: none"> <li>○ constructing liability: actus reus + mens rea + defence</li> <li>○ parties to a crime, burden and standard of proof.</li> </ul> </li> <li>• 13.3.3 Criminal actions – actus reus and its strengths and weaknesses: <ul style="list-style-type: none"> <li>○ conduct, consequences and circumstances</li> <li>○ willed and voluntary conduct</li> <li>○ omissions</li> <li>○ causation in fact and law (novus actus interveniens and thin skull rule).</li> </ul> </li> <li>• 13.3.4 Criminal intent – mens rea and its strengths and weaknesses: <ul style="list-style-type: none"> <li>○ intention – direct and oblique</li> <li>○ subjective recklessness</li> <li>○ the concept of fault in criminal law.</li> </ul> </li> <li>• 13.3.5 Other liability issues: <ul style="list-style-type: none"> <li>○ absolute and strict liability and its strengths and weaknesses</li> <li>○ transferred malice</li> <li>○ coincidence of actus reus and mens rea.</li> </ul> </li> <li>• 13.3.6 Non-fatal offences against the person and strengths and weaknesses: <ul style="list-style-type: none"> <li>○ s.39 Criminal Justice Act 1988 Assault and Battery</li> <li>○ s.47 Offences Against the Person Act 1861 Actual Bodily Harm</li> <li>○ s.20 Offences Against the Person Act 1861 Grievous Bodily Harm</li> <li>○ s.18 Offences Against the Person Act 1861 Grievous Bodily Harm with Intent.</li> </ul> </li> </ul>

13.4	<p><b><i>The basic principles of contract law and how they are applied</i></b></p> <ul style="list-style-type: none"> <li>● 13.4.1 Formation of a valid contract and its strengths and weaknesses: <ul style="list-style-type: none"> <li>○ offer and acceptance</li> <li>○ intention to create legal relations</li> <li>○ consideration</li> <li>○ privity of contract</li> <li>○ capacity.</li> </ul> </li> <li>● 13.4.2 Terms of a contract – general and its strengths and weaknesses: <ul style="list-style-type: none"> <li>○ express and implied terms</li> <li>○ conditions, warranties and innominate terms</li> <li>○ proofreading basic contractual terms.</li> </ul> </li> <li>● 13.4.3 Exclusion and limitation clauses and their strengths and weaknesses: <ul style="list-style-type: none"> <li>○ nature of exclusion and limitation clauses</li> <li>○ common law measures, including rules relation to incorporation.</li> <li>○ Unfair Contract Terms Act 1977 (s2, s3)</li> <li>○ Consumer Rights Act 2015 (s31, s57, s65).</li> </ul> </li> <li>● 13.4.4 Vitiating factors and their strengths and weaknesses: <ul style="list-style-type: none"> <li>○ misrepresentation – nature, types, remedies</li> <li>○ economic duress – definition, remedies.</li> </ul> </li> <li>● 13.4.5 Discharge of a contract and their strengths and weaknesses: <ul style="list-style-type: none"> <li>○ performance</li> <li>○ agreement</li> <li>○ frustration</li> <li>○ breach – anticipatory, repudiatory.</li> </ul> </li> <li>● 13.4.6 Remedies: <ul style="list-style-type: none"> <li>○ damages – types of recoverable loss, causation, remoteness and mitigation</li> <li>○ equitable remedies – specific performance and rescission.</li> </ul> </li> </ul>
13.5	<p><b><i>The basic principles of Law of Tort and how they are applied</i></b></p> <ul style="list-style-type: none"> <li>● 13.5.1 Duty of care (according to Donoghue v Stevenson/Robinson v Chief Constable of West Yorkshire) and its strengths and weaknesses: <ul style="list-style-type: none"> <li>○ where an existing precedent or duty situation applies, or in a novel case or one seeking to overturn an existing precedent, an incremental approach is to be used based on established principles.</li> </ul> </li> <li>● 13.5.2 Breach of duty and its strengths and weaknesses: <ul style="list-style-type: none"> <li>○ the objective standard of care – who is the reasonable man</li> <li>○ the reasonable learner, child, expert/professional</li> <li>○ factors which may vary the standard of care – characteristics of the claimant (gravity of the risk), seriousness of the risk, cost of precautions or social utility.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• 13.5.3 Causation of (foreseeable) damage and its strengths and weaknesses: <ul style="list-style-type: none"> <li>○ factual causation applying the 'but for test', intervening acts</li> <li>○ legal causation – remoteness (damage is reasonably foreseeable).</li> </ul> </li> <li>• 13.5.4 The typical remedies available in negligence claims and their strengths and weaknesses: <ul style="list-style-type: none"> <li>○ principles in awarding compensatory damages</li> <li>○ special damages</li> <li>○ general damages</li> <li>○ mitigation principle</li> <li>○ payment of damages as a lump sum or structured settlement.</li> </ul> </li> </ul>
13.6	<p><b><i>The stages of the Civil Procedure Rules relevant to Pre-Action Conduct and Protocols for claims in regard to supply of products/goods/ services and its application</i></b></p> <ul style="list-style-type: none"> <li>• 13.6.1 An introduction to court processes: <ul style="list-style-type: none"> <li>○ purpose of civil procedure rules</li> <li>○ role of pre-action protocols</li> <li>○ importance of case management</li> <li>○ advantages and disadvantages for a client of taking court action.</li> </ul> </li> <li>• 13.6.2 The role and importance of Alternative Dispute Resolution (ADR): <ul style="list-style-type: none"> <li>○ mandated ADR; by the courts; as part of agreements, clauses in a contract</li> <li>○ Arbitration Act 1996, process of arbitration in the commercial court, private arbitration, roles and duties of arbitrators, cost of arbitration</li> <li>○ mediation, mediation services and process, roles and duties of mediators, cost of mediation</li> <li>○ advantages and disadvantages for a client of ADR.</li> </ul> </li> <li>• 13.6.3 Function and characteristics of typical defences for claims: <ul style="list-style-type: none"> <li>○ process for providing a defence and supplying supporting evidence</li> <li>○ defences including defective product or sub-standard service.</li> <li>○ counter claims.</li> </ul> </li> <li>• 13.6.4 Liability for, and assessment of, legal costs and their strengths and weaknesses: <ul style="list-style-type: none"> <li>○ costs for applications to court</li> <li>○ summary of legal costs</li> <li>○ conditional fee agreements.</li> </ul> </li> </ul>

## Element 14: The legal services sector

14.1	<p><b><i>Types of legal services and their importance</i></b></p> <ul style="list-style-type: none"><li>• 14.1.1 The work of legal professionals:<ul style="list-style-type: none"><li>○ the difference between reserved non-reserved legal services</li><li>○ services requiring rights of audience</li><li>○ specialist areas of law including human rights, employment, corporate, criminal, family, welfare law.</li></ul></li><li>• 14.1.2 Where law is practised in different business contexts:<ul style="list-style-type: none"><li>○ in-house lawyers, and those working for 'special bodies' such as independent trade unions</li><li>○ private practice, solicitor and barrister businesses such as traditional firms or chambers</li><li>○ other types of business which engage legal professionals:<ul style="list-style-type: none"><li>○ insurance companies</li><li>○ accountancy firms</li><li>○ local authorities</li><li>○ charities</li><li>○ not-for-profit organisations.</li></ul></li></ul></li><li>• 14.1.3 The difference between contentious and non-contentious legal services and the circumstances in which non-contentious legal issues may become contentious legal issues.</li><li>• 14.1.4 The role of typical third-party professionals/professional services in the provision of legal services, such as accountants, finance professionals, insurers, lenders and experts:<ul style="list-style-type: none"><li>○ professional expertise</li><li>○ non-reserved legal matters</li><li>○ provision of business services</li><li>○ multi-disciplinary legal practices.</li></ul></li></ul>
14.2	<p><b><i>The money handling aspects of legal services and how they are applied</i></b></p> <ul style="list-style-type: none"><li>• 14.2.1 The basic principles governing the operation of accounts under Regulatory Accounts Rules and how they are applied, including keeping client money safe:<ul style="list-style-type: none"><li>○ regulation by the Solicitors Regulation Authority SRA</li><li>○ handling client money including payment of interest and withdrawals</li><li>○ handling money of third parties</li><li>○ obtaining and retaining accountant reports.</li></ul></li><li>• 14.2.2 Differences between client account and office account and typical client billing principles/processes and their application<ul style="list-style-type: none"><li>○ managing client money and client accounts</li><li>○ duty to correct breaches upon discovery</li><li>○ client accounting systems.</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>• 14.2.3 Differences between non-billable and billable hours, fixed fee services and legal aid and how they are applied:             <ul style="list-style-type: none"> <li>○ billable hours – tasks directly attached to a client matters such as sending letters, representation in court</li> <li>○ non-billable hours -- tasks not directly linked to a client such as staff meetings, training, networking</li> <li>○ fixed fee services – a fixed cost for a specific service, regardless of the time taken to complete the task such as transfer of property as part of a house sale</li> <li>○ provision of assistance to individuals who are unable to afford legal representation including pro bono and voluntary legal services</li> <li>○ civil and criminal legal aid including eligibility criteria – means and merits tests, interests of justice test</li> <li>○ the role of The Legal Aid Agency.</li> </ul> </li> </ul>
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## Scheme of Assessment – Core Component

There are three assessments in the Core Component of the *T Level Technical Qualification in Legal Services*:

1. Examination Paper 1
2. Examination Paper 2
3. Employer Set Project.

The mapping, timings and scheduling and preparation for the assessments shown below are for the current specimen assessment material; the assessment will have the same overarching number of tasks and overall focus but the order of tasks and the detail within the task may change each series.

### Core examinations

Paper 1: Business Principles for Legal Services
<b>Written examination: 2.5 hours</b> <b>33.33% of the core assessments</b> <b>90 marks</b>
<b>Content overview</b> Content element 1 – The business environment Content element 2 – Careers within legal professions Content element 6 – Professional services Content element 8 – Fundamentals of financial accounting Content element 9 – Technology Content element 10 – Data driven innovation/Analytics and design thinking Content element 11 – Research skills Content element 12 – Project/change management and administration
<b>Assessment overview</b> <ul style="list-style-type: none"><li>• An externally-assessed written examination comprising two sections.</li><li>• Students answer all questions in Section A and Section B.</li><li>• The examination will include short, medium, and extended open-response questions.</li><li>• The examination is set and marked by Pearson.</li></ul>
<b>Administration</b> The paper must be assessed under exam conditions, following <a href="#">JCQ's Instructions for Conducting Examinations (ICE)</a> .

Paper 2: Application of Law						
<b>Written examination: 2.5 hours</b> <b>33.33% of the core assessments</b> <b>90 marks</b>						
<b>Content overview</b> Content element 3 – Regulation Content element 4 – Professionalism and ethics/equality, diversity, and inclusion Content element 5 – Security and risk Content element 7 – Fundamentals of law (1) Content element 13 – Fundamentals of law (2) Content element 14 – The legal services sector						
<b>Assessment overview</b> <ul style="list-style-type: none"> <li>• An externally-assessed written examination comprising two sections.</li> <li>• Students answer all questions in Section A and Section B.</li> <li>• The examination includes short, medium, and extended open-response questions.</li> <li>• The examination is set and marked by Pearson.</li> </ul>						
<b>Administration</b> The paper must be assessed under exam conditions, following <a href="#">JCQ's Instructions for Conducting Examinations (ICE)</a> .						

Both examinations follow the same paper structure, but they will assess different core content, and will be available as paper-based examinations. There are two sections in each paper:

- Section A is weighted 20%
- Section B is weighted 80%.

### Core examination Assessment Objectives

Assessment Objective			Paper 1 Marks	Paper 1 %	Paper 2 Marks	Paper 2 %
AO1	1a	Knowledge	7	7.8%	8	8.8%
	1b	Understanding	14	15.6%	16	17.8%
AO2		Application	39	43.3%	36	40%
AO3	3a	Analyse	18	20%	18	20%
AO3	3b	Evaluate	12	13.3%	12	13.4%

## Employer Set Project

Employer Set Project
<b>Externally assessed project: 14 hours</b> <b>33.33% of the core assessments</b> <b>90 marks</b>
<b>Content overview</b> When responding to the project, students will need to draw on naturally occurring synopticity from the core content.
<b>Assessment overview</b> Students will be given an overarching scenario to set the scene and individual tasks stimulus to cover all the skills and AOs. These are: Task 1: Analyse research materials Task 2: Review and advise on a legal issue to correct a document Task 3: Advise on ethical situations Task 4: Collaborate to solve a problem Task 5: Create and deliver a presentation Task 6: Complete a reflective account. <ul style="list-style-type: none"><li>• Students undertake the assessed elements of the project tasks under supervised and controlled conditions.</li><li>• The assessment takes place over multiple sessions up to a combined duration of 14 hours.</li><li>• The project outcomes consist of a portfolio of evidence submitted electronically.</li><li>• Students undertake a project in response to a realistic contextual challenge.</li><li>• Students complete tasks including producing documents such as information guides for colleagues, completed forms, letters drafted for clients, and briefing notes for colleagues/their line manager.</li><li>• The project is set and marked by Pearson.</li></ul>
<b>Administration</b> Providers must follow the guidance in the following: <ul style="list-style-type: none"><li>• General Administrative Support Guide</li><li>• Administration Support Guide for the specific Technical Qualification Employer Set Project (if applicable)</li></ul> These are located on the <a href="#">Training and Admin Support webpage</a> .

## Employer Set Project Assessment Objectives

The Assessment Objectives for the Employer Set Project are as follows:

Assessment Objective	
<b>A01</b>	Plan their approach to meeting the brief
<b>A02</b>	Apply core knowledge and skills as appropriate
<b>A03</b>	Select relevant techniques and resources to meet the brief
<b>A04</b>	Use maths, English, and digital skills as appropriate
<b>A05</b>	Realise a project outcome and review how well the outcome meets the brief

## Resources for the delivery of the Core Component content

There is no specialist equipment required for the delivery of the Core Component.

Providers would benefit from a good IT suite with access to office software and the internet and for students to have regular access to this.

Teachers should have qualifications and/or experience in the business and accounting sector. Teaching should be shared across a curriculum team that together will have the experience and knowledge that spans the breadth of the qualification content and has some experience of teaching to external assessments.

## 4. Occupational Specialist content – Legal Services Assistant

### 4.1 Legal Services Assistant: Business, Finance and Employment

**Performance Outcome 1: Assist with the inception, progression and completion of Legal Services in Business, Finance and Employment**

<p><b>What skills do students need to demonstrate?</b>  <b>The ability to:</b></p> <ul style="list-style-type: none"> <li>• identify and explain the law that is relevant to a given scenario (E2, E4)</li> <li>• apply the law to the facts of the scenario in order to consider possible liability (E2, E4)</li> <li>• write a report which offers reasoned conclusions, using audience appropriate language (E1, E3)</li> <li>• use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)</li> </ul>
<b>S1.1 Describe legal principles based on the law of tort</b>
<b>S1.2 Evaluate a client's legal problem in relation to the law of tort</b>

What underpinning knowledge do the students need?		English, maths and digital skills
K1: Aspects of tort law in a business context		
1.1	<p><b><i>Understand selected areas of tort law in a business context and how these are applied</i></b></p> <ul style="list-style-type: none"><li>● 1.1.1 Negligent misstatement:<ul style="list-style-type: none"><li>○ circumstances where economic loss is recoverable</li><li>○ <i>Hedley Byrne</i> principles; special relationship, special skill and voluntary assumption of risk</li><li>○ remedies – damages in respect of losses that were reasonably foreseeable.</li></ul></li><li>● 1.1.2 Vicarious liability:<ul style="list-style-type: none"><li>○ where one person (usually an employer) is made liable for the torts of another (usually an employee)</li><li>○ first, there must be a relationship between the parties which makes it proper for the law to make one pay for the fault of the other</li><li>○ second, there must be a connection between that relationship and the tortfeasor's wrongdoing.</li></ul></li><li>● 1.1.3 Occupier's liability:<ul style="list-style-type: none"><li>○ liability of occupiers in relation to lawful visitors who suffer harm on their premises – Occupiers' Liability Act 1957 (OLA 57)</li><li>○ liability of occupiers in relation to non-visitors who suffer harm on their premises – Occupiers' Liability Act 1984 (OLA 84).</li></ul></li></ul>	E1, E2, E3, E4 D1, D3, D5



	<ul style="list-style-type: none"> <li>1.1.4 Product liability: <ul style="list-style-type: none"> <li>at common law – negligence (duty, breach, damage)</li> <li>Consumer Protection Act 1987 – imposes strict liability on manufacturers of defective products in respect of damage, death or personal injury</li> <li>remedies including damages, rejection, repair, replacement, refund.</li> </ul> </li> </ul>	
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### What skills do students need to demonstrate?

The ability to:

- identify and explain the law and processes which constitute the civil justice system (E2, E4)
- convey relevant information about the whole or part of a process in relation to the parties, courts and track system, pre-trial matters, trial process and civil remedies, costs and appeals (E2, E4)
- draft a written report using audience appropriate language (E1, E3)
- use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)

### S1.3 Describe legal processes based on the Civil Justice System

What underpinning knowledge do the students need?		English, maths and digital skills
K2: The Civil Justice System		
2.1	<p>Understand the civil justice system</p> <ul style="list-style-type: none"> <li>2.1.1 Parties to the claim: <ul style="list-style-type: none"> <li>claimant</li> <li>defendant/respondent</li> <li>standard of proof – allegations must be established on the balance of probabilities.</li> </ul> </li> <li>2.1.2 Courts of first instance and appeal courts: <ul style="list-style-type: none"> <li>Courts of first instance <ul style="list-style-type: none"> <li>County Court</li> <li>High Court Divisions (Queen's Bench Division, Chancery Division, Family Division).</li> </ul> </li> <li>Appellate courts: <ul style="list-style-type: none"> <li>Court of Appeal (Civil Division)</li> <li>UK Supreme Court (UKSC).</li> </ul> </li> </ul> </li> <li>2.1.3 The Track System: <ul style="list-style-type: none"> <li>For each of the three tracks describe the financial limits, the key features of both the pre-trial and trial processes, the likely court and seniority of the judge: <ul style="list-style-type: none"> <li>Small Claims-track</li> <li>Fast-track</li> <li>Multi-track.</li> </ul> </li> </ul> </li> </ul>	<p><b>E1, E2, E4, E4</b></p> <p><b>D1, D3, D5</b></p>

	<ul style="list-style-type: none"> <li>• 2.1.4 Taking a claim to court. Understanding of the relevance of: <ul style="list-style-type: none"> <li>○ guidance in the Civil Procedure Rules (CPR) where relevant</li> <li>○ overriding objectives</li> <li>○ procedures, formalities and timetables</li> <li>○ pre-action protocols</li> <li>○ how to start a claim</li> <li>○ case management software which manages legal cases and clients</li> <li>○ using the appropriate portal for electronic claims</li> <li>○ instructing experts</li> <li>○ witness summons</li> <li>○ liability and calculating <i>quantum</i></li> <li>○ utilising Money Claim Online</li> <li>○ online court services</li> <li>○ obligation to encourage the use of alternative dispute resolution (ADR) including a stay of proceedings</li> <li>○ professional duty to clients</li> <li>○ Statute of Limitations – Limitation Act 1980.</li> </ul> </li> </ul>	
2.2	<p><b><i>Understanding of the timeline of a civil case from start to finish including:</i></b></p> <ul style="list-style-type: none"> <li>• 2.2.1 Pre-trial matters: <ul style="list-style-type: none"> <li>○ starting the claim – online service for claims under £10,000, N1 and N9 forms</li> <li>○ directions questionnaire including N181 form</li> <li>○ pre-trial hearing including case management conferences</li> <li>○ disclosure</li> <li>○ pre-trial matters – depends on track but can include case management conferences, discovery, encouraging settlement or ADR, listing and timetables (note active case management)</li> <li>○ directions on witnesses/expert witnesses and evidence</li> <li>○ completion of Form N170</li> <li>○ listing questionnaire (Pre-Trial Checklist)</li> <li>○ pre-trial reviews if necessary</li> <li>○ preparation of bundles for trial.</li> </ul> </li> <li>• 2.2.2 Trial process: <ul style="list-style-type: none"> <li>○ claimant's opening speech</li> <li>○ claimant's evidence</li> <li>○ defendant's cross-examination</li> <li>○ claimant's re-examination</li> <li>○ defendant's opening speech</li> </ul> </li> </ul>	<p><b>E1, E2, E4, E4</b></p> <p><b>D1, D3, D5</b></p>

	<ul style="list-style-type: none"> <li>○ Defendant's evidence, claimant's cross-examination</li> <li>○ defendant's closing speech</li> <li>○ claimant's closing speech</li> <li>○ judgment</li> <li>○ role of witnesses including expert and vulnerable witnesses.</li> <li>● 2.2.3 Trial outcomes including: <ul style="list-style-type: none"> <li>○ Liability</li> <li>○ Remedies: <ul style="list-style-type: none"> <li>– Damages: <ul style="list-style-type: none"> <li>▪ general and special damages</li> <li>▪ pecuniary and non-pecuniary losses</li> <li>▪ mitigation and contributory negligence</li> </ul> </li> <li>– Injunctions</li> <li>– Equitable remedies.</li> </ul> </li> </ul> </li> <li>● 2.2.4 Costs: <ul style="list-style-type: none"> <li>○ General principle that the loser pays the costs of the winning party</li> <li>○ Calculation of costs including: negotiated as part of settlement/ fixed costs/ detailed assessment of costs.</li> </ul> </li> <li>● 2.2.5 Enforcement: <ul style="list-style-type: none"> <li>○ court collections</li> <li>○ bailiffs – warrant of control</li> <li>○ using Money Claim Online</li> <li>○ attachment of earnings – wage deductions</li> <li>○ freezing assets</li> <li>○ charging a debtor's land or property.</li> </ul> </li> </ul>	
2.3	<p><b>Civil appeals</b></p> <ul style="list-style-type: none"> <li>● 2.3.1 Routes of appeal and related matters: <ul style="list-style-type: none"> <li>○ appeals in small claims and fast track cases dependent on the seniority of the first instance judge. Possibility of further appeal to the Court of Appeal (Civil Division)</li> <li>○ appeals in most multi-track cases, regardless of court of first instance, to the Court of Appeal (Civil Division). Possibility of further appeal to the UK Supreme Court</li> <li>○ possibility of a leapfrog appeal – cases or appeals heard in the High Court appealing directly to the UK Supreme Court</li> <li>○ grounds to appeal</li> <li>○ obtaining leave to appeal</li> <li>○ UK Supreme Court requirement – points of law of general public importance</li> <li>○ powers to uphold or reverse decisions of lower courts and to vary awards and award costs.</li> </ul> </li> </ul>	<b>E1, E2, E4, E4 D1, D3, D5</b>

**What skills do students need to demonstrate?**

**The ability to:**

- identify and explain the law and processes relevant to selected areas of employment law (E2, E4)
- convey relevant information about the whole or part of a process in relation to selected areas of employment law (E2, E4)
- apply the law regarding selected areas of employment law to a client scenario to determine the most appropriate course of action, available options or likely advice (E2, E4)
- draft a written report using audience appropriate language (E1, E3)
- use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)

**S1.4 Describe legal processes in relation to employment law**

**S1.5 Evaluate a client's legal problem in relation to employment law**

What underpinning knowledge do the students need?		English, maths and digital skills
<b>K3: Employment Law</b>		
3.1	<p><b><i>Understand the basic principles of Employment Law and be able to provide advice in respect of any of the following:</i></b></p> <ul style="list-style-type: none"> <li>• 3.1.1 The purpose and functions of employment law: <ul style="list-style-type: none"> <li>○ how employment law regulates the relationship between employers and employees and the establishment of employee rights within this relationship</li> <li>○ the areas covered by employment law including discrimination on the grounds of race, gender, sexual orientation and disability; working conditions including health and safety at work; parental leave; redundancy and dismissal, bullying in the workplace; working hours; pay arrangements</li> <li>○ awareness of current employment laws including: <ul style="list-style-type: none"> <li>– the Employment Rights Act 1996 (ERA)</li> <li>– the Equality Act 2010 (EA)</li> <li>– Health and Safety at Work Act 1974 (HASAWA).</li> </ul> </li> </ul> </li> <li>• 3.1.2 Employees, workers and the self-employed: <ul style="list-style-type: none"> <li>○ employees – s.230(1) ERA 1996</li> <li>○ workers (narrower) – s.230(3) ERA 1996</li> <li>○ self-employed: <ul style="list-style-type: none"> <li>– independent contractors</li> <li>– sole traders etc.</li> </ul> </li> </ul> </li> <li>• 3.1.3 The difference between a contract of service and a contract for service and the implications: <ul style="list-style-type: none"> <li>○ tests of employment, control, integration/organisation, multiple factors and economic reality, mutuality of obligations, personal service</li> </ul> </li> </ul>	<p><b>E1, E2, E4, E4</b></p> <p><b>D1, D3, D5</b></p>

	<ul style="list-style-type: none"> <li>○ implications of the distinction between being an employee and being self-employed: pay, tax, National Insurance, redundancy, dismissal rights, health and safety protection, liability of 'employer' etc.</li> <li>● 3.1.4 Workers: <ul style="list-style-type: none"> <li>○ types of worker – casual, agency, freelancer, zero-hours, seasonal, apprentices, (religious) ministers, the gig economy cases and determining factors (contracts, casual nature, work is less structured, irregular, provide service personally, no guaranteed work/hours, low obligation of availability)</li> <li>○ implications of worker status – minimum wage, holiday pay, protection from discrimination, unfair treatment if part-time, breaks and working time limits, unlawful deductions, possible statutory sick pay and maternity pay (but not leave).</li> </ul> </li> <li>● 3.1.5 Contracts of employment: <ul style="list-style-type: none"> <li>○ types of contract (indefinite and fixed term, full-time and part-time, non-standard (e.g. zero hours), oral and written), commencement, express and implied terms.</li> </ul> </li> <li>● 3.1.6 Contractual terms: <ul style="list-style-type: none"> <li>○ express terms include things like dates, duration, parties, pay, hours, terms and conditions, rights, notice period, duties, legal responsibilities of the employer and the employee, holiday and sick pay, training, grievance and discipline procedures etc</li> <li>○ Importance of minimum terms – a written statement confirming key terms – s.1 ERA 1996 (as amended by the Employment Act 2002)</li> <li>○ terms implied by statute – working time – Working Time Regulations 1998; minimum wage – National Minimum Wage Act 1998; notice periods – s.86 ERA 1996; equality clause – Equality Act 2010</li> <li>○ terms implied by common law on employer and employee – note especially relationship to dismissal from duties like mutual trust and confidence, conflict of interest, confidential information and competition.</li> </ul> </li> <li>● 3.1.7 Knowledge of discrimination in employment: <ul style="list-style-type: none"> <li>○ protected characteristics – s.4 EA 2010: <ul style="list-style-type: none"> <li>– age (s.5 EA 2010)</li> <li>– disability (s.6 EA 2010)</li> <li>– gender reassignment (s.7 EA 2010)</li> <li>– marriage and civil partnership (s.8 EA 2010)</li> <li>– religion and beliefs (s.10 EA 2010)</li> <li>– sex (s.11 EA 2010)</li> <li>– race (s.9 EA 2010)</li> <li>– pregnancy and maternity (s.18 EA 2010)</li> <li>– sexual orientation (s.12 EA 2010)</li> </ul> </li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>○ types of discrimination – direct and indirect</li> <li>○ harassment</li> <li>○ victimisation</li> <li>○ burden of proof</li> <li>○ positive actions</li> <li>○ employer responsibilities and solutions/remedies.</li> <li>● 3.1.8 Termination and dismissal: <ul style="list-style-type: none"> <li>○ the ways in which a contract of employment can be terminated: <ul style="list-style-type: none"> <li>– mutual agreement</li> <li>– by notice or expiry of fixed term</li> <li>– constructive dismissal</li> <li>– summary dismissal</li> <li>– how to make a complaint against dismissal.</li> </ul> </li> <li>○ unfair dismissal including: <ul style="list-style-type: none"> <li>– eligibility for claim (service and timings)</li> <li>– fair reasons – capability, conduct, redundancy, legal/illegal dismissal</li> <li>– automatically unfair and fair reasons</li> <li>– employer responsibility – procedural fairness and act reasonably</li> <li>– how to make a claim</li> <li>– potential awards/remedies.</li> </ul> </li> <li>○ wrongful dismissal including: <ul style="list-style-type: none"> <li>– dismissal without notice (s.86 ERA 1996)</li> <li>– no grounds for repudiation</li> <li>– remedies</li> <li>– courts with jurisdiction and how to make a claim</li> <li>– employer responsibilities and solutions.</li> </ul> </li> </ul> </li> <li>● 3.1.9 Fair procedures including role of Advisory, Conciliation and Arbitration Service (ACAS): <ul style="list-style-type: none"> <li>○ difference between advice, conciliation and arbitration</li> <li>○ services provided by ACAS to both employers and employees</li> <li>○ preliminary hearing and final hearing.</li> </ul> </li> <li>● 3.1.10 Employment Tribunals: <ul style="list-style-type: none"> <li>○ the process of taking a case to an employment tribunal</li> <li>○ preliminary hearing and final hearing</li> <li>○ Tribunal remedies depend on the action but can include: <ul style="list-style-type: none"> <li>– damages in tort and breach of contract actions as well as possible injunctions and equitable remedies where appropriate</li> <li>– tribunals award compensation, make recommendations or make declarations as to the rights of the parties</li> </ul> </li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>▪ tribunal compensation can cover obvious losses such as loss of earnings as well as compensate for things like personal injury and injury to feelings</li> <li>▪ some tribunal outcomes can lead to a redundancy payment, reinstatement, payment of holiday pay or an obligation on the employer to introduce training policies or new procedures</li> <li>▪ exemplary damages can be awarded in some discrimination cases and tribunals can order employers to pay financial penalties where they fail to comply with an award ordered by the tribunal</li> <li>▪ tribunal awards and limitations on other civil actions, such as, negligence and personal injury claims.</li> </ul> <ul style="list-style-type: none"> <li>● 3.1.11 Potential criminal liability: <ul style="list-style-type: none"> <li>○ in some situations, employers can face criminal prosecutions and penalties. Such as, serious health and safety breaches and in extreme cases, corporate manslaughter.</li> </ul> </li> </ul>	
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### What skills do students need to demonstrate?

The ability to:

- identify and explain the relevant business law, principles and processes which focus on the whole or part of a process and provide accurate information on which to base client advice (E2, E4)
- draft a written report using audience appropriate language (E1, E3)
- use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)

**S1.6 Describe legal processes in relation to business formation and operation**

**S1.7 Evaluate a legal problem in relation to business formation and operation**

What underpinning knowledge do students need?		English, maths and digital skills
K4: Business		
4.1	<p><b><i>How businesses are formed including sole trader, partnership and other corporate entities</i></b></p> <ul style="list-style-type: none"><li>• 4.1.1 Types of business:<ul style="list-style-type: none"><li>○ sole traders:<ul style="list-style-type: none"><li>– unlimited liability</li><li>– legal implications for a sole trader in relation to their customers/suppliers</li><li>– financial reporting arrangements.</li></ul></li><li>○ partnerships:<ul style="list-style-type: none"><li>– the Partnership Act 1890</li><li>– definition of partnership and implications for partners</li><li>– registration with HMRC</li><li>– legal implications of limited partnerships, limited liability partnerships (LLPs) including choosing a name</li><li>– limited liability and the legal implications for an LLP and its customers/suppliers</li><li>– documents required to register with Companies House</li><li>– business address</li><li>– role and duties of general and limited partners</li><li>– advantages and disadvantages of an LLP over a sole trader and a traditional partnership</li><li>– financial responsibilities and reporting arrangements to HMRC for a partnership and its partners.</li></ul></li><li>○ Corporate entities:<ul style="list-style-type: none"><li>– the Companies Act 2006</li><li>– legal entities in their own right (can sue and be sued)</li><li>– features of companies limited by shares and companies limited by guarantee (not for profit)</li><li>– differences between a private and public limited companies and the legal implications</li></ul></li></ul></li></ul>	E1, E2, E4, E4 D1, D3, D5



	<ul style="list-style-type: none"> <li>– the process of formation of a limited company including registration process, electronic and paper registration, documentation required, the purpose and content of articles of association and memorandum of association, statement of capital</li> <li>– legal implications for shareholders in a limited company in relation to limited liability and the separation of ownership and control.</li> </ul>	
4.2	<p><b><i>General appreciation or understanding of the roles and responsibilities of the owners, company officers and their duties in the context of:</i></b></p> <ul style="list-style-type: none"> <li>• 4.2.1 The day-to-day work of a director: <ul style="list-style-type: none"> <li>○ distinguish between roles of an executive director and a non-executive director <ul style="list-style-type: none"> <li>– Executive Director: provide leadership at a functional area level to implement the strategies agreed by the Board of Directors; set and monitor targets for functional areas and uphold company policies; establish operational tasks; policies and procedures: review existing practices to identify areas of strengths, weaknesses and development; evaluate staff; implement HR procedures including competency and disciplinary procedures; hire managers; identify opportunities for staff training and development.</li> <li>– Non-Executive Director: not an employee of the company; acts as an independent adviser; does not engage in the day-to-day running of the business; acts in the interests of the shareholders by ensuring the executive directors are held to account; involved in strategic planning and setting objectives at Board level.</li> </ul> </li> <li>○ keep key company documents and returns and ensure their filing requirements</li> <li>○ company meetings and shareholder protection.</li> </ul> </li> </ul>	<p><b>E1, E2, E3, E4</b></p> <p><b>D1, D3, D5</b></p>
4.3	<p><b><i>Understand basic principles of Partnership and Agency Law</i></b></p> <ul style="list-style-type: none"> <li>• 4.3.1 Relevant legislation: <ul style="list-style-type: none"> <li>○ Companies Act 2006</li> <li>○ Partnership Act 1890.</li> </ul> </li> <li>• 4.3.2 Creation of partnership: <ul style="list-style-type: none"> <li>○ Statute and Common Law relating to partnership (Partnership Act 1890)</li> <li>○ definition of a partnership</li> <li>○ rules determining the existence of a partnership</li> <li>○ liability of partners</li> <li>○ relations of partners to one another including variation of consent of terms of the partnership; expulsion of a partner; retirement of a partner; duty of a partner not to compete with the firm; rights of assignee of share of partnership</li> <li>○ purpose and functions of a partnership agreement</li> </ul> </li> </ul>	<p><b>E1, E2, E3, E4</b></p> <p><b>D1, D3, D5</b></p>

	<ul style="list-style-type: none"> <li>○ the elements covered within a partnership agreement: <ul style="list-style-type: none"> <li>- responsibilities and accountability within a partnership</li> <li>- number of partners</li> <li>- profit distribution</li> <li>- capital account</li> <li>- interest on capital</li> <li>- division of profit</li> <li>- withdrawals</li> <li>- distribution</li> <li>- dissolution.</li> </ul> </li> <li>● 4.3.3 Partners, Agents, Principals and third parties – rights and duties: <ul style="list-style-type: none"> <li>○ the implications of the Law of Agency in respect of partnerships</li> <li>○ the authority of individual partners to represent the partnership in contract formation</li> <li>○ distinguish between an agent and a principal in a partnership and the implications of acting as an agent in respect of arrangements with third parties</li> <li>○ apply the Law of Agency in respect of business relationships, including business contracts, as it relates to partnerships</li> <li>○ the rights and duties of individual partners when representing the partnership in contractual or other legal arrangements with third parties</li> <li>○ evaluate the business risks to a partnership and to individuals within the partnership in terms of the Law of Agency.</li> </ul> </li> <li>● 4.3.4 Termination and dissolution of a partnership including: <ul style="list-style-type: none"> <li>○ dissolution by expiration or notice</li> <li>○ bankruptcy</li> <li>○ death or charge</li> <li>○ illegality</li> <li>○ court action</li> <li>○ implications for individual partners of the dissolution of the partnership including rights of partners as to the application of partnership property; rights where partnership is dissolved for fraud or misrepresentation; rule for distribution of assets on final settlement of accounts.</li> </ul> </li> </ul>	
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### What skills do students need to demonstrate?

The ability to:

- identify and explain the relevant finance law, principles and processes which focus on the whole or part of a process and provide accurate information on which to base client advice (E2, E4)
- offer relevant explanations of the strengths and weaknesses of different options and, where appropriate, advise on the appropriate course of action (E1, E2, E4)
- draft a written report using audience appropriate language (E1, E3)
- use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)

### S1.8 Describe legal processes in relation to finance in a business context

### S1.9 Evaluate a client's legal problem in relation to finance in a business context

What underpinning knowledge do the students need?		English, maths and digital skills
K5: Finance in a business context		
5.1	<p><b><i>Understand the basic principles of business finance</i></b></p> <ul style="list-style-type: none"> <li>• 5.1.1 Relevant legislation: <ul style="list-style-type: none"> <li>○ Financial Services Act 2012</li> <li>○ Financial Services Act 2021.</li> </ul> </li> <li>• 5.1.2 Role of the Financial Conduct Authority: <ul style="list-style-type: none"> <li>○ protecting consumers</li> <li>○ promoting competition</li> <li>○ enhancing market integrity.</li> </ul> </li> <li>• 5.1.3 The role of financial management: <ul style="list-style-type: none"> <li>○ the importance of maintaining accurate financial records: <ul style="list-style-type: none"> <li>– to record and post financial transactions</li> <li>– to prepare annual returns to the tax authorities</li> <li>– to monitor cash flow</li> <li>– to prepare the annual financial statements</li> <li>– to ensure contractual obligations for payments and receipts are adhered to</li> <li>– to use as evidence of a breach of contract.</li> </ul> </li> </ul> </li> </ul>	<p><b>E1, E2, E3, E4</b></p> <p><b>D1, D3, D5</b></p>
5.2	<p><b><i>The different ways of financing a business</i></b></p> <ul style="list-style-type: none"> <li>• 5.2.1 Methods of financing a business including: <ul style="list-style-type: none"> <li>○ access to funds to support the business in relation to the type of business including owner's personal resources; family and friends; trade credit; overdrafts; term loans; crowdfunding; peer-to-peer lending; leasing; hire purchase; credit purchases; shares; debenture; grants; venture capital; angel investors</li> <li>○ documents used to access different forms of business finance and the information required from the lender</li> </ul> </li> </ul>	<p><b>E1, E2, E3, E4</b></p> <p><b>D1, D3, D5</b></p>

	<ul style="list-style-type: none"> <li>○ differentiate between bank lending and non-bank lending</li> <li>○ advantages and disadvantages of different methods of finance.</li> <li>● 5.2.2 Security for bank lending: <ul style="list-style-type: none"> <li>○ secured and unsecured loans</li> <li>○ the legal implications for the borrower and the lender of the use of security for a loan</li> <li>○ types of security used to secure a loan</li> <li>○ the legal implications of acting as a guarantor for a loan</li> <li>○ impact of bank loans and overdrafts on book debts in the statement of financial position; the difference between current and non-current liabilities in respect of a bank overdraft and a bank loan.</li> </ul> </li> <li>● 5.2.3 The features of different types of bank account: <ul style="list-style-type: none"> <li>○ current accounts</li> <li>○ combined accounts</li> <li>○ Joint accounts.</li> </ul> </li> <li>● 5.2.4 Transferring funds and payment systems: <ul style="list-style-type: none"> <li>○ BACS</li> <li>○ CHAPS</li> <li>○ LINK</li> <li>○ bank clearing system</li> <li>○ electronic payment systems including online purchases</li> <li>○ international money transfers</li> <li>○ advantages and disadvantages of these systems.</li> </ul> </li> <li>● 5.2.5 Consumer protection: <ul style="list-style-type: none"> <li>○ Consumer Credit Act 1974 (as amended)</li> <li>○ information provided before entering into a credit agreement</li> <li>○ content and form of credit agreements</li> <li>○ method of calculating APR</li> <li>○ procedures in the event of default and early settlement</li> <li>○ credit advertising</li> <li>○ credit card purchases and the liability of credit card providers in relation to the sale of goods and services (s.75)</li> <li>○ cooling-off periods</li> <li>○ withdrawal from a credit agreement.</li> </ul> </li> </ul>	
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### What skills do students need to demonstrate?

The ability to:

- identify and explain the relevant insolvency law, principles and processes which focus on the whole or part of a process and provide accurate information on which to base client advice (E2, E4)
- offer relevant explanations of the strengths and weaknesses of different options and, where appropriate, advise on the appropriate course of action (E1, E2, E4)
- draft a written report using audience appropriate language (E1, E3)
- use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)

### S1.10 Describe processes in relation to business insolvency

### S1.11 Evaluate a client's legal problem in relation to business insolvency

What underpinning knowledge do the students need?		English, maths and digital skills
K6: Insolvency in a business context		
6.1	<p><b><i>Understand the basic principles of business insolvency</i></b></p> <ul style="list-style-type: none"><li>• 6.1.1 Personal financial failure:<ul style="list-style-type: none"><li>○ Individual voluntary arrangements (IVA):<ul style="list-style-type: none"><li>- purpose of an IVA</li><li>- how to apply</li><li>- rules governing an IVA</li><li>- situations where applicable.</li></ul></li><li>○ Debt Relief Orders (DROs):<ul style="list-style-type: none"><li>- purpose of a DRO</li><li>- restrictions on using a DRO</li><li>- application to an adviser</li><li>- recent activity</li><li>- debts covered/not covered.</li></ul></li><li>○ Bankruptcy:<ul style="list-style-type: none"><li>- purpose of bankruptcy</li><li>- how bankruptcy functions</li><li>- role of the receiver</li><li>- rules governing bankruptcy and situations where applicable</li><li>- role and function of the Insolvency Service.</li><li>- relevance of the Insolvency Act 1986.</li></ul></li></ul></li><li>• 6.1.2 The consequences of personal financial failure including:<ul style="list-style-type: none"><li>○ loss of valuable possessions</li><li>○ public knowledge</li><li>○ closure of bank accounts</li><li>○ passport impounded</li><li>○ effect on credit rating</li><li>○ impact on health and wellbeing</li></ul></li></ul>	<p><b>E1, E2, E3, E4</b></p> <p><b>D1, D3, D5</b></p>

	<ul style="list-style-type: none"> <li>○ impact on dependents.</li> <li>● 6.1.3 Corporate financial failure: <ul style="list-style-type: none"> <li>○ Company Voluntary Agreements (CVA): <ul style="list-style-type: none"> <li>– functions and purpose</li> <li>– how a CVA operates</li> <li>– advantages and disadvantages.</li> </ul> </li> <li>○ Bankruptcy: <ul style="list-style-type: none"> <li>– administration</li> <li>– the difference between receivership, administration and bankruptcy</li> <li>– the advantages and disadvantages of receivership, administration and bankruptcy</li> <li>– the purpose of administration</li> <li>– the administration processes</li> <li>– the role, functions and responsibilities of an insolvency administrator.</li> </ul> </li> <li>○ Winding-up: <ul style="list-style-type: none"> <li>– the implications and purpose of winding up (liquidating a company): selling off assets to pay business debts</li> <li>– voluntary liquidation: agreed by shareholders</li> <li>– compulsory/forced liquidation: application made to the court to liquidate the company</li> <li>– filing final company return with the court</li> <li>– the purpose of administration and the role and responsibilities of the administrators</li> <li>– the winding-up process: appoint an authorised insolvency practitioner; send resolution to Companies House; advertise the resolution in <i>The Gazette</i>.</li> </ul> </li> </ul> </li> <li>● 6.1.4 Consequences of corporate financial failure: <ul style="list-style-type: none"> <li>○ insolvent partnerships and the consequences for the partners: <ul style="list-style-type: none"> <li>– capital loss</li> <li>– preferential vs ordinary shareholding</li> <li>– personal liability (guarantee, fraud, director)</li> <li>– obligations.</li> </ul> </li> </ul> </li> <li>● 6.1.5 Consequences of corporate failure on different stakeholder groups: <ul style="list-style-type: none"> <li>– Directors</li> <li>– Shareholders</li> <li>– Employees</li> <li>– Creditors</li> <li>– The local community.</li> </ul> </li> </ul>	
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## **Performance Outcome 2: Carry out legal and factual research and present findings both orally and in writing in Business, Finance and Employment**

**What skills do students need to demonstrate?**

**The ability to:**

- use research skills to locate, identify and navigate a range of legal and non-legal, primary and secondary sources, both online and text-based (D1, D5)
- use research skills and digital search tools to make effective use of legal and non-legal databases (E5, D1, D5)
- use their familiarity with the structure and layout of sources found through research, to identify key elements and support effective research skills (E5, D1, D5)
- use effective comprehension skills when considering the application of primary sources found through research to scenarios (E2, E4, E5)
- summarise key information from longer research findings and present them in both writing and orally (E1, E3, E4, E6)
- use independent research skills to carry out qualitative and quantitative research and produce effective reports which are fully referenced and supported by data where appropriate (E2, E4, E5, M5, M6, D2, D3, D4)
- use digital skills to access a range of electronic research sources as well as navigating those sources and making effective use of a range of search functions (D1, D5)
- use appropriate hardware and software to present research findings, either in writing or orally using audience appropriate language (E1, E3, E6, D1, D2, D3)
- use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)

**S2.1 Navigate legal databases**

**S2.2 Use citation to find and reference research**

**S2.3 Identify relevant information**

**S2.4 Review and summarise research findings**

**S2.5 Identify a client's legal problem using legislation**

**S2.6 Carry out legal research using primary and secondary sources**

**S2.7 Evaluate research findings based on primary and secondary sources**

**S2.8 Communicate research findings**

What underpinning knowledge do students need?		English, maths and digital skills
K7: Researching and Citing Legal Sources		
7.1	<p><b><i>Understand the basic principles of researching, citing, using and presenting legal and non-legal sources</i></b></p> <ul style="list-style-type: none"><li>7.1.1 Researching legal sources:<ul style="list-style-type: none"><li>overview of the key legal sources used for civil law, civil justice system, employment law and business, finance and insolvency</li><li>understand how to accurately search and navigate key online legal sources for both case law (such as BAILII and the UK Supreme Court’s decided cases) and primary and secondary legislation (such as legislation.gov.uk)</li><li>understand how to make effective use of other digital tools, software and online services such as benefits calculators and legal aid entitlement calculators to research clients’ cases and support accurate advice</li><li>access and manage data effectively, including the ability to consider trends and utilise comparative data from authoritative sources to inform and support research.</li></ul></li><li>7.1.2 Citing legal sources:<ul style="list-style-type: none"><li>understand how to accurately cite legal sources</li><li>follow agreed conventions in citing case law – party names (order), year of publication, volume number, reference to report series, accepted abbreviations</li><li>follow agreed conventions in citing legislation – long title, short title, chapter number, contents order: sections, sub-sections, paragraphs, schedules</li><li>use digital tools to ensure cited sources are up-to-date (case law) or in force (statutes)</li><li>follow agreed conventions and organise references logically and coherently when citing books (author, title, edition, year and publisher) or journal article (title of journal, title of article, author, year and volume number); or databases (name of database, section of database)</li><li>make sure academic citations observe relevant referencing conventions such as the Harvard style.</li></ul></li><li>7.1.3 Using legal sources in a research context:<ul style="list-style-type: none"><li>select the appropriate sources to reflect the particular purpose including traditional sources (Law Report series, Halsbury’s Statutes, established practitioner texts and academic texts) and digital sources (legal databases, portals, search engines, gateway sites, databases and collections)</li><li>effectively find, process and scrutinise data when using legal research sources by employing techniques such as wildcards, connectors, field-searching, truncation, phrase enclosure and partial citation</li></ul></li></ul>	E1, E2, E3, E4, E5, M5, M6, D1, D2, D3, D4, D5



	<ul style="list-style-type: none"> <li>○ analyse research information and data effectively using problem analysis models</li> <li>○ understand how to validate data in different situations and apply judgement within specific contexts such as checking contemporaneity, accuracy and the degree of authority of a source</li> <li>○ understand how to evaluate the product of research or apply it to a client's case, such as, recognising the appropriate source, recognising bias and recognising the distinction between fact and opinion</li> <li>○ interrogate data sources for specific information and be able to accurately summarise when investigating data trends in independent research tasks</li> <li>○ demonstrate an understanding of the implications of accessing and processing data through actions which show an appreciation of data security, maintain confidentiality and recognise the importance of keeping an accurate research trail.</li> <li>● 7.1.4 Presenting research findings orally and in writing to clients and colleagues: <ul style="list-style-type: none"> <li>○ give explanations of your research to others, both orally and in writing, in a clear and unambiguous way taking into account the level of experience of the audience and the purpose of your research</li> <li>○ organise ideas logically and coherently when presenting research findings in any format</li> <li>○ express opinions and support these with relevant arguments based on the findings</li> <li>○ create digital content, develop presentational and multi-media skills and tools when presenting the outcomes of research</li> <li>○ when giving an oral presentation, speak clearly and confidently, use appropriate grammar and choice of words in oral speech, modulate your voice (tone, register, volume and tempo) as appropriate to the audience and respond appropriately to questions and feedback from colleagues or clients</li> <li>○ written research findings should give explanations which are clear and unambiguous, use technical language appropriately, organise ideas logically and coherently, uses appropriate grammar, vocabulary, spelling and punctuation.</li> </ul> </li> </ul>	
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7.2	<p><b><i>Research tasks will be based on themes drawn from any of the topics in knowledge elements 1 to 6. In addition, the content below may provide themes solely for research tasks</i></b></p> <ul style="list-style-type: none"> <li>• 7.2.1 Consumer law in a business-to-business (B2B) context: <ul style="list-style-type: none"> <li>○ the Sale of Goods Act 1979 – statutory provisions and decided cases relating to the supply of goods (must be as described (s.13); must be of satisfactory quality (s.14(2); must be fit for purpose (s.14(3)))</li> <li>○ the Sale of Goods and Services Act 1982 – statutory provisions and decided cases relating to the supply of services (reasonable care and skill (s.13); reasonable consideration (s.15) and reasonable time (s.14)).</li> </ul> </li> <li>• 7.2.2 Unfair Contract Terms Act 1977 as they relate to B2B: <ul style="list-style-type: none"> <li>○ Unfair terms – a business selling goods or services isn't allowed to exclude liability for: death or injury – under any circumstances; losses or damage caused by negligence – unless to do so is 'reasonable'; defective or poor-quality goods – unless to do so is 'reasonable' – note test of reasonableness.</li> </ul> </li> <li>• 7.2.3 Excluded Protections for B2B: <ul style="list-style-type: none"> <li>○ distance selling protections – the Consumer Contracts Regulations 2013 do not apply to B2B situations so businesses have, for example, no cooling off period</li> <li>○ Consumer Credit Act 1974 – consumer credit protections apply to sole traders, partnerships and unincorporated associations, but they do not apply to limited companies, limited liability partnerships and individuals of high net worth.</li> </ul> </li> </ul>	E1, E2, E3, E4, E5
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**Performance Outcome 3: Draft legal documents and standard legal communications in Business, Finance and Employment, for review by a supervisor**

<p><b>What skills do students need to demonstrate?</b></p> <p>The ability to:</p> <ul style="list-style-type: none"> <li>• understand the requirements of a range of legal and non-legal forms and complete or partially complete them using precision, accuracy and attention to detail (D1, D2, D3)</li> <li>• understand the key characteristics of a range of different documents so that they can be drafted accurately in the appropriate style and format (E1, D1)</li> <li>• proofread and check the drafted work of clients and colleagues and accurately identify and correct errors and omissions (D1, D2, D3, D5)</li> <li>• understand the purpose and characteristics of a range of legal documents and how to draft them so that they fulfil their purpose using clear, concise, accurate and audience-appropriate language (E1, E2, E3, D1, D3)</li> <li>• use a range of software and digital tools in order to draft items in conventional traditional, electronic and multimedia formats and observe required conventions relating to confidentiality, storage, security and data protection (ED1, D2, D3, D5)</li> </ul>
<b>S3.1 Draft communication to a client in writing</b>
<b>S3.2 Draft a client notification form</b>
<b>S3.3 Draft an N1 Claim Form</b>
<b>S3.4 Draft an N9B Defence and Counterclaim Form</b>
<b>S3.5 Draft an N20 Witness Summons Form</b>
<b>S3.6 Draft business-related forms (INO1 &amp; MT01/AM01)</b>
<b>S3.7 Interpret and work with legal documentation</b>
<b>S3.8 Communicate accurately and effectively in an audience-appropriate manner</b>

What underpinning knowledge do the students need?		English, maths and digital skills
K8: Drafting Documents and Legal Forms		
8.1	<p><b><i>Understand the basic principles of drafting a range of commonly used documents and forms</i></b></p> <ul style="list-style-type: none"><li>• 8.1.1 The range of documents and forms:<ul style="list-style-type: none"><li>○ forms and precedents</li><li>○ Solicitor's letters (audience appropriate) including client letters and the characteristics of client care letters</li><li>○ reports</li><li>○ file notes</li><li>○ emails (audience appropriate)</li><li>○ research log.</li></ul></li></ul>	E1, E2, E3 D1, D2, D3, D4, D5

	<ul style="list-style-type: none"> <li>● 8.1.2 Understand how to use standard drafting skills           <ul style="list-style-type: none"> <li>○ writing effectively:               <ul style="list-style-type: none"> <li>– ensuring the style reflects the type of communication and its purpose. Audiences may include professionals or lay clients, legal colleagues, other professionals, the courts and governmental departments, businesses, third sector charities and advice agencies. Audiences may also be internal or external, formal or informal, original or in response, personal or ghost and may take the forms of a letter, report, email, memo, file note, report, form, template, precedent or article</li> <li>– ensuring the purpose is clear and displays an awareness of the audience</li> <li>– using appropriate layout, conventions and salutations depending on the medium being drafted</li> <li>– using language which is audience appropriate</li> <li>– using technical language correctly where appropriate and avoiding archaic, redundant language, jargon and legalese where it is not appropriate</li> <li>– always use accurate spelling, grammar and punctuation</li> <li>– always check and revise your work and ensure it is clear, concise and meets its purpose and intention</li> <li>– if appropriate, have work proofread to check consistency with workplace practices and house-style</li> <li>– always follow formal referencing and citation conventions as appropriate to the document</li> <li>– organise material coherently considering issues such as chronological order of events or issues and using a categorical order where appropriate</li> </ul> </li> <li>○ presenting information:               <ul style="list-style-type: none"> <li>– present information and ideas clearly</li> <li>– organise ideas and information logically</li> </ul> </li> <li>○ summarise information:               <ul style="list-style-type: none"> <li>– summarising key information from written texts</li> <li>– summarising concisely in a style appropriate to audience and purpose.</li> </ul> </li> </ul> </li> <li>● 8.1.3 Drafting in a digital context:           <ul style="list-style-type: none"> <li>○ design, create, develop and integrate digital content, using different formats and multi-media making use of their features to:               <ul style="list-style-type: none"> <li>– draft and present information appropriately and effectively employing software tools to control layout, presentation styles, fonts and effects, spelling, grammar and punctuation checkers, find and replace functions as well as functions to allow electronic storage and sharing</li> </ul> </li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>- use digital tools to review, check and proofread for errors and omissions as well as checking clarity and effectiveness of purpose</li> <li>- process and analyse information and data effectively and securely, using relevant digital tools including a range of online forms and databases and resources which allow secure sharing, transfer and storage (traditional and cloud)</li> <li>o demonstrate understanding of the potential implications, risks, and issues relating to the use of contemporary digital technologies by considering: <ul style="list-style-type: none"> <li>- data security and data protection (GDPR) obligations</li> <li>- confidentiality to both colleagues and clients</li> <li>- security, filing and storage protocols based on requirements of particular documents (such as wills)</li> <li>- importance of contemporaneity.</li> </ul> </li> <li>• 8.1.4 Working with key documents, forms and precedents: <ul style="list-style-type: none"> <li>o reports and file notes will be used throughout all content</li> <li>o client letters will be based on: <ul style="list-style-type: none"> <li>- next steps advice on a civil matter, sources of legal advice and funding.</li> </ul> </li> <li>o forms and precedents will be based on: <ul style="list-style-type: none"> <li>- a client letter based on civil justice system</li> <li>- a claim notification form</li> <li>- N1 claim form</li> <li>- N9 defence and counterclaim form</li> <li>- N20 witness summons form</li> <li>- two forms based on business (company registration IN01) or insolvency (MT01/AM01).</li> </ul> </li> </ul> </li> </ul>	
8.2	<p><b><i>Drafting activities will be drawn from knowledge elements 2 to 6 as well as the following areas:</i></b></p> <ul style="list-style-type: none"> <li>• 8.2.1 Alternative Dispute Resolution: <ul style="list-style-type: none"> <li>o negotiation</li> <li>o mediation</li> <li>o conciliation</li> <li>o arbitration</li> <li>o online dispute resolution.</li> </ul> </li> <li>• 8.2.2 Advice and funding in civil justice: <ul style="list-style-type: none"> <li>o sources of advice: <ul style="list-style-type: none"> <li>- legal professions – solicitors, barristers, legal executives and paralegals</li> <li>- online</li> <li>- <i>pro-bono</i> schemes</li> <li>- organisations – Citizens Advice, Law Centres, charities</li> <li>- insurance.</li> </ul> </li> </ul> </li> </ul>	<p><b>E1, E2, E4, E5</b></p> <p><b>D1, D2, D3, D4, D5</b></p>

	<ul style="list-style-type: none"> <li>○ sources of funding: <ul style="list-style-type: none"> <li>- public funding (legal aid) – eligibility</li> <li>- private funding</li> <li>- pro-bono</li> <li>- conditional fee agreement</li> <li>- damages based agreements</li> <li>- insurance.</li> </ul> </li> </ul>	
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## Scheme of Assessment – Legal Services Assistant: Business, Finance and Employment

There is a single synoptic assessment for this Occupational Specialism, which is an extended project. The synoptic element of the project is important to ensure students can demonstrate threshold competence and are able to evidence all the skills required by the Performance Outcomes.

The project consists of several activities grouped into six substantive tasks.

Each task will be completed during a window set by Pearson, during which Providers will schedule supervised assessment sessions. In some cases, tasks will also involve opportunities for unsupervised activities, where the requirements of the skills being assessed make this necessary.

### Occupational Specialism Project – Legal Services Assistant: Business, Finance and Employment

**Externally assessed project: 16 hours 30 minutes**  
**183 marks**

#### Performance Outcomes

In this project students will:

**PO1** – Assist with the inception, progression and completion of legal services in Business, Finance and Employment

**PO2** – Carry out legal and factual research and present findings both orally and in writing in Business, Finance and Employment

**PO3** – Draft legal documents and standard legal communications in Business, Finance and Employment, for review by a supervisor

#### Assessment overview

There are 9 parts to the assessment.

- Task 1a: Independent Research
- Task 1b: Communicating Research Findings in Writing
- Task 1c: Communicating Research Orally
- Task 2: The law of Tort and Civil Justice System
- Task 3: Employment Law
- Task 4: Business, Finance and Insolvency
- Task 5a: Research with Internet Access
- Task 5b: Identify and Summarise Research Findings
- Task 6: Drafting standard legal communication and forms

Students will respond to a given scenario to complete a substantial project. They will be assessed on their application of the skills listed for the Performance Outcomes.

Students will not be assessed against specific 'knowledge' outcomes but will be expected to draw on and apply related knowledge to ensure appropriate outcomes when applying the skills in response to an assessment scenario.

- Students will undertake the project under a combination of supervised and controlled conditions.
- The assessment will take place over multiple sessions, up to a combined duration of 16 hours and 30 minutes.

- The project outcomes will consist of a portfolio of evidence submitted electronically.
- This project will be set and marked by Pearson.

**Administration**

Providers must follow the guidance in the following:

- General Administrative Support Guide
- Administration Support Guide for the specific Technical Qualification Occupational Specialism (if applicable)

These are located on the [Training and Admin Support webpage](#).



## Performance Outcomes

Performance Outcome		Weighting	
		Raw marks	% of total marks
PO1	Assist with the inception, progression and completion of legal services in Business, Finance and Employment	75	41%
PO2	Carry out legal and factual research and present findings both orally and in writing in Business, Finance and Employment	57	31%
PO3	Draft legal documents and standard legal communications in Business, Finance and Employment, for review by a supervisor	51	28%

## Resources for the delivery of Legal Services Assistant: Business, Finance and Employment

Providers would benefit from a good IT suite with access to Office Software and the internet and for students to have regular access to this.

Teachers should have qualifications and/or experience in the legal services sector and have an awareness of accounting.

Teaching will need to be shared across a curriculum team which together will have the experience and knowledge that spans the breadth of the qualification content and has some experience of teaching to external assessments.

For the Legal Services Assistant: Business, Finance and Employment occupational specialism the following resources are required:

Assessment Task	Resource
5a	<a href="https://www.bailii.org/form/search_cases.html">https://www.bailii.org/form/search_cases.html</a>
5a	<a href="https://www.legislation.gov.uk/search">https://www.legislation.gov.uk/search</a>

## 4.2 Legal Services Assistant: Crime, Criminal Justice and Social Welfare

### Performance Outcome 1: Assist with the inception, progression and completion of Legal Services in Crime, Criminal Justice and Social Welfare

<p><b>What skills do students need to demonstrate?</b></p> <p>The ability to:</p> <ul style="list-style-type: none"> <li>• identify and explain the law that is relevant to a given scenario (E2, E4)</li> <li>• apply the law to the facts of the scenario in order to consider possible liability (E2, E4)</li> <li>• write a report which offers reasoned conclusions, using audience appropriate language (E1, E3)</li> <li>• use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)</li> </ul>
<b>S1.1 Describe legal principles in relation to property offences</b>
<b>S1.2 Evaluate a client's legal problem in relation to property offences</b>

What underpinning knowledge do the students need?		English, maths and digital skills
K1: Crime		
1.1	<p><b>Understand the basic principles of:</b></p> <ul style="list-style-type: none"><li>• 1.1.1 Property offences:<ul style="list-style-type: none"><li>○ theft:<ul style="list-style-type: none"><li>– sections 1 – 6 Theft Act 1968</li><li>– s.1 definition of theft: ‘A person is guilty of theft if he dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it’</li><li>– s.2 Dishonesty</li><li>– s.3 Appropriation</li><li>– s.4 Property</li><li>– s.5 Belonging to another</li><li>– s.6 Intention to permanently deprive</li><li>– definitions and relevant cases for key elements.</li></ul></li><li>○ burglary:<ul style="list-style-type: none"><li>– section 9(1) Theft Act 1968: A person is guilty of burglary if:</li><li>– s.9(1)(a) he enters any building or part of a building as a trespasser and with intent to commit any offence mentioned in subsection (2) below; or</li><li>– s.9(1)(b) having entered any building or part of a building as a trespasser he steals or attempts to steal anything in the building or that part of it or inflicts or attempts to inflict on any person therein any grievous bodily harm</li></ul></li></ul></li></ul>	<p><b>E1, E2, E3, E4</b></p> <p><b>D1, D3, D5</b></p>

	<ul style="list-style-type: none"> <li>- s.9(2) The offences referred to in subsection (1)(a) above are offences of stealing anything in the building or part of a building in question, of inflicting on any person therein any grievous bodily harm therein, and of doing unlawful damage to the building or anything therein</li> <li>- definitions and relevant cases for key elements.</li> <li>o criminal damage: <ul style="list-style-type: none"> <li>- section 1 Criminal Damage Act 1971:</li> <li>- s.1 Destroying or damaging property</li> <li>- s.1(1) A person who without lawful excuse destroys or damages any property belonging to another intending to destroy or damage any such property or being reckless as to whether any such property would be destroyed or damaged shall be guilty of an offence</li> <li>- s.1(3) An offence committed under this section by destroying or damaging property by fire shall be charged as arson</li> <li>- definition and relevant cases for key elements.</li> </ul> </li> </ul>	
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### What skills do students need to demonstrate?

#### The ability to:

- identify and explain the law relating to the powers of the police, the limitations on those powers and the rights of the individual during detention (E2, E4)
- assist a client by assessing the lawfulness of their treatment during detention and provide this information in a written report using appropriate authorities and audience appropriate language (E1, E3, E4)
- identify and explain the law, principles and processes relating to identification procedures (E2, E4)
- use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)

#### S1.3 Describe legal processes in relation to police powers

#### S1.4 Describe legal principles in relation to police powers

#### S1.5 Evaluate a client's legal problem in relation to police powers

What underpinning knowledge do the students need?		English, maths and digital skills
K2: Criminal Justice System: Police Powers		
2.1	<p><b><i>Understand the powers of the police and the rights of the individual</i></b></p> <ul style="list-style-type: none"><li>• 2.1.1 Detention:<ul style="list-style-type: none"><li>○ role of the Custody Officer – open and maintain custody record and monitor detention, custody/charging decisions, care of suspect (including a risk assessment of vulnerable suspects), search and seizure of personal items: Police and Criminal Evidence Act (1984) (PACE) and Code C</li></ul></li></ul>	E1, E2, E4, E5 D1, D3, D5

	<ul style="list-style-type: none"> <li>○ detention time limits without charge – ss.34 to 45A PACE (as amended by Police (Detention and Bail) Act 2011)</li> <li>○ rights of detained suspects – having someone informed, legal advice (and delaying access to advice), interpreters, medical and/or mental health attention, conditions of detention, general welfare during detention, rests and breaks, appropriate adults, given a copy of the codes: PACE and Code C (as revised)</li> <li>○ consequences of a failure to comply with these requirements: s.78 PACE and Articles 3, 5 and 6 Human Rights Act (1998) (HRA).</li> <li>● 2.1.2 Searches and samples: <ul style="list-style-type: none"> <li>○ types of search – non-intimate search, strip search, intimate search</li> <li>○ types of samples – regulatory (breath, urine or blood under road traffic laws); non-intimate body samples (fingerprints, DNA swabs, nail clippings, hair, dental or footwear impressions and saliva); intimate samples (blood, semen, urine, pubic hair, swabs taken from genitals or body orifices)</li> <li>○ who can conduct different searches and take different samples</li> <li>○ authority and consent required for different searches and samples and retention/destruction of samples</li> <li>○ PACE, Code C, Criminal Justice Act 2003, Criminal Justice and Court Services Act 2000 (compulsory drug testing) and Serious Organised Crime and Police Act (2005).</li> </ul> </li> <li>● 2.1.3 Interviews: <ul style="list-style-type: none"> <li>○ safeguards and treatment of suspects during interviews – the caution, recording of interviews, appropriate adults, physical conditions, fitness to be interviewed and breaks, legal advice and translators, PACE, Criminal Justice and Public Order Act (1994) (CJPOA) and Code C and (revised) Code E</li> <li>○ the right to silence during a police interview under caution (s.34 CJPOA)</li> <li>○ the effect and implications of remaining silent under s.34 – at trial, the court can draw such inferences as appear proper including inferences that are adverse to the defendant</li> <li>○ interviews outside the police station and informal interviews outside the interview room</li> <li>○ confessions and safeguards including exclusion of evidence (use of oppression s.76 and 78 PACE).</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>• 2.1.4 Identification procedures: <ul style="list-style-type: none"> <li>○ guidance Code D PACE</li> <li>○ identification of a suspect (S) by an eyewitness: <ul style="list-style-type: none"> <li>– where identity of S is not known</li> <li>– where S is known and available: <ul style="list-style-type: none"> <li>▪ identity parades – guidelines (identification parades will be conducted using the VIPER system (Video Identification Parades Electronic Recording))</li> <li>▪ group identification – guidelines</li> <li>▪ video identification – guidelines</li> </ul> </li> <li>– where identity of S is known but they are unavailable: <ul style="list-style-type: none"> <li>▪ may arrange video or group identification, or</li> <li>▪ confrontation – guidelines</li> </ul> </li> <li>– cases where witnesses viewed images on social media – guidelines</li> </ul> </li> <li>○ recognition: <ul style="list-style-type: none"> <li>– controlled – guidelines</li> <li>– uncontrolled – guidelines</li> </ul> </li> <li>○ Turnbull guidelines</li> <li>○ consequences of obtaining identification evidence in breach of the rules (s.78 PACE).</li> </ul> </li> </ul>	
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### What skills do students need to demonstrate?

#### The ability to:

- identify and explain the law and processes which constitute the criminal justice system (E2, E4)
- convey relevant information about the whole or part of a process in relation to the decision to prosecute, pre-trial matters (other than bail), trial process and criminal appeals (E2, E4)
- apply the law regarding bail and sentencing to a client scenario to determine the most appropriate course of action, available options or likely advice (E2, E4)
- draft a written report using audience appropriate language (E1, E3)
- use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)

#### **S1.6 Describe legal processes in relation to the Criminal Justice System**

#### **S1.7 Evaluate a client's legal problem in relation to the Criminal Justice System**

What underpinning knowledge do the students need?		English, maths and digital skills
K3: Criminal Justice System		
3.1	<p><b><i>Underpinning content for pretrial and trial</i></b></p> <ul style="list-style-type: none"><li>• 3.1.1 Criminal Procedure Rules:<ul style="list-style-type: none"><li>○ the Overriding Objective</li><li>○ Case Management</li><li>○ Criminal Practice Directions.</li></ul></li><li>• 3.1.2 The victim’s code:<ul style="list-style-type: none"><li>○ who is a victim and what are their rights?</li><li>○ Code of Practice for Victims of Crime.</li></ul></li><li>• 3.1.3 Lay and expert witnesses:<ul style="list-style-type: none"><li>○ types of witness statement when produced in court and requirements</li><li>○ basic contents of a written witness statement and objections to their use (Criminal Justice Act 1967).</li></ul></li><li>• 3.1.4 Disclosure:<ul style="list-style-type: none"><li>○ what is disclosure</li><li>○ why is disclosure important.</li></ul></li></ul>	
3.2	<p><b><i>Understand the issues involved between being charged and trial</i></b></p> <ul style="list-style-type: none"><li>• 3.2.1 Prosecution by the Crown Prosecution Service (CPS):<ul style="list-style-type: none"><li>○ role of the CPS – assist and advise the police regarding: charging; decide which cases are prosecuted; preparation and prosecution of criminal cases in court</li><li>○ the Code for Crown Prosecutors – Full Code Test: is there sufficient evidence, is it in the public interest to prosecute</li><li>○ circumstances where the Threshold Test is applied</li><li>○ relevance of CPS charging standards.</li></ul></li><li>• 3.2.2 Private prosecutions:<ul style="list-style-type: none"><li>○ typical bodies bringing private prosecutions – RSPCA, Health and Safety Executive, local authorities and insurance companies and private individuals bringing a private prosecution</li><li>○ procedural requirements: Criminal Procedure Rules 2020 Part 7 (see also Application for summons or warrant for arrest)</li><li>○ the Code for Private Prosecutors</li><li>○ power to take over and carry out or discontinue private prosecutions (DPP/CPS).</li></ul></li><li>• 3.2.3 Bail and remand:<ul style="list-style-type: none"><li>○ what is bail and those with power to decide bail – police, Magistrates’ and Crown Courts</li></ul></li></ul>	<b>E1, E2, E3, E4</b> <b>D1, D3, D5</b>

	<ul style="list-style-type: none"> <li>○ the general presumption in favour of unconditional bail – <i>prima facie</i> right (s.4 Bail Act 1976)</li> <li>○ exceptions to the general right to bail – failure to surrender, commit further offences, interfere with evidence or witnesses, kept in custody for own protection</li> <li>○ relevant considerations when considering exceptions – nature and seriousness of D's offence, D's character, D's antecedents, D's associations, D's community ties, D's record regarding previous grants of bail and the strength of evidence against D</li> <li>○ types of bail – conditional and unconditional</li> <li>○ typical bail conditions including reporting, tagging, sureties, surrender passport, curfews</li> <li>○ further restrictions on bail – terrorism, murder cases, repeat serious offenders and drug users</li> <li>○ failure to surrender (s.6 Bail Act 1976)</li> <li>○ prosecution appeal against a grant of bail (Bail (Amendment) Act 1993).</li> <li>● 3.2.4 Allocation and sending for trial: <ul style="list-style-type: none"> <li>○ plea-before-venue – the consequences of guilty or not-guilty pleas</li> <li>○ allocation and sending for trial – indictable offences, summary offences, triable-either-way offences and trial venues</li> <li>○ procedure for summary offences – Magistrates' Court</li> <li>○ procedure for indictable only offences – Magistrates' Court role – sending for trial to Crown Court</li> <li>○ procedure for triable-either-way offences – Magistrates' Court allocation for trial procedures and factors taken into account</li> <li>○ Criminal Procedure Rules 2020 and the Allocation Guidelines (Sentencing Council), Magistrates' Court Act 1980 (as amended), Criminal Procedure and Investigations Act 1996.</li> </ul> </li> </ul>	
3.3	<p><b><i>Understand basic trial process in both the Magistrates' and Crown Courts</i></b></p> <ul style="list-style-type: none"> <li>● 3.3.1 Criminal Procedure Rules: <ul style="list-style-type: none"> <li>○ the rules relevant to preparation for trial and trial itself in both the Magistrates' and Crown Courts.</li> </ul> </li> <li>● 3.3.2 Basic timeline of summary trial for both guilty and not guilty pleas to verdict: <ul style="list-style-type: none"> <li>○ process of submitting a plea in a summary trial</li> </ul> </li> </ul>	<p><b>E1, E2, E3, E4</b></p> <p><b>D1, D3, D5</b></p>



	<ul style="list-style-type: none"> <li>○ guilty – no trial, prosecution outlines facts of case, probation offer pre-sentence report, defence make speech in mitigation, possible victim’s statement, magistrates sentence or send to Crown Court for sentencing there (note relative sentencing powers)</li> <li>○ not guilty – prosecution put their case first with evidence and witnesses and cross-examination by defence, defence put their case with evidence and witnesses and prosecution can cross-examine, magistrates consider evidence and reach verdict, not guilty – free to go, guilty – as <i>per</i> guilty plea above except trial and outline facts</li> <li>○ role and functions of personnel involved – magistrates (types), prosecution and defence barristers, solicitor-advocates, solicitors, legal executives, paralegals, expert witnesses, lay witnesses, justices’ clerk, administrative clerks, court ushers, witness support, court reporters/press, victims, families, members of the public, security staff and defendants.</li> <li>● 3.3.3 Basic timeline of a trial on indictment for both guilty and not guilty pleas to verdict: <ul style="list-style-type: none"> <li>○ process of submitting a plea in a Crown Court trial</li> <li>○ guilty – prosecution sets out facts of case, defence can contest minor points, probation and pre-sentence reports, defence makes speech in mitigation, possible victim’s statement, judge decides appropriate sentence and passes sentence</li> <li>○ not guilty – jury sworn in, D arraigned, opening speech by prosecution, prosecution case – examination-in-chief with evidence and witnesses, cross-examination by defence, possible re-examination by prosecution, defence can move ‘no case to answer’, if not, defence makes opening speech, defence presents case (as above), prosecution and defence closing speeches, judge’s summing up and directions to the jury, jury retires and considers verdict, jury gives verdict, not guilty – free to go, guilty – sentenced by judge (as <i>per</i> guilty plea except prosecution do not set out facts and defence do not contest)</li> <li>○ role and functions of personnel involved – judges (types), prosecution, defence barristers, solicitor-advocates, solicitors, legal executives, paralegals, expert witnesses, lay witnesses, administrative clerks, court ushers, juries, jury bailiff, witness support, court reporters/press, victims, families, members of the public, security staff and defendants.</li> </ul> </li> </ul>	
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3.4	<p><b><i>How defendants are sentenced and their rights to appeal</i></b></p> <ul style="list-style-type: none"> <li>• 3.4.1 Sentencing – aims and the role of the Probation Service: <ul style="list-style-type: none"> <li>○ the recognised aims of the court when passing a sentence on adults – s.57 Sentencing Act 2020 – punishment, deterrence, rehabilitation, protection of the public and reparation</li> <li>○ consider the way that the different aims and the policies behind them may inform sentencing practice.</li> </ul> </li> <li>• 3.4.2 Sentencing–types: <ul style="list-style-type: none"> <li>○ custodial sentences including whole life sentences, mandatory life sentences, discretionary life sentences, determinate sentences, extended sentences, suspended sentences</li> <li>○ community sentences – court can make use of up to 13 ‘requirements’ used in combination to achieve different purposes, such as: unpaid work, curfews, rehabilitation or activity requirements, travel prohibitions, mental health requirements, drink and drug rehabilitation requirements and other programmes to address particular offending behaviour (anger management)</li> <li>○ fines – the most common sentence – note that fines must not exceed the statutory limit for the relevant level of offence</li> <li>○ discharges – conditional and absolute</li> <li>○ ancillary orders – criminal behaviour orders, sexual harm prevention orders, disqualification from driving, compensation orders and post-conviction restraining orders.</li> </ul> </li> <li>• 3.4.3 Sentencing – practice and guidelines: <ul style="list-style-type: none"> <li>○ the Sentencing Council sets sentencing guidelines for both the Magistrates’ and Crown Courts</li> <li>○ the purposes of sentencing and the guidelines, courts will consider other factors surrounding the offence such as: the seriousness of the offence, aggravating and mitigating factors, early guilty pleas, previous convictions, pre-sentence reports, medical reports, the financial circumstances of the offender, victim’s statement.</li> </ul> </li> <li>• 3.4.4 Appeals from both the Magistrates’ and Crown Courts: <ul style="list-style-type: none"> <li>○ types of appeal, who can appeal, grounds of appeal, points of public interest, leave to appeal</li> <li>○ appeal routes from the Magistrates’ Court for prosecution and/or defence against sentence, conviction, acquittal, point of law</li> <li>○ appeal routes from the Crown Court for prosecution and/or defence against conviction, sentence, point of law.</li> </ul> </li> </ul>	<p><b>E1, E2, E3, E4</b></p> <p><b>D1, D3, D5</b></p>
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### What skills do students need to demonstrate?

#### The ability to:

- assist a client with a welfare-related issue by drafting a client letter advising them of their next steps, their funding options and any appropriate sources of alternative advice (E1, E2, E3, E4)
- use appropriate drafting skills and software to produce an audience-appropriate letter to professional standards (D1, D3, D5)
- identify and explain the relevant welfare housing law, principles and processes which focus on the whole or part of a process and provide accurate information on which to base client advice (E2, E4)
- draft a written report using audience appropriate language (E1, E3)
- use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)

### S1.8 Describe legal processes in relation to Housing Welfare Law

What underpinning knowledge do students need?		English, maths and digital skills
K4: Welfare Law – Housing		
4.1	<p><b><i>Understand the basic principles which would enable you to assist in a housing advice matter</i></b></p> <ul style="list-style-type: none"><li>● 4.1.1 Awareness of key sources of relevant legislation:<ul style="list-style-type: none"><li>○ overview of the Housing Act 1985, the Housing Act 1988, the Housing Act 1996, the Housing Act 2004, Landlord and Tenant Act 1985, Anti-Social Behaviour, Crime and Policing Act 2014, the Equality Act 2010</li><li>○ how the client’s housing issue relates to the statutory provision.</li></ul></li></ul>	
4.2	<p><b><i>Understand the principles relevant to a range of housing issues</i></b></p> <ul style="list-style-type: none"><li>● 4.2.1 Homelessness:<ul style="list-style-type: none"><li>○ application of homelessness law under the Housing Acts 1985 and 1996, Homelessness Act 2002, Homelessness Reduction Act 2017, Equality Act 2010</li><li>○ local authority homelessness obligations under the Housing Acts 1985 and 1996 and relevant case law</li><li>○ client homelessness rights and obligations</li><li>○ applying for homeless help from a council</li><li>○ getting a homeless application decision including a housing plan and offers of housing</li><li>○ the process of challenging a council’s homelessness decision.</li></ul></li><li>● 4.2.2 Renting from a council or housing association:<ul style="list-style-type: none"><li>○ obtaining social housing:<ul style="list-style-type: none"><li>– challenging the council’s decision about a housing application</li><li>– refusing an offer of an unsuitable home</li></ul></li></ul></li></ul>	<p><b>E1, E2, E3, E4</b></p> <p><b>D1, D3, D5</b></p>

	<ul style="list-style-type: none"> <li>○ issues with social housing: <ul style="list-style-type: none"> <li>– what to do if your home becomes unsuitable</li> <li>– understanding the key elements of a tenancy agreement</li> <li>– staying in your home when someone dies</li> </ul> </li> <li>○ issues with disrepair: <ul style="list-style-type: none"> <li>– the landlord's and tenant's responsibilities regarding repairs including damp, infestations, leaks from a neighbouring property and statutory nuisance</li> <li>– going to court if the landlord will not undertake repairs</li> </ul> </li> <li>○ dealing with eviction: <ul style="list-style-type: none"> <li>– what to do if you can no longer afford the rent</li> <li>– dealing with eviction including challenging the decision and stopping the eviction.</li> </ul> </li> <li>● 4.2.3 Renting from a private landlord under an Assured Shorthold Tenancy: <ul style="list-style-type: none"> <li>○ definition of an Assured Shorthold Tenancy (AST)</li> <li>○ the initial stages of renting from a private landlord including deposits and the Deposit Protection Scheme, credit checks, right to rent, the role of a guarantor, essential documentation to be provided to tenant within 28 days, up-to-date 'How to rent' booklet</li> <li>○ understanding the key elements of a tenancy agreement – obligations of the landlord, the rights of the landlord, the responsibilities of the landlord, obligations of the tenant, the rights of the tenant, the responsibilities of the tenant, rent setting and increases</li> <li>○ the landlord's and tenant's responsibilities regarding repairs including, damp, infestations and leaks from a neighbouring property</li> <li>○ going to court if the landlord will not do repairs including action to take if being evicted</li> <li>○ dealing with and challenging rent arrears</li> <li>○ s.21 and s.8 Repossession Notices under the Housing Act 1988 and 1996</li> <li>○ ending the tenancy and disputes over the return of deposits including court action.</li> </ul> </li> <li>● 4.2.4 Antisocial behaviour: <ul style="list-style-type: none"> <li>○ the meaning of antisocial behaviour under the Housing Act 1996</li> <li>○ actions to take for a complaint regarding antisocial behaviour including record-keeping, mediation, the role of a private landlord, council or housing association</li> <li>○ bringing an action to obtain an injunction under the Housing Act 1996.</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>• 4.2.5 Discrimination in housing: <ul style="list-style-type: none"> <li>○ checks required to identify if the housing issue qualifies as discrimination under the Equality Act 2010</li> <li>○ asking for adjustments to help with a disability</li> <li>○ the process of dealing with housing discrimination including checking the deadlines for taking action, gathering evidence, identifying the most appropriate outcome and complaining about discrimination</li> <li>○ taking legal action for housing discrimination</li> <li>○ challenging an eviction based on discrimination</li> <li>○ assessing damages for discrimination over a housing matter.</li> </ul> </li> </ul>	
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### What skills do students need to demonstrate?

#### The ability to:

- assist a client with a welfare-related issue by drafting a client letter advising them of their next steps, their funding options and any appropriate sources of alternative advice (E1, E2, E3, E4)
- use appropriate drafting skills and software to produce an audience-appropriate letter to professional standards (D1, D3, D5)
- identify and explain the relevant welfare debt law, principles and processes which focus on the whole or part of a process and provide accurate information on which to base client advice (E2, E4)
- draft a written report using audience appropriate language (E1, E3)
- use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)

### S1.9 Describe legal processes in relation to Debt Welfare Law

What underpinning knowledge do the students need?		English, maths and digital skills
K5: Welfare Law – Debt		
5.1	<p><b><i>Understand the basic principles which would enable you to assist in a debt advice matter</i></b></p> <ul style="list-style-type: none"><li>• 5.1.1 Awareness of key sources of relevant legislation:<ul style="list-style-type: none"><li>○ Limitation Act 1980: limitation periods</li><li>○ Consumer Credit Act 1974: regulated and unregulated debts.</li></ul></li><li>• 5.1.2 Dealing with debt:<ul style="list-style-type: none"><li>○ debt management plans:<ul style="list-style-type: none"><li>– aim</li><li>– how to get one</li><li>– rules providers must follow</li><li>– situations where the rules may be applicable</li></ul></li></ul></li></ul>	<p><b>E1, E2, E3, E4</b></p> <p><b>D1, D3, D5</b></p>

	<ul style="list-style-type: none"> <li>○ Individual Voluntary Arrangements (IVA): <ul style="list-style-type: none"> <li>- the Insolvency Act 1986</li> <li>- the Insolvency (England and Wales) Rules 2016</li> <li>- the IVA Protocol 2021</li> <li>- definition and aim of an IVA – by contrast to bankruptcy</li> <li>- how to apply for one</li> <li>- rules governing an order</li> <li>- situations where rules may be applicable</li> <li>- effect of an IVA on an individual</li> <li>- ending an IVA</li> <li>- role of the insolvency practitioner</li> </ul> </li> <li>○ bankruptcy under the Insolvency Act 1986: <ul style="list-style-type: none"> <li>- definition and aim of bankruptcy</li> <li>- how to become bankrupt</li> <li>- the role of the official receiver</li> <li>- rules governing bankruptcy</li> <li>- situations where bankruptcy may be applicable</li> <li>- effects of bankruptcy on an individual</li> <li>- breaking bankruptcy rules</li> <li>- ending bankruptcy</li> <li>- role and functions of the Insolvency Service</li> </ul> </li> <li>○ Debt Relief Orders (DRO) under the Insolvency Act 1986: <ul style="list-style-type: none"> <li>- definition and aim of a DRO</li> <li>- how to get one</li> <li>- rules governing an order</li> <li>- situations where rules may be applicable.</li> </ul> </li> </ul>	
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## Performance Outcome 2: Carry out legal and factual research and present findings both orally and in writing in Crime, Criminal Justice and Social Welfare

**What skills do students need to demonstrate?**

**The ability to:**

- use research skills to locate, identify and navigate a range of legal and non-legal, primary and secondary sources, both online and text-based (D1, D5)
- use research skills and digital search tools to make effective use of legal and non-legal databases (E5, D1, D5)
- use their familiarity with the structure and layout of sources found through research, to identify key elements and support effective research skills (E5, D1, D5)
- use effective comprehension skills when considering the application of primary sources found through research to scenarios (E2, E4, E5)
- summarise key information from longer research findings and present them in both writing and orally (E1, E3, E4, E6)
- use independent research skills to carry out qualitative and quantitative research and produce effective reports which are fully referenced and supported by data where appropriate (E2, E4, E5, M5, M6, D2, D3, D4)
- use digital skills to access a range of electronic research sources as well as navigating those sources and making effective use of a range of search functions (D1, D5)
- use appropriate hardware and software to present research findings, either in writing or orally using audience appropriate language (E1, E3, E6, D1, D2, D3)
- use appropriate software and digital tools to produce well drafted reports (D1, D3, D5)

**S2.1 Navigate legal databases**

**S2.2 Use citation to find and reference research**

**S2.3 Identify relevant information**

**S2.4 Review and summarise research findings**

**S2.5 Identify a client's legal problem using legislation**

**S2.6 Carry out legal research using primary and secondary sources**

**S2.7 Evaluate research findings based on primary and secondary sources**

**S2.8 Communicate research findings**

What underpinning knowledge do students need?		English, maths and digital skills
K6	Researching and Citing Legal Sources	
6.1	<p><b><i>Understand the basic principles of researching, citing, using and presenting legal and non-legal sources</i></b></p> <ul style="list-style-type: none"> <li>6.1.1 Researching legal sources: <ul style="list-style-type: none"> <li>overview of the key legal sources used for criminal law, police powers, criminal justice system and welfare law which relates to housing and debt</li> <li>understand how to accurately search and navigate key online legal sources for both case law (such as BAILII and the UK Supreme Court's decided cases) and primary and secondary legislation (such as legislation.gov.uk)</li> <li>understand how to make effective use of other digital tools, software and online services such as benefits calculators and legal aid entitlement calculators to research clients' cases and support accurate advice</li> <li>access and manage data effectively, including the ability to consider trends and utilise comparative data from authoritative sources to inform and support research.</li> </ul> </li> <li>6.1.2 Citing legal sources: <ul style="list-style-type: none"> <li>understand how to accurately cite legal sources</li> <li>follow agreed conventions in citing case law – party names (order), year of publication, volume number, reference to report series, accepted abbreviations</li> <li>follow agreed conventions in citing legislation – long title, short title, chapter number, contents order: sections, sub-sections, paragraphs, schedules</li> <li>use digital tools to ensure cited sources are up-to-date (case law) or in force (statutes)</li> <li>follow agreed conventions and organise references logically and coherently when citing books (author, title, edition, year and publisher) or journal article (title of journal, title of article, author, year and volume number); or databases (name of database, section of database)</li> <li>make sure academic citations observe relevant referencing conventions such as the Harvard style.</li> </ul> </li> <li>6.1.3 Using legal sources in a research context: <ul style="list-style-type: none"> <li>select the appropriate sources to reflect the particular purpose including traditional sources (Law Report series, Halsbury's Statutes, established practitioner texts and academic texts) and digital sources (legal databases, portals, search engines, gateway sites, databases and collections)</li> <li>effectively find, process and scrutinise data when using legal research sources by employing techniques such as wildcards, connectors, field-searching, truncation, phrase enclosure and partial citation</li> </ul> </li> </ul>	<p><b>E1, E2, E3, E4, E5</b></p> <p><b>M5, M6</b></p> <p><b>D1, D2, D3, D4, D5</b></p>



	<ul style="list-style-type: none"> <li>○ analyse research information and data effectively using problem analysis models</li> <li>○ understand how to validate data in different situations and apply judgement within specific contexts such as checking contemporaneity, accuracy and the degree of authority of a source</li> <li>○ understand how to evaluate the product of research or apply it to a client's case, such as, recognising the appropriate source, recognising bias and recognising the distinction between fact and opinion</li> <li>○ interrogate data sources for specific information and be able to accurately summarise when investigating data trends in independent research tasks</li> <li>○ demonstrate an understanding of the implications of accessing and processing data through actions which show an appreciation of data security, maintain confidentiality and recognise the importance of keeping an accurate research trail.</li> <li>● 6.1.4 Presenting research findings orally and in writing to clients and colleagues: <ul style="list-style-type: none"> <li>○ give explanations of your research to others, both orally and in writing, in a clear and unambiguous way taking into account the level of experience of the audience and the purpose of your research</li> <li>○ organise ideas logically and coherently when presenting research findings in any format</li> <li>○ express opinions and support these with relevant arguments based on the findings</li> <li>○ create digital content, develop presentational and multi-media skills and tools when presenting the outcomes of research</li> <li>○ when giving an oral presentation, speak clearly and confidently, use appropriate grammar and choice of words in oral speech, modulate your voice (tone, register, volume and tempo) as appropriate to the audience and respond appropriately to questions and feedback from colleagues or clients</li> <li>○ written research findings should give explanations which are clear and unambiguous, use technical language appropriately, organise ideas logically and coherently, uses appropriate grammar, vocabulary, spelling and punctuation.</li> </ul> </li> </ul>	
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6.2	<p><b><i>Research tasks will be based on themes drawn from any of the topics in knowledge elements 1 to 5. In addition, the content below may provide themes solely for research tasks</i></b></p> <ul style="list-style-type: none"> <li>• 6.2.1 General defences such as: <ul style="list-style-type: none"> <li>○ intoxication, insanity, automatism and duress.</li> </ul> </li> <li>• 6.2.2 Regulatory offences: <ul style="list-style-type: none"> <li>○ road traffic offences such as speeding, drink-driving, using a mobile phone while driving and failing to stop after an accident</li> <li>○ breach of health and safety regulations and food safety and hygiene regulations</li> <li>○ pollution offences, contempt of court and possession of a controlled drug.</li> </ul> </li> <li>• 6.2.3 Public order offences such as: <ul style="list-style-type: none"> <li>○ riot</li> <li>○ violent disorder</li> <li>○ affray</li> <li>○ fear or provocation of violence</li> <li>○ intentionally causing harassment, alarm or distress</li> <li>○ racially/religiously aggravated offences</li> <li>○ unlawful protest and assembly.</li> </ul> </li> </ul>	E1, E2, E3, E4, E5
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**Performance Outcome 3: Draft legal documents and standard legal communications in Crime, Criminal Justice and Social Welfare, for review by a supervisor**

**What skills do students need to demonstrate?**

The ability to:

- understand the requirements of a range of legal and non-legal forms and complete or partially complete them using precision, accuracy and attention to detail (D1, D2, D3)
- understand the key characteristics of a range of different documents so that they can be drafted accurately in the appropriate style and format (E1, D1)
- proofread and check the drafted work of clients and colleagues and accurately identify and correct errors and omissions (D1, D2, D3, D5)
- understand the purpose and characteristics of a range of legal documents and how to draft them so that they fulfil their purpose using clear, concise, accurate and audience-appropriate language (E1, E2, E3, D1, D3)
- use a range of software and digital tools in order to draft items in conventional traditional, electronic and multimedia formats and observe required conventions relating to confidentiality, storage, security and data protection (D1, D2, D3, D5)

**S3.1 Draft a Notice of Bail Application Form**

**S3.2 Draft an Application for Witness Summons Form**

**S3.3 Draft an application for special measures**

**S3.4 Draft a Criminal Behaviour Order**

**S3.5 Draft communication to a client in writing**

**S3.6 Interpret and work with legal documentation**

**S3.7 Communicate accurately and effectively in an audience-appropriate manner**

What underpinning knowledge do the students need?		English, maths and digital skills
K7: Drafting Documents and Legal Forms		
7.1	<p><b><i>Understand the basic principles of drafting a range of commonly used documents and forms</i></b></p> <ul style="list-style-type: none"><li>• 7.1.1 The range of documents and forms:<ul style="list-style-type: none"><li>○ forms and precedents</li><li>○ Solicitor's letters (audience appropriate) including client letters and the characteristics of client care letters</li><li>○ reports</li><li>○ file notes</li><li>○ emails (audience appropriate)</li><li>○ research log.</li></ul></li></ul>	E1, E2, E3 D1, D2, D3, D4, D5

	<ul style="list-style-type: none"> <li>● 7.1.2 Understand how to use standard drafting skills: <ul style="list-style-type: none"> <li>○ writing effectively: <ul style="list-style-type: none"> <li>– ensuring the style reflects the type of communication and its purpose. Audiences may include professionals or lay clients, legal colleagues, other professionals, the courts and governmental departments, businesses, third sector charities and advice agencies. Audiences may also be internal or external, formal or informal, original or in response, personal or ghost and may take the forms of a letter, report, email, memo, file note, form, template, precedent or article</li> <li>– ensuring the purpose is clear and displays an awareness of the audience</li> <li>– using appropriate layout, conventions and salutations depending on the medium being drafted</li> <li>– using language which is audience appropriate</li> <li>– using technical language correctly where appropriate and avoiding archaic, redundant language, jargon and legalese where it is not appropriate</li> <li>– always use accurate spelling, grammar and punctuation</li> <li>– always check and revise your work and ensure it is clear, concise and meets its purpose and intention</li> <li>– if appropriate, have work proofread to check consistency with workplace practices and house-style</li> <li>– always follow formal referencing and citation conventions as appropriate to the document</li> <li>– organise material coherently considering issues such as chronological order of events or issues and using a categorical order where appropriate</li> </ul> </li> <li>○ presenting information: <ul style="list-style-type: none"> <li>– present information and ideas clearly</li> <li>– organise ideas and information logically</li> </ul> </li> <li>○ summarise information: <ul style="list-style-type: none"> <li>– summarising key information from written texts</li> <li>– summarising concisely in a style appropriate to audience and purpose.</li> </ul> </li> </ul> </li> <li>● 7.1.3 Drafting in a digital context: <ul style="list-style-type: none"> <li>○ design, create, develop and integrate digital content, using different formats and multi-media making use of their features to: <ul style="list-style-type: none"> <li>– draft and present information appropriately and effectively employing software tools to control layout, presentation styles, fonts and effects, spelling, grammar and punctuation checkers, find and replace functions as well as functions to allow electronic storage and sharing</li> </ul> </li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>- use digital tools to review, check and proofread for errors and omissions as well as checking clarity and effectiveness of purpose</li> <li>- process and analyse information and data effectively and securely, using relevant digital tools including a range of online forms and databases and resources which allow secure sharing, transfer and storage (both traditional and cloud)</li> <li>o demonstrate understanding of the potential implications, risks, and issues relating to the use of contemporary digital technologies by considering: <ul style="list-style-type: none"> <li>- data security and data protection (GDPR) obligations</li> <li>- confidentiality to both colleagues and clients</li> <li>- security, filing and storage protocols based on requirements of particular documents (such as wills)</li> <li>- importance of contemporaneity.</li> </ul> </li> <li>• 7.1.4 Working with key documents, forms and precedents: <ul style="list-style-type: none"> <li>o reports, file notes and emails will be used throughout all content</li> <li>o client letters will be based on: <ul style="list-style-type: none"> <li>- civil and criminal legal advice and funding (public and private)</li> <li>- witness and victim support</li> <li>- housing and debt agencies</li> </ul> </li> <li>o forms and precedents will be based on: <ul style="list-style-type: none"> <li>- Notice of Bail Application Form</li> <li>- Application for Witness Summons Form</li> <li>- Application for Special Measures Form</li> <li>- Criminal Behaviour Order</li> <li>- client letter based on criminal justice system</li> <li>- client letter based on welfare (debt or housing).</li> </ul> </li> </ul> </li> </ul>	
7.2	<p><b><i>Drafting activities will be drawn from knowledge elements 2 to 5 as well as the following areas</i></b></p> <ul style="list-style-type: none"> <li>• 7.2.1 Witness Summons: <ul style="list-style-type: none"> <li>o applications for a witness summons Part 17 of the Criminal Procedure Rules</li> </ul> </li> <li>• 7.2.2 Special Measures: <ul style="list-style-type: none"> <li>o making an application under Part 18 of the Criminal Procedure Rules.</li> </ul> </li> <li>• 7.2.3 Criminal funding and representation: <ul style="list-style-type: none"> <li>o criminal legal aid – types (at the police station, preparing for court and representation at the Magistrates’ and Crown Courts)</li> <li>o eligibility for each type of criminal legal aid including means testing and merits (interests of justice) tests</li> <li>o private funding – why choose private funding and sources.</li> </ul> </li> </ul>	<b>E1, E2, E3 D1, D2, D3, D4, D5</b>

	<ul style="list-style-type: none"> <li>● 7.2.4 Awareness of relevant welfare entitlements, their relevance to housing and debt issues and how to check eligibility: <ul style="list-style-type: none"> <li>○ benefits based on National Insurance contributions – Universal Credit, Job Seekers Allowance and the Retirement Pension</li> <li>○ benefits based on means testing – Universal Credit, Housing Benefit, Council Tax reduction, Pension Credit, Working and Child Tax Credits</li> <li>○ benefits based on disability – Personal Independence Payment and Carers Allowance.</li> </ul> </li> <li>● 7.2.5 Housing agencies: <ul style="list-style-type: none"> <li>○ the role and function of housing agencies: <ul style="list-style-type: none"> <li>– the Housing Ombudsman</li> <li>– Social Services</li> <li>– the National Landlords Association</li> <li>– the Equality Advisory Service</li> <li>– Shelter.</li> </ul> </li> </ul> </li> <li>● 7.2.6 Debt services: <ul style="list-style-type: none"> <li>○ role and function of the Money and Pensions Service (MaPS)</li> <li>○ role and function of Citizens Advice and other free advice services such as StepChange</li> </ul> </li> <li>● 7.2.7 Civil Legal Aid – types and entitlement: <ul style="list-style-type: none"> <li>○ types of Civil Legal Aid – Legal Advice and Representation in a court or tribunal for certain matters</li> <li>○ eligibility for Civil Legal Aid, means testing and merits criteria</li> <li>○ the process of applying for Legal Aid.</li> </ul> </li> <li>● 7.2.8 Other sources of legal funding: <ul style="list-style-type: none"> <li>○ use of own income or capital</li> <li>○ insurance policies – before and after-the-event legal insurance</li> <li>○ Conditional Fee Arrangement (no win no fee)</li> <li>○ crowd-funding.</li> </ul> </li> <li>● 7.2.9 Sources of legal advice: <ul style="list-style-type: none"> <li>○ Citizens Advice</li> <li>○ Law Centres</li> <li>○ Lawyers' <i>pro bono</i> schemes</li> <li>○ Trades Unions</li> <li>○ Insurance policies</li> <li>○ Free Representation Units.</li> </ul> </li> </ul>	
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## Scheme of Assessment – Legal Services Assistant: Crime, Criminal Justice and Social Welfare

There is a single synoptic assessment for this Occupational Specialism, which is an extended project. The synoptic element of the project is important to ensure students can demonstrate threshold competence and are able to evidence all the skills required by the Performance Outcomes.

The project consists of several activities grouped into six substantive tasks.

Each task will be completed during a window set by Pearson, during which Providers will schedule supervised assessment sessions. In some cases, tasks will also involve opportunities for unsupervised activities, where the requirements of the skills being assessed make this necessary.

Occupational Specialism Project – Legal Services Assistant: Crime, Criminal Justice and Social Welfare
<b>Externally assessed project: 16 hours 30 minutes</b> <b>189 marks</b>
<b>Performance Outcomes</b> In this project students will: <b>PO1</b> – Assist with the inception, progression and completion of legal services in Crime, Criminal Justice and Social Welfare <b>PO2</b> – Carry out legal and factual research and present findings both orally and in writing in Crime, Criminal Justice and Social Welfare <b>PO3</b> – Draft legal documents and standard legal communications in Crime, Criminal Justice and Social Welfare, for review by a supervisor
<b>Assessment overview</b> There are 9 parts to the assessment. <ul style="list-style-type: none"><li>• Task 1a: Independent research</li><li>• Task 1b: Communicating research findings in writing</li><li>• Task 1c: Communicating research orally</li><li>• Task 2: Crime and Police Powers</li><li>• Task 3: The Criminal Justice System</li><li>• Task 4: Social Welfare: Housing and Debt</li><li>• Task 5a: Research with internet access</li><li>• Task 5b: Identify and summarise research findings</li><li>• Task 6: Legal communications and forms</li></ul> Students will respond to a given scenario to complete a substantial project. They will be assessed on their application of the skills listed for the Performance Outcomes. Students will not be assessed against specific 'knowledge' outcomes but will be expected to draw on and apply related knowledge to ensure appropriate outcomes when applying the skills in response to an assessment scenario. <ul style="list-style-type: none"><li>• Students will undertake the project under a combination of supervised and controlled conditions.</li><li>• The assessment will take place over multiple sessions, up to a combined duration of 16 hours and 30 minutes.</li></ul>

- The project outcomes will consist of a portfolio of evidence submitted electronically.
- This project will be set and marked by Pearson.

**Administration**

Providers must follow the guidance in the following:

- General Administrative Support Guide
- Administration Support Guide for the specific Technical Qualification Occupational Specialism (if applicable)

These are located on the [Training and Admin Support webpage](#).



## Performance Outcomes

Performance Outcome		Weighting	
		Raw marks	% of total marks
PO1	Assist with the inception, progression and completion of legal services in Crime, Criminal Justice and Social Welfare	81	43%
PO2	Carry out legal and factual research and present findings both orally and in writing in Crime, Criminal Justice and Social Welfare	57	30%
PO3	Draft legal documents and standard legal communications in Crime, Criminal Justice and Social Welfare, for review by a supervisor	54	27%

## Resources for the delivery of Legal Services Assistant: Crime, Criminal Justice and Social Welfare

Providers would benefit from a good IT suite with access to Office Software and the internet and for students to have regular access to this.

Teachers should have qualifications and/or experience in the legal services sector and have an awareness of accounting.

Teaching will need to be shared across a curriculum team which together will have the experience and knowledge that spans the breadth of the qualification content and has some experience of teaching to external assessments.

For the Legal Services Assistant: Crime, Criminal Justice and Social Welfare occupational specialism the following resources are required:

Assessment Task	Resource
5a	<a href="https://www.bailii.org">https://www.bailii.org</a>
5a	<a href="https://www.legislation.gov.uk">https://www.legislation.gov.uk</a>

## 5. Technical Qualification grading, T Level grading and results reporting

The *T Level Technical Qualification in Legal Services* will be graded and awarded to comply with the requirements of Ofqual's General Conditions of Recognition.

### Calculation of the Technical Qualification grade

The Technical Qualification components are awarded at the grade ranges shown in the table below.

Component	Available grade range
Core	A* – U
Occupational Specialist	Unclassified, Pass, Merit, Distinction

The Core Component uses an aggregation of points from each of the three Core Assessments to calculate the A\* to E.

Students whose level of achievement for either component is below the minimum judged by Pearson to be of sufficient standard will receive an unclassified U result.

### Awarding the Core Component

Grade boundaries will be set for each sub-component (Core Examinations and Employer Set Project) in each series in which they are offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important as we must ensure that students have the same opportunity to achieve, regardless of the assessment opportunity.

### Uniform Mark Scale

Students' raw sub-component marks will be converted to a Uniform Mark Scale (UMS). The UMS is used to convert students' sub-component 'raw' marks into uniform marks. This is done to standardise marks from one series to another as assessments may vary in difficulty. For example, a student who achieves the lowest mark worthy of a C grade in the Employer Set Project in one series will receive the same uniform mark as a student achieving that same grade and level of performance in another series, regardless of their raw marks.

The maximum number of uniform marks available for each sub-component, and the uniform marks relating to each grade boundary, are fixed. These are shown in the following table:

Grade	Core Exam	Core ESP	Core Overall
<b>Maximum</b>	<b>240</b>	<b>120</b>	<b>360</b>
A*	216 – 240	108 – 120	324 – 360
A	192 – 215	96 – 107	288 – 323
B	168 – 191	84 – 95	252 – 287
C	144 – 167	72 – 83	216 – 251
D	120 – 143	60 – 71	180 – 215
E	96 – 119	48 – 59	144 – 179
U	0 – 95	0 – 47	0 – 143

The Core Examination has two exam papers, the results of which are combined before conversion to UMS.

## Calculation of the T Level grade

The *T Level grade look-up table* (see separate document) shows the minimum thresholds for calculating the T Level grade, subject to successful completion of all elements.

This document will be kept under review over the lifetime of the T Level and be available under the Quality Assurance and Assessment tab linked from this page <https://qualifications.pearson.com/en/qualifications/t-levels/t-levels-for-educators.html>.

Students who do not meet the minimum requirements for a T Level to be awarded will not be certificated. They may receive a Notification of Performance for individual components.

To be awarded the T Level, a student must complete both components and achieve a minimum of a grade E in the Core Component and a Pass in the Occupational Specialism Component. In addition, they must successfully complete the other elements of the T Level as required by the Institute for Apprenticeships and Technical Education (IfATE) and the T Level Panel, such as 315 hours of industry placement.

Students whose level of achievement for either component is below the minimum judged by Pearson to be of sufficient standard will receive an unclassified U result.

## Results reporting

The *T Level Technical Qualification in Digital Production, Design and Development* forms the substantive part of the Digital Production, Design and Development T Level programme. The T Level programme includes other elements that are required to be successfully completed in order for students to be awarded the T Level from the Department for Education. The Department for Education will provide T Level certificates to students who successfully complete all elements of the T Level programme.

The Department for Education will issue T Level results on Level 3 results day in August.

Pearson are not required to issue Technical Qualification certificates to students; instead we will provide component results for assessments that students undertake.

Pearson will issue component results on the results day designated for each assessment window.

## 6. Entry, delivery and assessment information

### Introduction

This section focuses on the key information to deliver the *T Level Technical Qualification in Legal Services*. It is of particular value to programme leaders and examinations officers, who must ensure appropriate arrangements are made for assessments.

### Registering students on T Levels

We expect students to make a decision about their T Level pathway within the first few weeks of their course, supported by good information, advice and guidance from their provider. For example, a student might know that they want to do a Legal Services T Level, but not be clear at the outset whether that should be Legal Services Assistant: Business, Finance and Employment or Legal Services Assistant: Crime, Criminal Justice and Social Welfare. If a provider is offering two or three of the available pathways, there may be some co-delivery or other activity in the first few weeks which provides students with the opportunity to find out about different occupations, for example through employer visits. A student's chosen T Level pathway and Occupational Specialism should be recorded on the Individual Learner Record (ILR) or School Census in October of year 1.

To ensure there is sufficient time to cover the curriculum, decisions about Occupational Specialisms should be confirmed by the end of the first year, although this could be much earlier depending on a provider's curriculum model. For example, some providers start teaching the Occupational Specialism early on in first year and require students to make a decision about this at the start of their course, whereas other providers may only start teaching Occupational Specialisms in the second year. In order to ensure that providers receive the right level of funding, a student's Occupational Specialism must be confirmed in the final data return of year 1 (ILR R14/Autumn Census), although changes after this date are possible.

Providers will also need to ensure that they register their students on the Technical Qualification with the awarding organisation and enter them for assessments as relevant.

### Transferring between T Levels and Occupational Specialisms

We expect some students to switch between T Levels. Providers should consider the degree of overlap between the two T Levels and the remaining time before any assessments in determining if a transfer is possible – or whether a student will need to restart their T Level. Attainment from one T Level cannot count towards another, and all students will need to take and pass the relevant assessments in order to pass their T Level.

Some students may also want to switch to a different Occupational Specialism within the same T Level pathway, including in the second year. It is less likely that there will be any overlap between Occupational Specialisms, so any decision will depend on the provider's curriculum model and the stage a student has reached in their Occupational Specialism learning. Any changes to a student's T Level – whether pathway or Occupational Specialism – should be recorded on the ILR/Census as soon as possible and should also match the registration and assessment entries submitted to the relevant awarding organisation.

## **Programme delivery**

Providers are free to deliver this Technical Qualification using any form of delivery that meets the needs of your students. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study, and e-learning.

## Availability of live assessment

The assessments for the *T Level Technical Qualification in Legal Services* will be scheduled annually as shown in the table below:

Annual Series for Legal Services					
Component	First assessment	Month(s)	Window/set date	Exam type	Paper/on-screen
Core Examination 1	2024	June November	Set date and time	Written examination	Paper
Core Examination 2	2024	June November	Set date and time	Written examination	Paper
Employer Set Project	2024	May November	Window	Task	Paper
Occupational Specialist Project*	2025	March-May	Task specific: window/set date and time	Task	Paper

Annual assessment dates for the Technical Qualification will be published in the Key Dates Schedule, which is available on the qualification webpage. Each Technical Qualification has unique dates for each assessment and the window for the \*Occupational Specialist Project will vary depending on the Technical Qualification, therefore please refer to the Key Dates Schedule for the qualification you are delivering.

In developing an overall plan for delivery and assessment for the qualification, you will need to consider the order in which you deliver the content and when the assessments will take place.

Students must be prepared for external assessment by the time they undertake it. In preparing students for assessment, you will want to take account of required learning time, the relationship with other external assessments and opportunities for retaking.

## Language of assessment

Assessment of this qualification will be available in English. All student work must be in English. This does not affect special requirements.



## Student assessment entry

Students must be entered into an assessment window, either for the Core Component or the Occupational Specialist Component, as outlined in our Key Dates Schedule.

Students can take the Core Examinations and/or the Employer Set Project in a separate window. Therefore, you will need to make an entry for the window you require the student to sit the assessment in.

For the Occupational Specialist Component, you will need to make an entry for the window the student wishes to sit the assessment in.

For the latest guidance on student assessment planning please refer to the Pearson website: <https://qualifications.pearson.com/en/qualifications/t-levels/t-levels-for-educators.html>.

## Resit arrangements

As per the Ofqual Technical Qualification Handbook, there is no specific resit window permitted. However, students will be able to resit in any assessment window following their first sitting.

Students may resit:

- to improve grades
- the Core Examinations
- the Employer Set Project
- the assessments for an occupational specialism, or
- any combination of these.

Where a student fails one of the Core Examinations, they must resit both exams and must do so in the same assessment window.

However, where a student must resit both the Core Examinations and the Employer Set Project, they do not need to resit both sets of assessments in the same assessment window. For clarity, where a student resits the Core Examinations, they are not required to resit the Employer Set Project, and vice versa.

In order to access a resit opportunity, you will need to make an entry for the window you require the student to resit the assessment in; see *Student assessment entry* above. Resits can take place up until two academic years after the end of the final academic year for the cohort within which the relevant student is included.

## Access to qualifications and assessments for students with disabilities or specific needs

Assessments need to be administered carefully to ensure that all students are treated fairly, and that results are issued on time to allow students to progress to their chosen progression opportunities.

Equity and fairness are central to our work. Our *Equity, diversity and inclusion in Pearson qualifications and related services policy* requires that all students should have equitable opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student. We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification, and that this achievement can be compared fairly to the achievement of their peers.

For students with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see information below on reasonable adjustments and special consideration.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Special requirements

Some students may have special needs during their learning and Technical Qualification assessments. In such cases, providers can apply for special requirements on their behalf.

We have a dedicated webpage for [Special Requirements](#). This includes:

- reasonable adjustments
- access arrangements
- special consideration
- modified formats.

## Reasonable adjustments to assessment

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment.

To ensure students have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a student takes an assessment. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

We have a dedicated webpage for [reasonable adjustment](#) where Providers can learn more about the process and apply on behalf of a student.

Reasonable adjustments can help reduce the effects of a disability or difficulty that puts the student at a substantial disadvantage in an assessment, in order to enable them to demonstrate their knowledge, understanding, skills and behaviours to the level of attainment required.

Providers can access the *Application of Reasonable Adjustment for Technical Qualifications* via our dedicated webpage. The Provider's application must be made in line with the policy and a copy of their application must be retained.

For this qualification we do not see anything that might prevent reasonable adjustment providing the student is still able to demonstrate the achievement of the skills being assessed. This is due to the fact that students must achieve threshold competence. As a result, there could be some Assessment Objectives and/or Performance Outcomes that must be met as they are mandatory in order to demonstrate threshold competence and meet the requirements for the sector.

## Access arrangements

We also have a dedicated webpage for access arrangements, where Providers can learn more about arrangements available for students with special needs. Access arrangements aim to meet the needs of an individual student without affecting the integrity of the assessment.

Access arrangements allow students to show what they know and do without changing the integrity or the demands of the assessment, for example by using a reader or scribe. Access arrangements are approved before an examination or assessment, and they allow students with special educational needs, disabilities, or temporary injuries to access the assessment.

Special needs could include students:

- with known and long-standing learning difficulties
- with physical disabilities (permanent or temporary)
- with sensory impairment
- whose first language is not English
- who have difficulties at or near the time of assessment that may affect their performance in the assessment.

For more information about access arrangements, we suggest Providers refer to the JCQ booklet *Access Arrangements, Reasonable Adjustments*.

## Special consideration

A student's assessment performance can sometimes be affected by circumstances out of their control. Special consideration is a post-examination adjustment that compensates students who were suffering from a temporary illness or condition, or who were otherwise disadvantaged at the time of the Technical Qualification assessment.

Exams Officers may apply for special consideration on a student's behalf. We have a dedicated webpage for [special consideration](#). This includes an FAQ fact sheet giving Providers answers to any questions or concerns they may have.

Special consideration will adhere to the following:

- There are general guidelines for special consideration in the JCQ booklet *A guide to the special consideration process*. It covers the process that is applied consistently by all awarding organisations. AOs will not enter into discussion with students or their parents as to how much special consideration should be applied.
- Special consideration cannot be applied in a cumulative fashion, i.e. because of a domestic crisis at the time of the exam and the student suffering from a viral illness.
- Private students should liaise with the Provider where entries have been made, so that they can apply for special consideration on the private student's behalf.

## Dealing with malpractice in assessment

We adhere to the JCQ document *Suspected Malpractice in Examinations and Assessments* in our approach to investigating potential malpractice or breaches of security. These procedures are in line with the Ofqual Conditions of Recognition. All allegations of potential malpractice are investigated, and sanctions imposed where malpractice is proven.

We have two dedicated webpages concerning malpractice:

- The first gives providers guidance on how to let us know about anything suspicious or incidents of malpractice, in accordance with JCQ regulations.
- The second gives students' information about what malpractice is and how to report it.

## What does malpractice mean?

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by students, provider staff or Providers in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students, provider staff or Providers where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by students, please see Pearson's *Provider guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our [website](#).

Providers are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the Provider. The *Provider guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives comprehensive information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a Provider is failing to conduct the assessments according to our policies. The above document gives further information and examples and details the penalties and sanctions that may be imposed.

In the interests of students and Provider staff, providers need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## Student malpractice

Student malpractice refers to any act by a student that compromises or seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results.

Student malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form should be emailed to [studentmalpractice@pearson.com](mailto:studentmalpractice@pearson.com). Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or Provider malpractice.

## Tutor/provider malpractice

Providers are required to inform Pearson's Investigation Team of any incident of suspected malpractice by staff before any investigation is undertaken. Providers are requested to inform the Investigation Team by submitting a JCQ M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com).

Where Pearson receives allegations of malpractice from other sources (for example, Pearson staff or anonymous informants), the Investigation Team will conduct the investigation directly or may ask the provider to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of students) must also be reported to the Investigation Team using the same method.

Heads of Providers/Principals/Chief Executive Officers or their nominees are required to inform students and Provider staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

In cases of suspected malpractice, Pearson reserves the right to withhold the issuing of results while an investigation is in progress. Depending on the outcome of the investigation, results may be released or withheld.

We reserve the right to withhold results when undertaking investigations, audits, and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

## Results transfer to Providers

To ensure you are supported, we will communicate with you on and before results day. Results day will follow the format below:

Assessment window	Results day
Summer 2024	August 2024 (Level 3 results day)
November 2024	March 2025

As we are not required to issue Technical Qualification certificates, T Level certificates or T Level statements of achievement, we will not require you to complete any forms or processes to claim the Technical Qualification from Pearson. Instead, we will issue the results directly to you.

We will make available:

- Scorecards: outlining the achievement in percentage terms against each Assessment Objective.
- Results Plus: a service whereby achievement will be presented in an item-by-item format. This means Providers will be able to ascertain trends across and within cohorts, and clearly label the associated Assessment Objective.
- Statement of Provisional Results: we will offer a provisional component result slip, clearly watermarked as a provisional component result.

## Post-Results Services

Our Technical Qualification post-results services (PRS) and appeals will be implemented in line with Ofqual requirements, paying particular attention to the *Rules and Guidance for Technical Qualifications*, where sections Ofqual TQ13–23 refer to post-results activities, ‘Review of Marking or Moderation’ (RoMM) or Appeals.

We will provide the following:

- access to student assessment evidence
- appeal
- clerical checks
- expedited review of marking
- review of marking.

Our [post-results services](#) webpage will include all the necessary information for you to access the services for the T Level Technical Qualification. There will also be a specific *T Level Technical Qualification Post-Results Service Guide* for Providers to use following our first live assessment series in 2021. This information should be used alongside the *JCQ Post-Results Service Guide*.

Our post-results service will be available after each assessment opportunity. Exams Officers will be able to apply for PRS via our online system; however, you must have permission from the student before applying. If a student wishes to apply for PRS they must do so via their Provider. We state within the PRS guidance on our website that we cannot accept appeals directly from students, their parents or other third parties acting on their behalf.

In addition, our unique Results Plus service and a free Access to Scripts service will be available, so that Providers are able to transparently see how marks are awarded.

## **Appeals process**

Our appeals process for the Technical Qualification will reflect industry standards, as outlined by the relevant Ofqual Condition(s) (TQ17–TQ22) relating to appeals.

You will be able to appeal the outcome of marking, decisions made regarding reasonable adjustments or special consideration tariffs applied, and any consequence of malpractice or maladministration investigations by us or other Technical Qualification awarding organisations.

All our investigations will be conducted in accordance with the *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

## 7. Provider recognition and approval

### Introduction

Our Provider Approval Process and criteria have been developed in collaboration with other awarding organisations offering Technical Qualifications to ensure you have a seamless experience across awarding organisations when requesting approval to deliver the Technical Qualification.

### Approving Eligible Providers as Approved Providers

Eligible Providers, i.e. those who submitted an Intention to Teach and have been approved by the DfE to deliver T Levels, will be required to seek approval from Pearson for each Technical Qualification they wish to deliver. They will do this by completing **one** of the two Provider Application forms:

- T Level Technical Qualification Delivery Approval Application Form
- Pearson UK Vocational Provider Approval Application for T Level Technical Qualifications.

The first form is for existing vocational Pearson centres to gain approval to deliver the Technical Qualification.

The second form is for non-vocational Pearson centres, i.e. centres not delivering any other vocational Pearson qualification. These are **new** Providers applying for centre approval to deliver vocational qualifications and the T Level Technical Qualification.

### Completing your Provider Approval Application

To support you, a short Provider Approval video can be found in our Engagement Hub. Please watch this first before starting your application process.

All the supporting documents and approval forms can be found in the Course Materials tab, this includes:

- A Guide to Provider Approval
- Guidance Document Pearson Vocational Provider Approval Application for T Level Technical Qualifications
- Pearson T Level Technical Qualification Delivery Approval Application Form
- Pearson Vocational Provider Approval Application for T Level Technical Qualifications.

In addition, we will also support you in the following ways:

- phone support via our Approvals Team
- onboarding training via Provider Support.

If you have any questions about Provider Approval, please contact us via the [service portal](#).



## Provider and Technical Qualification approval

As part of the approval process, you must make sure that the resource requirements listed below are in place before offering the qualification:

- Providers must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Providers must have in place appropriate health and safety policies relating to the use of equipment by students.
- Providers must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.
- Providers should refer to the *Resources for delivery of content* section in the components to check for any specific resources required.
- Administration arrangements, including security of live assessments, must be in place.

The methods we use to ensure Providers have the above resources in place include:

- Making sure that all Providers complete appropriate declarations at the time of approval.
- Undertaking approval visits to Providers.
- An overarching review and assessment of a Provider's strategy for delivering and quality assuring its technical qualifications.

Providers that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for tutors but recommend that Providers assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give students a rich programme to prepare them for employment in the sector.

Providers should refer to the *Resources for delivery of content* section in the components to check for any knowledge and skills that will be beneficial to the delivery of the programme.

## What resources are required to deliver this qualification?

As part of your Provider Approval, you will need to show that the necessary material resources and workspaces are available to deliver this technical qualification. Where specific resources are required to deliver the content, these are stated in the relevant component.

Providers should refer to the *Resources for delivery of content* section in the components to check for any specific resources required.

## Quality assurance for the delivery of the Technical Qualification

All Providers will be subject to the same level of scrutiny for the delivery of the Technical Qualification.

We will monitor you throughout the delivery of the contract. This is to ensure you have appropriate and consistent quality assurance measures in place for the delivery of the Technical Qualification, and to ensure that you maintain ongoing compliance with our quality assurance measures to retain your approval status.

To maintain ongoing quality, give support and monitor standards, you will receive a termly phone call, and support visit if necessary, from a Provider Quality Manager (PQM). The PQM will check the quality of delivery, confirm implementation of guide/grade exemplification materials, and confirm you are on track for assessment and are accessing our Provider Support.

We will monitor the following activity that could impact approval status:

- registration patterns
- student outcomes
- quality issues identified by our PQM
- reports of maladministration or malpractice.

The PQM will identify any concerns during the termly phone call, provide support and escalate as required. In order to resolve any issues you may have in meeting our quality assurance measures, the PQM will create an action plan with goals and timescales and support you through the process. If you do not make adequate progress against the action plan, we will notify IfATE of our intention to remove approval status.

## Live assessment monitoring

Each assessment in the Technical Qualification is set and marked by Pearson.

The Core Examinations must be assessed under exam conditions, following [JCQ's Instructions for Conducting Examinations \(ICE\)](#).

For the administration of the Employer Set Project and the Occupational Specialism, Providers must follow the guidance given in the following:

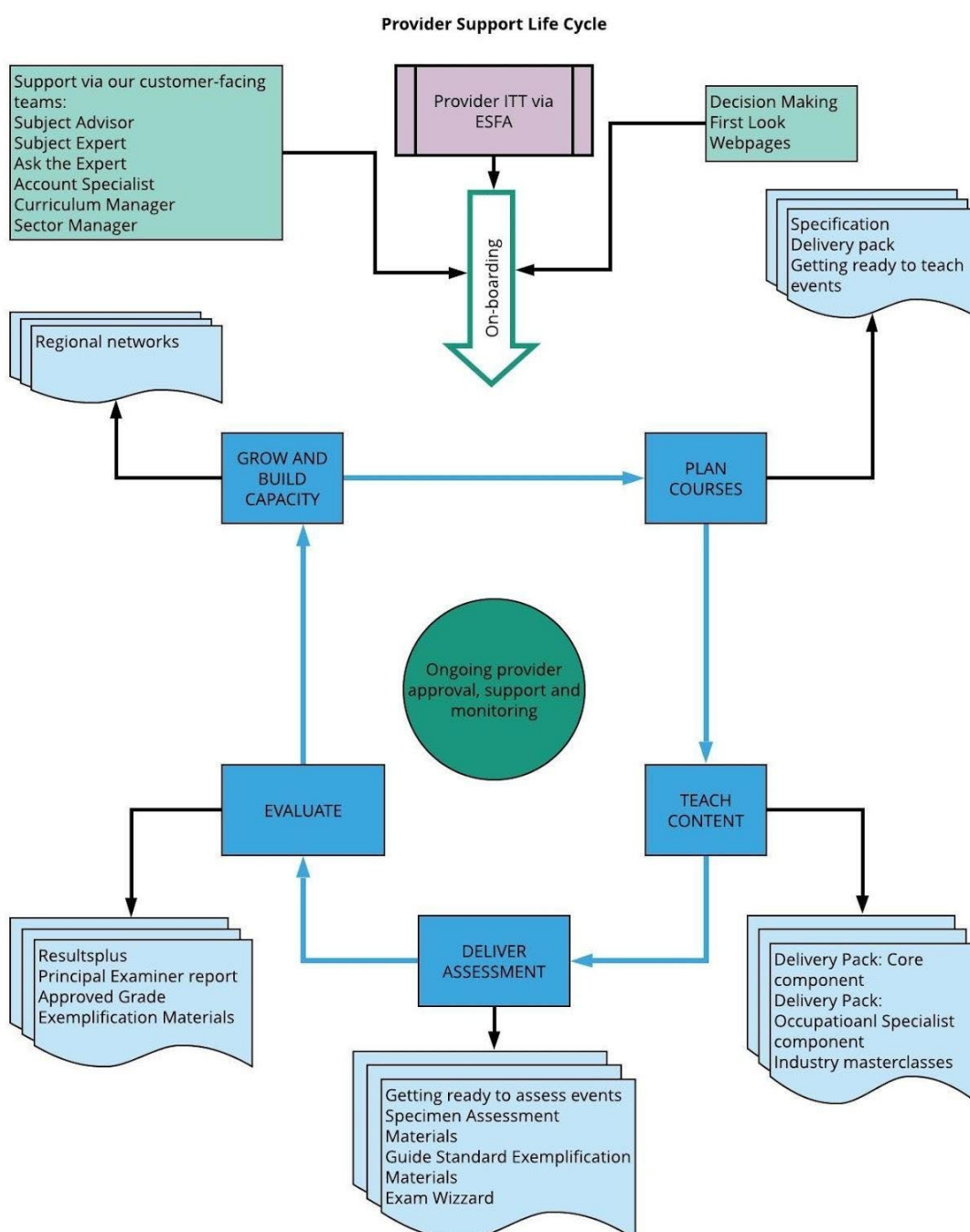
- General Administrative Support Guide
- Administration Support Guide – for the specific Employer Set Project and Occupational Specialism.

These are located on the [Training and Admin Support webpage](#).

## 8. Resources and support

The Technical Qualification represents a significant change. It will change how you recruit students, who teaches the occupational specialism, how you incorporate the industry placement, and how you teach and prepare students for external assessment. We will create a range of bespoke support for Admin/Exams Officers, tutors, and students that accounts for the step-change the reforms are looking to make in teaching and learning technical skills.

Our aim is to give you support centred on the assessment life cycle, to enable you to deliver the Technical Qualification with confidence. Our support will be in a diverse range of formats including editable documents, videos, recorded modules, live webinars, and face-to-face events, and housed on our Technical Qualification website that is open and easy to find.



## Teaching, learning and assessment materials

### 1. Plan

- Specification: content elaboration, guidance, and support.
- Onboarding materials: provider journey from initial enquiry through to results.

### 2. Teach

- Core Delivery Pack: topic guides with introductory PowerPoints and activities, industry links and mapping to assessment.
- Occupational Specialist Delivery Pack: an industry project designed with our EVP to enable holistic delivery of the occupational specialism to enhance student experience and prepare for synoptic assessment; used 'off the shelf' or adapted for local or student needs.

### 3. Assess

- Specimen Assessment Materials (SAMs).
- Guide Standard Exemplification Materials (GSEM).

### 4. Evaluate

- Principal Examiner (PE) report for each component: commentary on performance, including Approved Grade Standard Exemplification Materials.

## Provider training

Our training will incorporate the above teaching, learning and assessment materials and allow for an in-depth look at content, pedagogy, and assessment, providing an opportunity for you to network, share ideas and unpick common issues.

The events are targeted at a variety of roles and fit into the Provider journey as follows:

### 1. Plan

- Admin/Exams Officer: set-up and support on administrative, technical or operational matters.
- Getting started: first look at Technical Qualification specification.
- Getting Ready to Teach: planning, using the support materials, exploring teaching strategies, external and synoptic assessment.

### 2. Teach

- Half-termly Question and Answer Networks: webinar with our Sector Manager and Subject Advisor, live chat to ask questions, gain clarification and collaborate.
- Industry masterclasses designed and delivered with our EVP: to improve depth of understanding of industry topics.

### 3. Assess

- Getting Ready to Assess: understanding the standard using GSEM and mark schemes, how to plan, schedule and deliver assessment – including resources and controls.

### 4. Evaluate

- Feedback: examiner feedback and implications for future delivery; demonstrating Exam Wizard and ResultsPlus (see below) to support teaching and exam preparation.

Preparing students for external assessment will be new to many tutors. The following two services are unique to Pearson, have proved very popular and will be available for free.

- Exam Wizard is an exam-paper creation tool that allows you to create mock exams and topic tests from a database of sample questions and papers, as well as past papers. Tutors specify the type of assessment they want and a bespoke test with mark scheme and examiner report is created for students to use as practice.
- ResultsPlus is a post-results data analysis tool. It gives item-level analysis by student, class, cohort, or cluster of Providers. This allows the user to pinpoint areas of strength and weakness, and to amend teaching and learning to improve student outcomes and motivation.

## Provider contact

In addition to the bespoke area of our website, which is located [here](#), we will also offer a personal, easy-to-access and expert service via the following:

- Customer Service Account Specialist: named contact for Admin/Exams Officers on administrative or operational matters via phone or email.
- Subject Advisor: named contact for teaching and delivery questions via phone, email, live chat, Facebook, Twitter; provides monthly news promoting support, training and updates.
- Ask the Expert: email address to ask complex or specialist questions relating to content, delivery and assessment.
- Curriculum Development Managers: regional staff who will promote the Technical Qualification, support onboarding and facilitate network events.
- Sector Manager: collect feedback from providers and employers to identify improvements to our support and services.

Our [T Levels Support](#) webpage gives you all the contact details to support you.

This includes our:

- Pearson Support Portal
- email addresses for administration and teacher support
- call centre, which is open between 8am and 5pm
- postal address.

# Appendix 1: General Competency Frameworks for T Levels

The General Competency Framework for T Levels articulates English, maths and digital competencies that students are required to develop over the course of the qualification. The tables below list the competencies from the framework that are relevant to the *T Level Technical Qualification in Legal Services*. The skills in grey are not relevant.

Competencies that can be developed in relation to a specification element of content are referenced in the column next to this content element in the occupational specialism. These competencies should be delivered through the content of this qualification and tutors should seek opportunities to allow students to develop the relevant skills to enable them to reach threshold competence in the specialism.

The English, maths and digital competencies are embedded in both the Core Component and the Occupational Specialist Component of the *T Level Technical Qualification in Legal Services*. This is so that students can demonstrate their knowledge and understanding of these skills over the course of the qualification.

## General English competencies

<b>E1</b>	Convey technical information to different audiences
<b>E2</b>	Present information and ideas
<b>E3</b>	Create texts for different purposes and audiences
<b>E4</b>	Summarise information/ideas
<b>E5</b>	Synthesise information
<b>E6</b>	Take part in/leading discussions

## General maths competencies

<b>M1</b>	Measure with precision
<b>M2</b>	Estimate, calculate and spot errors
<b>M3</b>	Work with proportion
<b>M4</b>	Use rules and formulae
<b>M5</b>	Process data
<b>M6</b>	Understand data and risk
<b>M7</b>	Interpret and represent with mathematical diagrams
<b>M8</b>	Communicate using mathematics
<b>M9</b>	Cost a project
<b>M10</b>	Optimise work processes

## General digital competencies

Students should be supported to develop the digital knowledge and skills needed in order to:

<b>D1</b>	Use digital technology and media effectively
<b>D2</b>	Design, create and edit documents and digital media
<b>D3</b>	Communicate and collaborate
<b>D4</b>	Process and analyse numerical data
<b>D5</b>	Be safe and responsible online
<b>D6</b>	Code and program

## Mapping of Core Skills into core content

(suggested places to teach core skills)

Research and analyse an area of law and legal principles and apply to a legal situation
1.1, 2.1, 5.1.1, 11.1, 11.2, 11.3, 11.4, 11.5
Convey information clearly to a legal and non-legal audience
2.1.1, 2.3.1, 11.4, 12.1.4, 12.4
Work collaboratively as a member of a team
1.6.2, 1.6.3, 12.2.1, 12.2.2
Apply an ethical approach to your work
1.1.3, 1.1.6, 1.2.4, 1.3.3, 1.3.4, 1.7.3, 1.7.4, 4.1, 4.2, 4.4, 4.6, 11.3.2, 12.3.2
Demonstrate compliance with appropriate professional regulations
3.2, 3.3, 3.4, 5.1.3, 5.1.4

## Command word taxonomy list

The following table shows the command words that will be used consistently in our assessments to ensure students are rewarded for demonstrating the necessary skills. The list below will not necessarily be used in every paper and is provided for guidance only.

Command word	Definition
Give/Name	Recall a piece/pieces of information.
Explain	Identify a point and then give a linked justification/reasoning of the given point. For a 3-mark question a further linked justification/reasoning is required.
Discuss	Consider the factors that apply in relation to a specific context. Give careful consideration to opposing aspects of an issue, situation, or a problem. For a 9-mark question more breadth of applied understanding is required.
Examine (used in Paper 2 only)	Consider the legal rules and principles that apply in relation to a specific legal matter. Establish potential remedies, options or implications for the client.
Assess	Consider the factors that apply in relation to a specific context. Give careful consideration to which are the most significant, important, or relevant, leading to a reasoned judgement/conclusion.
Evaluate	Consider the factors that apply in relation to a specific context. Give careful consideration to characteristics such as, strengths or weaknesses, advantages or disadvantages, pros or cons, leading to a reasoned judgment/conclusion. For a 12-mark, question there will be two options to evaluate leading to a reasoned judgment/conclusion.
Calculate	Obtain a numerical answer, showing relevant working. The number of marks indicates the number of stages in the calculation.







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