

Pearson BTEC Level 2 Certificate in Law and Legal Work

Specification

BTEC Specialist qualification

For first teaching September 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel BTEC Level 2 Certificate in Law and Legal Work (QCF)

The QN remains the same.

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

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Summary of Pearson BTEC Level 2 Certificate in Law and Legal Work specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	3
QCF references removed from unit titles and unit levels in all units	15 - 63
Guided learning definition updated	11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 2 Certificate in Law and Legal Work

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 2 Certificate in Law and Legal Work 501/0015/4

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being Additional and Specialist Learning within 14-19 Diplomas

Welcome to BTEC Level 2 Certificate in Law and Legal Work

Focusing on the BTEC Level 2 Certificate in Law and Legal Work

This nationally recognised qualification provides:

- opportunities for full-time learners to enter employment in the legal sector or to progress to further vocational qualifications such as the Pearson BTEC Level 3 Certificate in Law and Legal Work
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the Skills for Justice SSC.**

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching this qualification. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Key features of the Pearson BTEC Level 2 Certificate in Law and Legal Work

The Pearson BTEC Level 2 Certificate in Law and Legal Work has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry, Level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 2 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 2 Certificate in Law and Legal Work relates to the following NOS:

- Legal Advice.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination

When combining units for the Pearson BTEC Level 2 Certificate in Law and Legal Work, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 2 Certificate in Law and Legal Work

- 1 The Total Qualification Time (TQT) for this qualification is 130.
- 2 The Guided Learning Hours (GLH) for this qualification is 100.
- 3 Qualification credit value: a minimum of 13 credits.
- 4 Minimum credit to be achieved at, or above, the level of the qualification: 13 credits.
- 5 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 2 Certificate in Law and Legal Work

The Pearson BTEC Level 2 Certificate in Law and Legal Work is a 13-credit and 100 guided learning hour (GLH) qualification that consists of one mandatory unit **plus** optional units that provide for a combined total of at least 13 credits

Pearson BTEC Level 2 Certificate in Law and Legal Work			
Unit	Mandatory units	Credit	Level
1	The English Legal System	5	2
Unit	Optional units		
2	Police and Their Powers	4	2
3	Legal Requirements for Business Formation	4	2
4	Criminal Law and Procedure	4	2
5	Aspects of Consumer Protection Law and Practice	4	2
6	Aspects of Family Welfare Law and Practice	4	2
7	Aspects of Law Making	5	3

Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 2 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 2 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Level 2-3 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Additional and specialist learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed in the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Pearson website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Functional skills

Pearson Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 2 Certificate in Law and Legal Work is accredited for learners aged pre-16 and above.

Access arrangements and special considerations

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

learners 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 learners who do not share that characteristic

all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

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*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: qualifications.pearson.com/en/home.html

Recognition of Prior Learning

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

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Pearson BTEC Level 2 Certificate in Law and Legal Work have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in *italics* followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: The English Legal System	17
Unit 2: Police and their Powers	25
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Unit 1: The English Legal System

Unit code: J/601/9520

Level: 2

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the learner with the necessary introductory knowledge and understanding about the operation of the English legal system.

Unit introduction

In this unit the learner will investigate the professional and lay people involved in the legal system and will consider the conduct required of the professionals involved.

Learners will learn about the distinction between criminal and civil law, and the way in which both civil and criminal justice operates in England and Wales. This will involve following the processes in both a criminal and a civil case which will highlight areas of importance, such as bail, and the necessity to prove a claim.

Coverage of the learning outcomes and content will enable learners to understand the terminology and appreciate the processes that operate in the system. Learners will also understand the basic obligations of practitioners.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the different roles and responsibilities of people involved in the legal process	1.1 identify the roles of people involved in the legal process 1.2 explain the responsibilities of people involved in the legal process
2 Know the jurisdiction of the criminal trial courts	2.1 identify the trial court for criminal cases, using a case study 2.2 describe the procedure of a criminal trial
3 Know how the civil justice system operates	3.1 describe the jurisdiction of civil courts 3.2 identify the role of tribunals.

Unit content

1 Understand the different roles and responsibilities of people involved in the legal process

Barristers: their work; qualification(s) and training; Queen's Counsel (QC)

Solicitors: their work; qualification(s) and training

Legal executives: their work; qualification(s) and training

Professional ethics: duty to clients

Paralegals: definition and roles

Judges: types of judge

Lay magistrates: selection; role

Jurors: their role in a trial; selection

2 Know the jurisdiction of the criminal trial courts

The adversarial system: definition; role of prosecution and defence; criminal courts; relevant jargon; documents

Types of offence: summary; indictable; either way

Bail: right to bail; conditional bail; remand

Mode of trial: juries; courts used; plea and direction hearings

Trial: burden of proof; court personnel and their roles; outline procedure

3 Know how the civil justice system operates

Civil courts: types; jurisdiction; jargon used

Outline of civil procedure: claim form; brief outline of pleadings; disclosure; judgment

Case management: small claims track; fast track; multi track

Tribunals: composition; workload; comparison with courts; examples

Alternative methods of resolving disputes: arbitration; conciliation; mediation; negotiation; uses

Appeals: types of appeal; courts

Essential guidance for tutors

Delivery

This unit provides the essential background to the Pearson BTEC Level 2 Certificate in Law and Legal Work qualification. It will enable learners to understand the framework within which the law operates. Delivery can be undertaken in a variety of ways, from an integrated case study approach to a traditional taught programme. If a traditional approach is taken, then each discrete topic could be delivered in a separate session, leaving sessions for review and assessment work. Where the course is taught unit by unit, it is preferable to deliver this unit first, but tutors may wish to consider the running order to maintain learners' interest and to enable assessment to be completed.

Delivery using an integrated approach could be based on a criminal and a civil case, investigating the documents that are used and considering the legal personnel involved at each stage. This would work best if longer sessions are available to learners. Short top-ups would be needed to introduce topics that do not naturally occur in the chosen cases. This approach would be particularly appropriate for those already working in some field of the law, and could be based on live cases (subject to confidentiality). This would be a good opportunity to introduce the concepts of professional ethics.

There are many websites that can provide basic information to form the basis of learner research. A virtual court tour is preparation for a court visit. Local magistrates are willing to talk about their work, and there are other opportunities that can be taken through liaison with crown courts and barristers' chambers. Learners who have not visited a court should do so. Representatives from the Law Society and Institute of Legal Executives may be able to provide input.

The unit content is quite broad and, being at Level 2, does not need a great amount of detail. The essential aspect is to ensure that learners understand the nature and purpose of people working in the law and process of a straightforward case. Tutors may wish to spend more time on and go into more detail about those areas that are particularly relevant to their learners. This can be done through the assessment evidence produced. For example, learners working in the Crown Prosecution Service might spend more time and go into more detail on their role and the criminal process, but will still need to understand the basic principles of the civil justice process

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Explain and discuss difference between civil and criminal law, eg purpose, courts, terminology, potential outcome of cases etc.
Court visit.
Reconstruction of court room layout to allow discussion of personnel and roles.
Research training, roles and responsibilities of barristers, solicitors, judges and support staff. Research role of lay people.
Assignment 1 – People Involved in the Legal System
Criminal trials – discuss recent cases and identify types of cases.
Research and timeline activity to define procedure from commission of crime through to sanction.
Guest speaker – police, magistrate.
Mini case studies illustrating different types of offences and outcomes.
Assignment 2 – A Criminal Trial
Discuss examples of civil issues incorporating video clips from TV programmes such as <i>Holidays from Hell</i> , <i>Watchdog</i> .
Research track allocation.
Guest speaker from county court covering procedure.
Explanation of the difference between courts and tribunals.
Research on different types of tribunal.
Assignment 3 – Civil Cases
Review.

Assessment

Assessments need to be designed to ensure that there will be evidence of each assessment criterion. This could take the form of three assignments (one for each learning outcome), or one assignment (which encompasses all three learning outcomes). Whatever the final format of the assessment, tutors need to clearly identify where the individual aspects of the content are evidenced, and ensure that the evidence is the authentic work of the learner.

Learning outcome 1 could be assessed through a straightforward descriptive piece of work. This could be done by means of a chart with cards attached detailing the individual work, training etc. It could be developed to show the interrelationship of the types of people involved in a particular/hypothetical case. Examples should be given to illustrate each aspect of each type of person. Similarly, some of this evidence could be produced from presentations with suitable witness statements and copies of slides etc used. However, much of this could be addressed when producing evidence for learning outcomes 2 and 3.

Learning outcomes 2 and 3 can be assessed through a commentary of a live or simulated case, involving identification of the courts or tribunals. Another approach is to describe the procedure that would be followed from a given case study. Whatever method of assessment is chosen, learners need to provide individual evidence that they understand the procedure of a criminal case. Where there are decisions to be made, such as whether the offence is triable summarily, or whether a case is to be managed as fast track, learners need to explain by way of commentary why that decision was made. This will ensure evidence is available to cover the breadth of the unit.

Work presented for all learning outcomes should be solely learners' words and not copied from textbooks. The best way to achieve this is to provide case studies/scenarios for learners to apply their knowledge and understanding.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	People involved in The Legal System	Identify roles and responsibilities.	Presentation.
AC 2.1, 2.2	A Criminal Trial	Identify the trial court and procedure for a given case study.	Case study.
AC 3.1, 3.2	Civil Cases	Describe the role of civil courts and tribunals.	Case study.

Essential resources

Tutors may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information.

Learners should have access to a learning resource centre with a good range of legal texts and case books. Other support resources are statutes and law reports.

Maximum use should be made of visiting speakers and of visits to institutions such as police stations, prisons and magistrates' and Crown courts.

Indicative resource materials

Textbooks

Darbyshire P – *Nutshell English Legal System*, 8th Edition
(Sweet and Maxwell, 2010) ISBN 041404178X

Elliott C – *English Legal System* (Longman, 2009) ISBN 1408204525

Martin J – *The English Legal System* (Hodder Education, 2010) ISBN 1444107586

Martin J (editor) – *The English Legal system (Key Facts)* (Hodder Education, 2008)
ISBN 0340958669

McDougall I (General editor) – *Cases That Changed Our Lives*
(Butterworths LexisNexis, 2010) ISBN 9781405755887

Rivlin G – *First Steps in the Law* (Oxford University Press, 2002) ISBN 0199254796

Wild C and Weinstein S – *Smith and Keenan's English Law: Text and Cases*
(Longman, 2010) ISBN 1408218887

Websites

ACAS (Advisory, Conciliation and Arbitration Service)	www.acas.org.uk
Citizens Advice Bureau	www.adviceguide.org.uk
British and Irish Legal Information Institute	www.bailii.org
The Bar Council – approved regulator of the Bar of England and Wales	www.barcouncil.org.uk
The Citizenship Foundation	www.citizenshipfoundation.org.uk
Community Legal Service	www.communitylegaladvice.org.uk
Department for Constitutional Affairs	www.dca.gov.uk
Law website, including lecture notes and cases	www.e-lawstudent.com
Home Office	www.homeoffice.gov.uk
Institute of Legal Executives	www.ilex.org.uk
Institute of Paralegals	www.instituteofparalegals.org
Law Society	www.lawsociety.org.uk
Law essay professionals	www.lawteacher.net

Unit 2: Police and their Powers

Unit code: R/601/9522

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to provide learners with understanding and skills relating to the powers of police officers to arrest, detain and question those suspected of committing a criminal offence, and the rights of those suspects

Unit introduction

Learning outcome 1 looks at the structure of a police force. Learners will investigate the requirements and roles of different ranks for both uniformed and plain clothes officers and consider the requirements for career progression.

In learning outcome 2, learners will consider how police officers may effect a legal arrest, the 'general arrest conditions' and the consequences of these not being met. Learners will consider the time limits for detention and how they may be extended, the conduct of police interviews and the rights of a detained person whilst in police custody.

In learning outcome 3, learners will investigate police powers regarding searching of people and premises. This involves regulations regarding the stop and search of people and the entry into premises, both with and without a warrant. Learners will also consider the consequences of unlawful entry and searches.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the structure of a typical police force	1.1 identify the ranks in the police service 1.2 explain the structure of a typical regional police force
2 Be able to apply the requirements of lawful arrest and detention	2.1 apply the regulations regarding lawful arrest and detention of suspected offenders, using a case study
3 Be able to apply the regulations regarding the lawful search of people and premises	3.1 apply the regulations regarding the lawful search of people and premises, using a case study.

Unit content

1 Understand the structure of a typical police force

Forces nationwide: numbers; regions; specialist forces; lines of reporting

Structure of force: ranks; special branch

2 Be able to apply the requirements of lawful arrest and detention

Arrest with or without warrant: arrest without a warrant, differences between police and citizen's arrest; reasonable grounds for suspecting; arrest with a warrant

Other statutory rights of arrest: arrest as a preventative measure; breach of the peace; public order offences

Time limits: explanation of time limits and extensions

Rights of a detained person: right to have someone informed; right to legal advice; right to silence; DNA and other samples

Police interviews: tape recording; rights of interviewee; appropriate adult; right to silence; searches; fingerprints and body samples; codes of practice

3 Be able to apply the regulations regarding the lawful search of people and premises

Stop and search: the right to stop and search people and vehicles in a 'public place'; reasonable grounds; prohibited articles; procedures to be followed

Searching an arrested person: rights of police to search a person when arrested; time limits

Searching premises: search warrants; requirements of a warrant; powers to enter premises without a warrant; seizing of goods

Unlawful entry and searches: remedies for those affected by unlawful entry and searches

NB

This unit deals with that area of law which is governed largely by the Police and Criminal Evidence Act 1984, the codes of practice made under Section 66 of that Act and as amended by the Serious Organised Crime and Police Act 2005.

Essential guidance for tutors

Delivery

Delivery methods for this unit may include an explanation of key principles, role play and exercises to help learners understand and explain the regulations. There is scope for using video material of the police force and it would be useful to have input from serving police officers. Community police officers are usually happy to be invited to talk to learners and can be a helpful insight into the practicalities involved in the lawful arrest and detention of offenders and the lawful search of people and premises.

If time allows, a visit to a local police station can be instructive and enable learners to consider the real-life implications. Learners could be introduced to the unit content through the use of scenarios and real-life examples. Tutors should try to be as creative as possible with the presentation of the content and engage learners as much as possible. Extracts from news items are helpful, especially where topical issues are being considered engendering lively discussion and debate.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Explain and discuss structure of police force, different roles and ranks.
Visit to a local police station.
Research on police job vacancies, recruitment and training.
Role play – applying for specific posts, 20 questions to guess the job role.
Assignment 1 –Options
Explain and discuss powers of arrest, apply to mini case studies to identify lawful or unlawful arrests.
Research codes of practice and rights of a detainee.
Guest speaker – police officer, CSO.
Role play – advising different clients under arrest in a police station.
Assignment 2 – Police Powers 1
Group activity to determine what can be searched and seized. Discuss reasons for search and seizure incorporating video clips from programmes such as <i>The Bill</i> , local and national news reports.
Research codes of practice on search and seizure.

Topic and suggested assignments/activities and/assessment
Examine consequences of unlawful search and seizure.
Mini case studies on stop and search.
Procedure checklist for search and seizure.
Assignment 3 – Police Powers 2
Review.

Assessment

Assessment might take the form of presentations, written assignments, role play or multiple-choice tests. For learning outcome 1, it might be appropriate to investigate joining the local police force and looking at career progression. For learning outcomes 2 and 3, tutors could give learners a suitable case study on which to base the assessment or a series of short scenarios that cover the different aspects of the assessment criteria. Care should be taken to ensure that the case study/scenario has been developed in sufficient detail to mirror the complexities of a real-life situation.

If learners work as part of a group it is essential that they each make enough of a contribution to be individually assessed. A series of worksheets might be constructed by the tutor to enable the learner to meet the criteria in smaller chunks.

Work presented for all learning outcomes should be solely learners' work and should not be copied from textbooks. To ensure this happens, tutors should provide case studies/scenarios for learners to apply their knowledge and understanding.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	Options	Structure, roles and ranks in the police force.	Presentation.
AC 2.1	Police Powers 1	Apply the law relating to arrest and detention.	Case study.
AC 3.1	Police Powers 2	Apply the law relating to stop, search and seizure.	Case study.

Essential resources

Tutors may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information.

Learners should have access to a learning resource centre with a good range of legal texts and case books. Other support resources are statutes and law reports.

Maximum use should be made of visiting speakers and of visits to institutions such as police stations, prisons and magistrates' and Crown courts. The Magistrates' Association is a good resource, and local magistrates can talk to learners about the law and how it works. It is recommended that maximum use be made of topical legal issues, particularly those discussed in the popular press.

Indicative resource materials

Textbooks

Elliott C – *English Legal System* (Longman, 2009) ISBN 1408204525

Martin J – *The English Legal System* (Hodder Education, 2010) ISBN 1444107586

Martin J – *GCSE Law* (Hodder Education, 2009) ISBN 0340983779

McDougall I (General editor) - *Cases That Changed Our Lives*
(Butterworths LexisNexis, 2010) ISBN 9781405755887

McMunn R – *How2become a Police Officer: the Insider's Guide*
(Hodder Education, 2009) ISBN 1444107869

Partington M – *Introduction to the English Legal System*
(Oxford University Press, 2010) ISBN 0199571724

Waddington P & Wright M – *What is Policing?* (Learning Matters Ltd, 2010)
ISBN 844453559

Journals

A-Level Law Review

Learner Law Review – quarterly

Websites

Public Acts of the UK Parliament www.hmso.gov.uk/acts/acts2001.htm

Home Office site with many
downloadable resources www.homeoffice.gsi.gov.uk

Information resource for joining the
police force www.policecouldyou.co.uk

Unit 3: Legal Requirements for Business Formation

Unit code: Y/601/9523

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to provide learners with the knowledge, understanding and skills for the legal formation of the different types of business organisations

Unit introduction

The unit raises learners' awareness of the different types of business organisation and their formation, as well as introducing the learner to appropriate legal terminology. Learners will consider the advantages and disadvantages of each type of business, the difference between limited and unlimited liability, and the relevant documentation required for partnerships and companies.

Learners will examine how business organisations are run and managed internally (to aid their understanding of partnership and company documents). They will investigate the liability of business organisations and their members, and the concept of agency.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to select an appropriate format for a business organisation	1.1 select an appropriate format for a business organisation, using a case study 1.2 evaluate the format chosen, using a case study
2 Understand the legal requirements relating to the formation of unincorporated organisations	2.1 explain the legal requirements for the formation of unincorporated organisations
3 Know the legal requirements relating to the formation of companies	3.1 describe the legal requirements relating to the formation of companies.

Unit content

1 Be able to select an appropriate format for a business organisation

Liability: limited; unlimited

Types: sole traders; partnerships; limited liability partnerships; franchises; cooperatives

Sector: public; private; not for profit

Size: small; medium; large

Scale: local; regional; national; European; global

2 Understand the legal requirements relating to the formation of unincorporated organisations

Formation: requirements; documentation eg partnership agreements and its content; cost advantages; disadvantages

Liability of owners: agents; sole liability; joint and several liability

Cessation of trading: rights and duties; creditors; debtors

3 Know the legal requirements relating to the formation of companies

Nature of a company: types eg public, private, limited, unlimited; separate legal personality; promoters; registration requirements; prospectus and listing particulars; commencement of trading; Stock Exchange

Formation of the company: forms; costs; Companies House; the Memorandum of Association; the Articles of Association; alteration of documents

Company management: roles and responsibilities of directors and members; meaning and types of shares; capital; dividends

Cessation of trading: in outline – winding up and payment of debts

Essential guidance for tutors

Delivery

Delivery methods for this unit should include an explanation of key legal principles in relation to the formation, management and dissolution of business organisations.

This unit should be delivered and assessed in the context of the legal practice environment. The intention of the unit is that learners manage and develop themselves. Consequently the unit should include work-related learning activities. It may be useful to bring in speakers from local legal practices to provide first-hand professional experience.

Much of the material in this unit can be delivered actively through the use of case studies, including legal documents and Learner-centred activities both during small group and individual exercises. Case studies and appropriate documents can be used to encourage individual and group learning and provide a vehicle for assessment.

Small-group, tutor led workshops can be used to develop learners' understanding of this unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Explain and discuss different types of legal status of business organisations. Group activity – My Business (name, type, size purpose).
Research task to match a list of local, national or international law firms and other organisations to legal status.
Guest speaker/s – local entrepreneurs, solicitors, representative from CBI, Trades Council.
Research advantages and disadvantages of different types of status. Incorporate video clips on Business Tips, <i>Dragons' Den</i> . Group activity on consequences of business success and business failure.
Assignment 1 – Legal Status
Research legal requirements for a sole trader.
Activity in pairs to decide what to include in a partnership agreement. Compare to sample documents.
Guest speaker – local sole trader or partner.
Mini case studies illustrating business wonders and business blunders.

Topic and suggested assignments/activities and/assessment
Assignment 2 – Formation of Unincorporated Organisations
Explain and discuss limited liability and incorporation.
Research legal requirements for incorporation.
Group activity – analysis of statistics on formation, investigation and dissolution of companies.
Role play – advising a client setting up a business (use cue cards for clients).
Examine sample documents registered with Companies house.
Assignment 3 – Formation of Companies
Review.

Assessment

To pass this unit learners should meet all the assessment criteria.

The assessment criteria require the learner to apply the legal rules in a practical way. In some circumstances it might be useful to give learners a suitable case study and relevant documents on which to base the assessment. The case study should be developed in sufficient detail to mirror the complexities of a real-life scenario.

Work presented for all learning outcomes should be solely learners' words and must not be copied from textbooks. To ensure this happens, tutors should provide case studies/scenarios for the learner to apply their knowledge and understanding.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	Legal Status	Apply and evaluate appropriate status for a given law firm in a case study.	Case study.
AC 2.1	Formation of Unincorporated Organisations	Describe and explain the legal requirements for formation.	Report.
AC 3.1	Formation of Companies	Describe and explain the legal requirements for formation.	Letter advising a client.

Essential resources

Tutors may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information.

Learners should have access to a learning resource centre with a good range of legal texts and case books. Other support resources are statutes and law reports.

Maximum use should be made of visiting speakers.

Indicative resource materials

Textbooks

Francis R – *Company Law (Nutshells)* (Sweet and Maxwell, 2009)
ISBN 1847037666

Keenan D and Riches S – *Business Law* (Longman, 2009) ISBN 1405899689

Keenan D – *Company Law* (Longman, 2007) ISBN 1405811587

MacIntyre E – *Business Law* (Longman, 2010) ISBN 1405899689

McDougall I (General editor) - *Cases That Changed Our Lives*
(Butterworths LexisNexis, 2010) ISBN 9781405755887

Websites

General information on companies and relevant company forms	www.companieshouse.gov.uk
Information on limited liability partnerships	www.companieshouse.gov.uk/infoAndGuide/faq/llpFAQ.shtml
Company forms resource	www.formsontheweb.co.uk
Company formations and business start-up resource	www.jordans.co.uk
Legal dictionary including some cases	www.law.web-tomorrow.com
The Limited Liability Partnership Act 2000	www.opsi.gov.uk/acts/acts2000/20000012.htm

Unit 4: Criminal Law and Procedure

Unit code: D/601/9524

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to provide learners with knowledge and understanding about the different types of crime, how they are prosecuted and their relevant sentences.

Unit introduction

The unit concentrates on a range of offences, and consequences of criminal behaviour.

Learners will develop their legal terminology, their skills and knowledge relevant to identifying criminal behaviour and consequences, and their ability to apply the law to situations.

Learning outcome 1 considers a range of offences. The offences examined could be selected to meet the needs of learners, for example concentrating on young offenders, offences affecting children, or drug-related offences. It would be beneficial to use relevant documents such as a charge sheet, summons and indictment.

The unit goes on to look at the prosecution process. It concludes by considering the range of available sentencing options.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the different types of crime	1.1 describe the different crimes against property 1.2 explain the different crimes against the person
2 Know the prosecution process	2.1 outline the steps needed to prepare for trial 2.2 describe the roles of personnel in the prosecution process
3 Know the different types of sentence imposed in criminal cases	3.1 list the different types of sentence 3.2 describe appropriate sentences using case study material.

Unit content

1 Understand the different types of crime

Offences against property: theft; robbery; burglary; vehicle taking; making off without payment; criminal damage

Offences against the person: assault; battery; actual bodily harm (ABH); grievous bodily harm (GBH); wounding with intent

Fatal offence: investigating fatal offences; homicide, murder, voluntary manslaughter, involuntary manslaughter

2 Know the prosecution process

Roles: Crown Prosecution Service; Criminal Defence Service; barristers; solicitors; rights of audience

Preparation and trial: documents; time limits; responsibilities; evidence; witnesses; how the trial system works

3 Know the different types of sentence imposed in criminal cases

Types: maximum sentences; prison sentences; fines; suspended sentences; community service orders; combined orders; tagging; mitigating factors; probation; absolute discharge; conditional discharge

Criminal injuries compensation: calculation of awards

Essential guidance for tutors

Delivery

This unit builds on some of the content covered in *Unit 1: The English Legal System*, where learners have been introduced to the criminal justice system and processes.

Delivery methods for this unit could include an explanation of key principles of criminal law. Tutors may wish to provide a glossary of terms relating to each learning outcome or they could provide a list of terms and ask learners to find or provide definitions. This type of activity would allow for an assessment and/or a recap of prior learning.

Learners will examine categories of crime, definitions of criminal offences and elements of a crime. At this stage it may be beneficial to identify sources of criminal law by referring to case law and statute. Examination of, and group discussions about, current national and local criminal cases and case studies may be used to help learners identify key principles. Tutors should encourage learners to research current cases, making use of the internet, newspapers, journals, television and radio.

It would be useful to track chronologically aspects of legal procedure which take place after the commission of a crime. Role play making use of specimen documents can be carried out. Observing criminal cases in court would be beneficial. This would allow for group discussion of actual consequences. Learners may then compare actual consequences to maximum sentences and recognise factors used in mitigation. Guest speakers from organisations dealing with aspects of criminal behaviour would be beneficial and could include the Crown Prosecution Service, Courts' Service, Victim Support and law enforcement agencies.

Learners should be encouraged to develop research and communication skills by taking part in activities where they find and present information to advise clients, in a variety of formats including letters, memos, posters, handouts and presentations. The guided learning hours allow only brief consideration of a range of offences, defences and consequences. Assessment gives learners the opportunity to select at least one offence which can be examined in more detail: discussion could lead from the crime being committed to preparation for, and court procedure to, sentencing.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Explain and discuss different types of offences, group activities to list as many offences as possible, Domino activity to match offences to definitions.
Mini presentations on specific offences identifying category of crime, relevant court and potential sentence.
Visit to magistrates court or Crown Court.
Spidergram activity on consequences of crime.
Assignment 1 – Criminal Offences
Research pre-trial procedure – laying an information, bail and preparation of the case.
Activity – produce job descriptions for those involved in the prosecution process eg lawyers, caseworkers, admin support staff.
Guest speaker – CPS, solicitor or victim support.
Mini case studies relating to trial procedure.
Assignment 2 – Pre-trial Procedure and Prosecution
Explain and discuss different types of sentence.
Research activity – sentencing in recent cases and criminal injuries compensation.
Group activity – you be the judge (making decisions on sentencing relating to specific scenarios and taking into account mitigating factors).
Role play – involve the whole group in a mock trial.
Assignment 3 – Sentencing
Review.

Assessment

To pass this unit the learner should meet all the assessment criteria. Learners should define and discuss two or more offences. The trial process and sentencing also need coverage. Assessment may take the form of one or more tasks culminating in presentations and/or a written assignment. It may be desirable to use a suitable scenario or case study based on a real-life situation.

Work presented for all learning outcomes should be solely the learners' words and must not be copied from textbooks. To ensure this happens, tutors should provide case studies/scenarios for the learner to apply their knowledge and understanding

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	Criminal Offences	Describe and explain offences against property and against the person.	Prepare a magazine article on 'Types of Crime'.
AC 2.1, 2.2	Pre-trial Procedure and Prosecution.	Outline the steps needed to prepare for trial and describe the roles of personnel in the prosecution process.	Presentation.
AC 3.1, 3.2	Sentencing	List sentences and apply appropriate sanctions to case studies.	Case study.

Essential resources

Tutors may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information.

Learners should have access to a learning resource centre with a good range of legal texts and case books. Other support resources are statutes and law reports.

Maximum use should be made of visiting speakers and of visits to institutions such as police stations, prisons and magistrates' and Crown courts.

Indicative resource materials

Textbooks

Brown W J – *GCSE Law* (Sweet & Maxwell, 2005) ISBN 0421897908

Citizenship Foundation – *Young Citizen's Passport: Your Guide to the Law in England and Wales* (Hodder Murray, 2009) ISBN 0340990476

Martin J – *GCSE Law* (Hodder Education, 2009) ISBN 0340983779

Martin J – *Criminal Law* (Hodder Arnold, 2009) ISBN 0340985860

McDougall I (General editor) - *Cases That Changed Our Lives* (Butterworths LexisNexis, 2010) ISBN 9781405755887

Websites

Criminal Justice System for England and Wales	www.cjsonline.gov.uk
The Crown Prosecution Service for England and Wales	www.cps.gov.uk
Home Office	www.homeoffice.gov.uk
Legal Services Commission	www.legalservices.gov.uk

Unit 5: Aspects of Consumer Protection Law and Practice

Unit code: K/601/9526

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to provide learners with the knowledge, understanding and skills relating to the laws that protect consumers.

Unit introduction

The unit gives learners practical knowledge of consumer law that will allow them to develop their skills in the real world.

In learning outcome 1, learners will examine the rules of contract used in law.

In learning outcome 2, learners will develop an awareness of the protection available to a consumer when purchasing goods or services and the circumstances in which a supplier can exclude liability.

In learning outcome 3, learners will investigate remedies available to both buyers and sellers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand contract law relevant to consumers	1.1 explain the rules of offer and acceptance 1.2 describe the rules of consideration
2 Be able to apply the law relating to consumers	2.1 apply the law relating to consumers using a case study
3 Know the remedies available to buyers and sellers	3.1 describe the remedies available to buyers and sellers using a case study.

Unit content

1 Understand contract law relevant to consumers

Contracts: definition; verbal; written; standard form

Parties: offeror; offeree; rules on age/capacity

Rules: offer; acceptance; consideration

2 Be able to apply the laws relating to consumers

Sale of goods: definition; implied terms of title; description; quality; fitness for purpose; sample

Supply of goods and services: definition; rules

Defective goods: liability eg in negligence and statute; damages; defences; limitations

Exclusion of liability: limitations

3 Know the remedies available to buyers and sellers

Buyers: goods not provided; wrong goods provided; part goods provided

Sellers: rights and duties

Essential guidance for tutors

Delivery

The learning outcomes are roughly equal in size. It is expected that they will be covered in the order given.

Delivery methods can take a variety of forms. While explanation and discussion of key principles are essential, an emphasis on learner participation is required through the use of presentations and case studies. As learners are also consumers, they should be encouraged to provide their own examples from real-life experiences. The use of case studies and sample contracts should ensure delivery is dynamic and stimulating.

Learners should be encouraged to undertake their own projects in an area of their choice.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Explain and discuss typical sale of goods contracts and the rules of offer, acceptance and consideration. Shopping quiz.
Research consumer rights in relation to buying goods, services and faulty or dangerous goods. Video clips from programmes such as <i>Watchdog</i> .
Guest speaker/s – Trading Standards officer, Environmental Health Officer.
Mini case studies on formation of a contract.
Assignment 1 – Happy Shopper
Research consumer laws.
Role play – dealing with customer complaints and writing letters of complaint.
Video clips on the work of Trading Standards and Environmental Health.
Mini case studies applying consumer law to scenarios.
Assignment 2 – Consumer Rights and Wrongs
Explain and discuss remedies and sanctions.
Research cases where traders have been prosecuted.
Group activity – examine a specimen contract and identify rights of buyer and seller in case of breach, identify any 'get out' clauses.
Examine and discuss validity of specific exclusion clauses displayed locally.

Topic and suggested assignments/activities and/assessment
Assignment 3 – Consumer Advice
Review.

Assessment

Assessment may take the form of a series of presentations or written assignments. The best method of assessment for the unit content is the use of a series of case studies modelled on real-life situations.

Work presented for all learning outcomes should be solely the learners’ words and must not be copied from textbooks. To ensure this happens, tutors should provide case studies/scenarios for the learner to apply their knowledge and understanding.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	Happy Shopper	Produce a consumer guide explaining offer, acceptance and consideration.	Consumer guide or leaflet.
AC 2.1	Consumer Rights and Wrongs	Case study requiring the application of consumer law.	Case study.
AC 3.1	Consumer Advice	Letter to advise clients in given scenarios of the rights and possible remedies available to them.	Letter applying the law for a given case study.

Essential resources

Library resources for this unit should include case studies and basic legal reference books.

Maximum use should be made of visiting speakers and of visits to institutions such as police stations, prisons and magistrates' courts.

County court and trading standards departments are a good source of information and talk to learners about the law and how it works.

It is recommended that maximum use be made of topical legal issues, particularly those discussed in the popular press.

There is a wealth of information available from the internet.

Indicative resource materials

Textbooks

Keenan D and Riches S – *Business Law* (Longman, 2009) ISBN 1405899689

McDougall I (General editor) - *Cases That Changed Our Lives*
(Butterworths LexisNexis, 2010) ISBN 9781405755887

MacIntyre E – *Business Law* (Longman, 2010) ISBN 1405899689

Martin J – *Key Facts: Consumer Law* (Hodder Education, 2005) ISBN 034-887583

Tillson J – *Law Express: Consumer and Commercial Law* (Hodder Education, 2010)
ISBN 1408226138

Journals

A-Level Law Review

Learner Law Review – quarterly

Websites

Investigations and topical reports on consumer issues www.bbc.co.uk/watchdog

UK Department for Business Innovation and Skills www.bis.gov.uk

Office of Fair Trading www.offt.gov.uk

Consumer advice www.which.co.uk

Unit 6: Aspects of Family Welfare Law and Practice

Unit code: M/601/9527

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to give learners an introduction to the knowledge and understanding of three main areas of family law: marriage and relationships, divorce and ending relationships, and children.

Unit introduction

Learners will consider the requirements of a valid marriage or partnership and the legal consequences and obligations that arise between the parties. Learners will also compare cohabitation rights with those of marriage/partnership.

Learners will look at the ending of a marriage or partnership, and will consider the ground for divorce and the five facts on which it is based. Learners will also consider the procedure for obtaining a divorce and therefore emphasise the practical side of family law.

The unit covers the law relating to children, the rights and duties of parents, Section 8 orders and emergency protection available for children. Again, these can be looked at from a practical point of view, considering the ways and circumstances in which different orders can be made and criteria used.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the legal obligations of relationships	1.1 explain the formalities of marriage and legal partnerships 1.2 explain the obligations of marriage and legal partnerships
2 Understand the law on cessation of relationships	2.1 describe when a marriage is voidable 2.2 explain the situations in which a divorce will be granted
3 Know aspects of the law relating to children	3.1 identify aspects of the law relating to children.

Unit content

1 Understand the legal obligations of relationships

Informal relationships: cohabitation; common law; engagement; rights and duties; impact

Law of marriage and legal partnerships: formalities; requirements for marriage/legal partnerships (including the impact of the Gender Recognition Act 2004 and the Civil Partnership Act 2004); different types of ceremony

Obligations and rights: the right to mutual financial support; comparison of marriage rights with cohabitation rights

2 Understand the law on cessation of relationships

Void and voidable marriages: grounds of both; legal consequences of both

Divorce: grounds; five facts; undefended divorce procedure from petition to decree absolute; documentation; form and content of statement of arrangements for children; service of documents; application for directions for trial 'special procedure'; consideration by judge; public funding; statutory charge; maintenance arrangements; children

3 Know aspects of the law relating to children

Parental responsibility: what it is; who has it; Gillick competence

Principles and factors applied in court proceedings: paramountcy principle; non-intervention principle and avoidance of delay principle; factors – wishes and feelings of the child; child's physical, emotional and educational needs; likely effect on child of change of circumstances; any harm child has suffered or is at risk of suffering; child's age, sex, background and characteristics; capacity of child's parents and anyone else considered relevant; range of powers available to the court

Section 8 orders: residence orders, contact orders, specific issue orders, prohibited steps orders

Other orders relating to children: family assistance orders, threshold criteria, care orders, supervision orders, emergency protection order

Essential guidance for tutors

Delivery

This unit provides an introduction to the area of family law. Delivery methods for this unit will need to include explanation of key principles, role play, exercises to help learners understand and explain the procedures, and case studies to help learners apply their knowledge in a practical way.

The learning outcomes require coverage of the basic information on family law so as to provide knowledge of the underlying concepts. Learners need to be able to make basic applications of the law to case study scenarios, which will introduce the practical element of the unit. It will be useful for learners to consider and discuss topical newspaper/magazine articles on musicians, actors and other high-profile people whose domestic situations/problems are in the news.

Learning outcome 1 covers the beginnings of legal relationships, ie marriages and civil partnerships, and the difference between marriage and cohabitation.

Learning outcome 2 is on the cessation of marriage and looks at divorce. It is important to note that this may be a sensitive topic if learners have recently been involved in a divorce and should be approached sympathetically.

Learning outcome 3 looks at the law relating to children. This includes the approach the law takes in relation to children and orders that are available in relation to children. Case studies and scenarios can be used to aid understanding.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Explain and discuss formal and informal relationships.
Group activity – research legal requirements and obligations related to marriage and civil partnership.
Guest speaker/s – registrar, family solicitor.
Mini case studies relating to relevant statute law such as Matrimonial Causes Act 1973, Civil Partnership Act 1994, Forced Marriages Act 2007.
Assignment 1 – Marriage and Legal Partnerships
Research – five reasons for irretrievable breakdown and stages of the divorce process.
Role play – advising clients with family law problems.
Examination of relevant documents – petition forms and decrees.
Mini case studies applying family law on cessation of relationships

Topic and suggested assignments/activities and/assessment
Assignment 2 – Ending a Relationship
Explain and discuss every child matters and safeguarding.
Research Children Act 1989 and 2004.
Group activity – determining what arrangements can be made for the care of children and what factors influence decisions.
Mini case studies on court procedure and court orders.
Assignment 3 – Every Child Matters
Review.

Assessment

To pass this unit, learners should meet all the assessment criteria.

The three learning outcomes could be assessed in one case scenario.

To meet learning outcomes 1 and 2, learners need to describe and show the ways of forming relationships and the ground, and facts which must be proved for a divorce/other methods of cessation to be granted. It might be useful to assess this understanding by providing a case scenario against which learners can describe the working of the rules of marriage, other relationships and divorce. The scenario could include aspects of several couples, married and unmarried, who want to either get married, get divorced or live together. Learners would be advising their clients on the legal situation and the implications of their actions as well as the practical steps that have to be taken.

To meet learning outcome 3, learners need to describe and show who has parental responsibility for a child and the selected public law orders available to a local authority in relation to children.

Work presented for all learning outcomes should be solely learners' words and must not be copied from textbooks. To ensure this happens, tutors should provide case studies/scenarios for the learner to apply their knowledge and understanding

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	Marriage and Legal Partnerships	Explain the formalities and obligations of marriage and legal partnerships.	Apply the relevant law to case study scenarios.

Criteria covered	Assignment title	Scenario	Assessment method
AC 2.1, 2.2	Ending a Relationship	Describe when marriage is voidable and explain when divorce will be granted.	Apply the relevant law to case study scenarios.
AC 3.1	Every Child Matters	Identify aspects of the law relating to the care and residency of children.	Report on parental responsibility and selected public law orders available to local authorities in relation to children.

Essential resources

Tutors may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information.

Learners should have access to a learning resource centre with a good range of legal texts and case books. Other support resources are statutes and law reports.

Maximum use should be made of visiting speakers and of visits to institutions such as family law practitioners, Relate and courts.

Indicative resource materials

Textbooks

Bridge J, Bond T and Black J — *A Practical Approach to Family Law* (Oxford University Press, 2007) ISBN 0199212767

Burton F — *Family Law* (Law Matters Publishing, 2007) ISBN 1846410177

Gallo N R — *Introduction to Family Law* (Delmar, 2004) ISBN 1401814530

Martin J — *GCSE Law* (Hodder Education, 2009) ISBN 0340983779

McDougall I (General editor) - *Cases That Changed Our Lives* (Butterworths LexisNexis, 2010) ISBN 9781405755887

Websites

Review of family law in Britain	www.centreforsocialjustice.org.uk
Guide to family and consumer law	www.family-solicitors.co.uk
Law essay professionals	www.lawteacher.net/family/family.htm
Information on English Law and links to other legal sites	www.pearlwillis.co.uk

Unit 7: Aspects of Law Making

Unit code: T/601/9500

Level: 3

Credit value: 5

Guided learning hours: 30

Unit aim

The aim of this unit is to provide learners with an understanding of the different ways in which laws are created and their importance.

Unit introduction

The unit explores how law is made by the courts (precedent) and by Parliament (statutes/acts of Parliament).

Learners will be introduced to the sources of law and the development of the common law through precedent. The emphasis concerning precedent will be to show learners that the law is not static but develops as society changes, and how important precedent is to lawyers in giving legal advice.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how legal rules are created by precedent	1.1 explain the application of judicial precedent in the courts using specific case law examples 1.2 evaluate the use of judicial precedent by the courts
2 Understand how statutory rules are made	2.1 explain the process of making an Act of Parliament 2.2 explain the uses of delegated legislation 2.3 evaluate the influences on Parliament.

Unit content

1 Understand how legal rules are created by precedent

Judicial precedent: development of the system; law reporting; binding authorities; persuasive authorities; *ratio decidendi*; *obiter dicta* statements; advantages and disadvantages

Avoiding judicial precedents: distinguishing previous decisions; reversing decisions; overruling previous decisions; practice statements

2 Understand how statutory rules are made

Statutory legal rules: the pre-legislative process; public and private bills; private members bills; the process in parliament of a bill; commencement of an act; doctrine of parliamentary supremacy; criticisms of the process

Delegated legislation: types – orders in council, statutory instruments, byelaws; controls on delegated legislation both by the courts eg *ultra vires* and parliamentary, eg scrutiny committee; advantages and disadvantages

Influences on Parliament: Law Commission; Royal Commissions; political power; media; pressure groups

Essential guidance for tutors

Delivery

Delivery methods for this unit include an explanation of the main concepts but the unit is essentially practical in nature. Learners will benefit from visits to courts in the local area. Magistrates, solicitors and barristers could be invited to talk to groups of learners. Visits to the UK and EU parliaments and the European Court of Justice may also be of benefit.

Much of the material in this unit can be delivered through the use of case studies and centred learning during both small group and individual exercises. The use of case studies and statutes can be used to encourage individual and group learning, in addition to providing a vehicle for assessment. This may be particularly useful when assessing understanding of the application of precedents, statutory interpretation and conflicting domestic and European legal rules.

The concept of judicial precedent needs to be explored. Again, case study material should be used to illustrate how precedents are formed and then applied in later cases to enable learners to fully appreciate the doctrine and its importance within the English legal system. Learners should understand the advantages and disadvantages of the common law and the techniques available to the judiciary to distinguish between precedents. This can be usefully explored through the use of cases such as *Donoghue v Stevenson*.

For learners to understand the differences between the use of precedent and statutory rules some initial theoretical input will be needed. This can then be developed practically through the use of case study materials which show how statutory rules can affect precedents. Learners should also be introduced to statutory interpretation techniques and how the drafting of statutory rules can be subject to a variety of general interpretations because of the language used.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Explain and discuss the difference between case law and statute. Activity on glossary of terms.
Research case law and examine specimen law reports.
Discuss classic and contemporary cases in conjunction with precedent, the advantages and disadvantages of its' use.
Mini case studies.

Topic and suggested assignments/activities and/assessment
Assignment 1 – Judicial Precedent
Domino activity matching key terms and definitions.
Research how acts of parliament are made and examine sample acts (Timeline activity).
Group activity examining new laws and changes in the law and the reasons for change using the Bill index.
Video clips on the work of parliament and pressure groups.
Questions relating to the <i>Discover Parliament</i> publications.
Assignment 2 – Legislative Process
Explain and discuss delegated law.
Research orders in council, statutory instruments and byelaws.
Group activity – identify the advantages and disadvantages of delegated legislation.
Examine case law relating to delegated legislation.
Assignment 3 – Delegated Law
Review.

Assessment

To pass this unit, learners must meet all the requirements of the assessment criteria. The criteria can be fulfilled by learners demonstrating their understanding, often through the use of scenarios, case studies and Acts of Parliament. These give the learner materials they can use to demonstrate understanding of the formulation of legal rules.

To show understanding, learners must produce individual work; information gathering and research may have been done through individual and/or group work.

Learners will explain the meaning of precedent and how precedents are used, learners will also evaluate the use of judicial precedent. Learners should explain the process involved in making an Act of Parliament and give an explanation of orders in council, statutory instruments and bylaws. It is important that the evidence is not copied verbatim from textbooks. Learners should research gaps in the law, and then draft and present their own idea for a new statute or they could be given scenarios on which to base and apply their knowledge and understanding of the relevant law.

Learners need to evaluate the impact of commissions, media, politics and pressure groups on Parliament.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2	Judicial Precedent	Using appropriate case law, explain the application of precedent and evaluate the use of precedent by the courts.	A leaflet for law students.
AC 2.1, 2.2, 2.3	Legislative process	Evaluate the influences on Parliament and explain why and how laws are introduced or changed.	Presentation.
AC 2.1, 2.2, 2.3	Delegated Law	Explain the types of delegated law and why they are used.	A leaflet for law students.

Essential resources

Tutors may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information.

Learners should have access to a learning resource centre with a good range of legal texts and case books. Other support resources are statutes and law reports.

Maximum use should be made of visiting speakers and of visits to institutions such as Sittings of Parliament and courts.

Indicative resource materials

Textbooks

Elliot C and Quinn F – *AS Law* (Longman, 2008) ISBN 1405858842

Elliott C and Quinn F– *English Legal System* (Longman, 2009) ISBN 1408204525

Elliot C and Quinn F – *English Legal System: Essential cases and materials* (Longman, 2009) ISBN 1408225123

Martin J and Lanser D – *AQA Law for AS* (Hodder Education, 2010) ISBN 1444110497

Martin J – *The English Legal System* (Hodder Education, 2010) ISBN 1444107586

McDougall I (General editor) - *Cases That Changed Our Lives* (Butterworths LexisNexis, 2010) ISBN 9781405755887

Slapper G and Kelly D – *English Legal System* (Routledge, 2010) ISBN 0415566959

Stychin C F – *Legal Method and Systems: Text and Materials* (Sweet & Maxwell, 2010) ISBN 0414041836

Journals

New Law Journal (Butterworths/LexisNexis Direct/Reed Elsevier (UK) Limited)

Student Law Review (Cavendish)

Newspaper

The Times - especially *Law Times* on Tuesdays

Websites

The Bar Council	www.barcouncil.org.uk
Centre For Effective Dispute Resolution	www.cedr.co.uk
The Criminal Justice System for England and Wales	www.cjsonline.gov.uk/
Department for Constitutional Affairs – Judicial Appointments Commission page	www.dca.gov.uk/judges.htm
Department for Constitutional Affairs – magistrates page	www.dca.gov.uk/magistrates.htm
Her Majesty’s Courts Service	www.hmcourts-service.gov.uk
Information regarding the work of judges, magistrates and tribunal members in England and Wales	www.judiciary.gov.uk

Further information and useful publication

To get in touch with us visit our 'Contact us' pages:

- BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson/BTEC qualification framework for the law and business sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7			BTEC Award/Certificate/Diploma/Extended Diploma in Strategic Management and Leadership	
6				
5		BTEC HND Diploma in Business (Law)	BTEC Award/Certificate/Diploma in Management and Leadership	NVQ Diploma in Management
4		BTEC HNC Diploma in Business		NVQ Certificate/Diploma in Business and Administration
3		BTEC Certificate in Applied Law	BTEC Certificate in Law and Legal Work	Level 3 NVQ Certificate/Diploma in Business and Administration NVQ Certificate in Management

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	GCSE in Business Studies	BTEC Certificate/Extended Certificate and Diploma in Business	BTEC L2 Certificate in Law and Legal Work	NVQ Award/Certificate and Diploma in Business and Administration NVQ Certificate in Team Leading
1				NVQ Award/Certificate in Business and Administration
Entry				

Annexe B

Wider curriculum mapping

Study of the Pearson BTEC Level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Certificate in Law and Legal Work against the underpinning knowledge of the National Occupational standards in Legal Advice.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7
LA25: Provide Second Tier Support to Others	#						
LA18: Obtain and Provide Legal Information	#						#
POL2I1: Search Individuals (Policing & Enforcement 2008)		#					
POL2C3: Arrest Detain or Report Individuals (Policing & Enforcement 2008)		#					
LA47: First Line Consumer Legal Advice			#				
LA48: Consumer Legal Advice and Casework			#				
LA11: Provide Legal Advice to Clients				#	#		
LA31: Criminal Law Advice and Casework				#	#		
LA63: First Line Family Law Advice						#	
LA14: Prepare Cases for Representation in Formal Proceedings							#
LA24: Influence Changes to Legislative Policy or Practice							#

Annexe D

Mapping to Level 2 Functional Skills

Level 2	Unit number						
	1	2	3	4	5	6	7
English – Speaking, Listening and Communication							
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	✓	✓	✓	✓	✓	✓	✓
English – Reading							
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	✓	✓	✓	✓	✓	✓	✓
English – Writing							
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	✓	✓	✓	✓	✓	✓	✓
Mathematics – representing:							
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations							
Identify the situation or problems and identify the mathematical methods needed to solve them							
Choose from a range of mathematics to find solutions							
Mathematics – analysing							
Apply a range of mathematics to find solutions							
Use appropriate checking procedures and evaluate their effectiveness at each stage							
Mathematics – interpreting							
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations							

Level 2	Unit number						
Draw conclusions and provide mathematical justifications							
ICT – using ICT							
Plan solutions to complex tasks by analysing the necessary stages							
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	✓	✓	✓	✓	✓	✓	✓
Manage information storage to enable efficient retrieval	✓	✓	✓	✓	✓	✓	✓
ICT – finding and selecting information							
Use appropriate search techniques to locate and select relevant information							
Select information from a variety of sources to meet requirements of a complex task	✓	✓	✓	✓	✓	✓	✓
ICT – developing, presenting and communicating information							
Enter, develop and refine information using appropriate software to meet requirements of a complex task							
Use appropriate software to meet the requirements of a complex data-handling task							
Use communications software to meet requirements of a complex task							
Combine and present information in ways that are fit for purpose and audience	✓	✓	✓	✓	✓	✓	✓
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information							

Annexe E

Unit mapping overview

Pearson Level 2 BTEC short course in Law and Legal Work legacy (specification end date 31/08/2010)/new versions of the BTEC Level 2 Specialist qualifications in Law and Legal Work (specification start date 01/09/2010) – the Pearson BTEC Level 2 Certificate in Law and Legal Work.

Old units \ New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit 1	F					
Unit 2		F				
Unit 3			F			
Unit 4				F		
Unit 5					F	
Unit 6						F
Unit 7	A new Level 3 Unit From the Pearson BTEC Level 3 in Law and Legal Work specification					

KEY

- P – Partial mapping (some topics from the old unit appear in the new unit)
- F – Full mapping (topics in old unit match new unit exactly or almost exactly)
- X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe F

Glossary of accreditation terminology

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned on the Regulated Qualifications Framework
Performance tables	This/these qualifications is/are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Accreditation Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.
UCAS points	This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

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